

LOUISIANA'S HIGH SCHOOL STUDENT PLANNING GUIDEBOOK:

A PATH TO
PROSPERITY
FOR EVERY
STUDENT

2016-2017
Version 1

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INTRODUCTION

You have in your hands a *Louisiana Guidebook*, one in a series of booklets released by the Louisiana Department of Education to provide educators a simple reference guide for state policies and tools.

Louisiana Believes is the state's comprehensive plan to provide all students the opportunity to attain a college degree or a professional career. The guidebooks bring together many of the plan's most important elements into three booklets:

- **Early Childhood Guidebook:** Preparing Children for Kindergarten; Strengthening Early Childhood Programs and Community Networks
- **High School Student Planning Guidebook:** A Path to Prosperity for Every Student
- **Principals' Teaching and Learning Guidebook:** A Path to High-Quality Instruction in Every Classroom

Each guidebook provides practitioners with detailed information on state policies, statewide programs, and access to tools that help individual educators achieve goals with their students.

It is, after all, a result of those individual, local plans that our state's education outcomes are moving in such a positive direction.

CONSIDER THESE FACTS:

In 2014-2015, high school students demonstrated greater levels of readiness, including:

- **Graduation Rate:** The 2014 graduation rate, used in the calculations, increased 1.1 percentage points from 2013 to 74.6 percent. This increase led to nearly 1,600 more students graduating than did in the class of 2013. Of the nearly 1,600 additional students graduating in 2014, more than 1,200 are of a minority racial group and more than 1,230 are from low-income backgrounds. In the current formula, schools averaging a graduation rate of 75 percent earn an 'A' in this index.
- **ACT:** Louisiana's average composite score increased to 19.4 in 2015. The state's 0.2 point gain in the average student's score topped all states testing 100 percent of students, and ranked third among six such Southern states. Among seniors in 2015, 24,619 students earned a college-going score, an increase of nearly 1,000 students from 23,660 in 2014. In the current formula, schools averaging an 18 ACT composite average earn an 'A' in this index. When applying accountability membership rules, the average composite score is 19.2, an increase from 18.8 in 2014.
- **End-of-Course:** Statewide, 62 percent of students scored Good or above on End-of-Course tests in 2015. In the current formula, schools averaging 'Good' earn an 'A' in this index.
- **Diploma Index:** To earn an 'A', students must graduate with a diploma. Schools earn an 'A+' for students graduating with credentials indicating post-secondary readiness.
- **Advanced Placement courses and tests:** Louisiana high school students achieved a record number of Advanced Placement credits in 2015, earning nearly 1,300 more in 2015 than 2014, increasing the total from 6,410 to 7,703, a 20 percent increase. Participation also increased 19 percent from 28,009 enrollments in 2014 to 33,231 in 2015.
- **Dual Enrollment courses:** The class of 2015 saw an increase of more than 1,500 students participating in Dual Enrollment courses.
- **Jump Start courses and credentials:** Nearly 1,300 additional students earned an industry-based certificate before graduating high school in 2015.
- **Progress Points:** Progress points indicate literacy and math growth among high school students who struggled in previous grades. Schools can earn a maximum of 10 points. Of 174 high schools, 100 (57 percent) earned progress points in 2015 due to increases in ACT and ACT series scores and due to a BESE policy change to honor students whose scores exceed ACT's median projection based on past performance. Overall, high schools earned an average of 3.7 progress points per school in 2015.

There is no one plan for each student's life. Likewise, each teacher needs different supports, and each school has goals all its own. *Louisiana Believes* starts with the idea that those closest to students – parents, teachers, and administrators – should be trusted to determine the best path for children. The *Louisiana Guidebooks* are tools for them to use in carrying out that most important of missions.

HIGH SCHOOL STUDENT PLANNING GUIDEBOOK: A PATH TO PROSPERITY FOR EVERY STUDENT

The greatest factor in both the growth of our state's economy and the ability of our high school graduates to become productive citizens will be the skills with which young people are equipped. While most jobs do not require a four-year college degree, high-growth, high-wage jobs in Louisiana almost always require education after high school. A high school's most important role is to help students attain the knowledge and capabilities that make possible adult opportunities.

Postsecondary education provides expansive opportunities across a wide range of career paths and interests. Regardless of the area of study, completion of even some college makes a person more likely to secure a job with a living wage. With the expansion over the last decade of the Louisiana Community and Technical College System (LCTCS), the merit-based Taylor Opportunity Program for Students (TOPS), the need-based GO Grant, the Early Start dual enrollment program, and other initiatives are designed to increase college access.

Since Louisiana began requiring all public high school students to take the ACT series in 2013, the state has seen a dramatic increase in the number of seniors earning qualifying scores for TOPS, boosting students on both the TOPS University pathway and the Jump Start TOPS Tech pathway. The number of seniors earning a TOPS-qualifying score of at least 17 increased by 1,732 since 2013 and by 6,339 since 2012.

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Louisiana Believes, the state's comprehensive plan to prepare students for college and career success, includes a system of related policies and programs that: a) help schools provide students with pathways to future prosperity; b) give schools the resources to offer these pathways; and, c) reward schools when students achieve their goals.

This Guidebook is a series of short documents showing administrators, counselors, and teachers how to use key policies, programs, and resources to help both students and schools achieve their goals.

The Guidebook includes brief chapters on the subjects below.

1. **Planning for struggling students** through Individual Graduation Plan guidance and providing high school courses necessary to complete fundamental freshman course requirements.
2. **Focusing 9th and 10th grade students** mastering a set of **foundational academic skills** in core subjects instead of committing them to a single graduation path too early in high school, before they have had the chance to explore and discover their true interests.
3. **Developing basic and advanced college and workplace skills** in the 11th and 12th grades to prepare students for college and career success, and ensure they are competitive in any workplace or academic environment.
4. **New Jump Start Opportunities** – as your school indicates the Jump Start graduation pathways it will support, you can take advantage of a range of new Jump Start opportunities available for your students. These new Jump Start opportunities can help all students, in all parts of the state, create the foundation for a successful adulthood.
5. **Counseling and supporting** student access to graduation pathways they discover are right for them, utilizing assessments, data, new sources of funding, the Supplemental Course Academy, and the Statewide Counselor Assistance Center.
6. **Earning recognition for school excellence** through an [accountability system](#) that rewards schools for helping students successfully pursue their college and career aspirations.

PLAN FOR STRUGGLING STUDENTS

ARRIVING ON THE HIGH SCHOOL CAMPUS

The 9th grade transition is a critical time for high school students, often determining the likelihood of graduation. As districts and schools seek to address the challenges of 9th grade transition, it is critical (a) to ensure a smooth, well-planned transition for all students and (b) to plan proper supports for struggling students who need additional academic remediation and/or customized supports through special education.

This reference document is intended to help (a) support school-wide student planning through Individual Graduation Plans and (b) successfully implement Transitional 9th Grade and alternative diploma pathway opportunities for struggling students.

CHECKLIST

PLAN FOR STRUGGLING STUDENTS

- Identify students
- Determine student experience
- Plan for student support
- Select appropriate curriculum and vocational experiences

STEP 1: IDENTIFY STUDENTS

Review student records of incoming 9th grade students and determine if they qualify for any of the following opportunities:

Opportunity	Transitional 9th Grade	Alternative Pathway to a Diploma through Act 833 (2014)	Alternative Pathway to a Diploma for Students Assessed on LAA 1
Eligibility	<p>Identify non-proficient 8th grade students and the areas in which they are proficient or non-proficient. LEAs will determine appropriate placement criteria. Most LEAs are basing these decisions on the following data points:</p> <ul style="list-style-type: none"> • benchmark assessments • performance on classroom assessments • course grades • student growth • IEP goals • attendance 	<p>Did not achieve benchmark scores on two out of the three most recent years of state assessments</p>	<p>Eligible to take the Louisiana Alternate Assessment Level 1</p>

STEP 2: DETERMINE HIGH SCHOOL EXPERIENCE OF STRUGGLING STUDENTS

Transitional 9th Grade: Placement in Transitional 9th Grade is at the discretion of the local school or school system where the student was enrolled in 8th grade. However, schools are highly encouraged to make such placements, as data show that students placed on a high school campus are less likely to drop out. The School Building Level Committee (SBLC) at the middle school will review standardized test scores, past coursework, and student behavioral data to determine the most appropriate setting for each student.

Some struggling students may be receiving special education services and therefore are potentially eligible for alternative pathways to a high school diploma. When a student is eligible for an alternative pathway to a high school diploma it is critical that proper planning is in place at the start of high school to ensure that students have ample time to successfully complete the graduation requirements of their pathway.

Alternative Pathways to a Diploma

- **Act 833 (2014):** The student's Individualized Education Plan (IEP) team should review/confirm this eligibility in the special education reporting system (SER) and determine how the provisions of the law should be applied to the students high school experience.
- **LAA 1:** The student's IEP team should review/confirm eligibility in SER, determine student needs and interests, determine the Jump Start pathway along with the courses and vocational experiences that will fulfill those needs and interests leading to post-secondary success.

For more information on planning an effective high school experience for students eligible for alternative pathways to a high school diploma visit the [students with disabilities library](#).

The [Special Education Guidance for High School Students](#) serves as a reference tool for LEA administrators and high school staff who work with students with disabilities. This document has been updated to reflect the policy changes that provide students assessed on the LAA 1 an opportunity to pursue a high school diploma.

STEP 3: PLAN FOR STUDENT SUPPORT

Create a customized counseling structure (e.g., a support team) to support each struggling student.

The College Board's [National Office for School Counselor Advocacy](#) (NOSCA), has created [guides](#) for school counselors to create a comprehensive program of individual student planning for college and career readiness.

Career counseling, a part of career development, is a focused effort starting in middle school and accelerating in high school to help students: 1) identify the career they might pursue; 2) attain the competencies and certifications they need to secure entry-level employment; and 3) build the habits and life skills necessary to be productive adults. Effective career counseling should:

- encourage all teachers in each pathway to become de facto career counselors in their specialty, an informal-but-powerful strategy;
- reinforce emphasis on joint curricular planning between academic and CTE teachers;
- retain career counseling capacity (in-person or online) to provide all students with some form/modality of one-on-one career and college planning in both 10th and 12th grades;
- form (or expand) career-technical students organizations (CTSOs) in targeted job sectors, relying on teacher-advisors and industry partners to mentor the student-members of these organizations;
- develop region-wide teacher professional development (PD) modules emphasizing Jump Start and specific high-demand job sectors that can be implemented in every school district;
- recruit “near-peer” mentors (i.e., recent graduates who are gainfully employed in targeted industries), with the option of “importing” and “exporting” some of these young success stories to outlying parishes that may lack this population; and
- hold multi-school district industry mentoring events where students from different high schools can meet with industry partners who can then perhaps provide informal mentoring or help form CTOSs.

Determine how often this structure should evaluate an individual student’s progress, specifying the data the support team will use to identify student progress and gaps

Quarterly support team meetings are recommended as interim progress checks

- Review course grades
- Review common assessments
- Review attendance records
- Review discipline reports
- Review teacher/mentor evaluations

Execute individual performance criteria through the IEP process for Act 833 eligible students

- Review course schedule and student needs

- Develop individual performance criteria where appropriate

Evaluate student growth and identify next steps

- Review academic data to determine if student is progressing
- Assess whether the student has socially acclimated to the high school campus and matured in his/her academic life (attendance, course work, homework, class participation, and study habits)
- Plan ongoing counseling and mentoring
- Create an Individualized Graduation Plan that will support the student in the 9th grade cohort based on his/her ongoing needs

Provide Career Readiness Course Opportunities

Career development is a lifelong process that students begin in middle school and accelerate in high school. Career development includes:

- a. developing an understanding of different career opportunities;
- b. learning the foundational academic skills necessary to attain and succeed in employment;
- c. developing the behavioral skills necessary to attain and succeed in employment;
- d. learning about different college options (types of schools, programs, and schedules); and
- e. developing individual plans to guide learning and career searches during and after high school.

Consider outside resources to support effective implementation

[Career Compass of Louisiana:](#)

- College and career coaching model for grades 6-12 that targets all students on the campuses receiving services provides one on one college and career coaching for grades 9-12, college awareness seminars for grades 6-11, small group Jump Start counseling and small group Dropout Prevention counseling for grades 9-10
- Costs depend on number of students served

[Talent Development Secondary \(TDS\):](#)

- **School-wide** improvement model for grades 6-12, including Ninth Grade Success Academy
- Promotes 4 pillars of support including teams, PD for instructors, tiered student support, and school culture/climate
- Costs depend upon resources/trainings requested and scope of program

[Diplomas Now:](#)

- **Targeted to specific students**
- Focused on “providing the right students with the right support at the right time”
- Identifies future dropouts as early as 6th grade
- Combines Talent Development, City Year, and Communities in Schools resources to support student and school
- Costs depend on school size/need

Louisiana Rehabilitation Services

- Targeted to students with disabilities that qualify and potentially qualify for their services
- Focus on “Pre-employment Transition Services” (PETS) including career interests identification, soft skills training, job development, job coaching, and job placement
- Services are free to all districts
- Vendors include businesses such as T.E.E.M. Academy, Goodwill, and Up-LIFTD

STEP 4: SELECT APPROPRIATE CURRICULUM

Instructional materials are one of the most important tools educators use in the classroom to enhance student learning. It is critical those materials fully align to state standards and are high quality if teachers are to provide meaningful instruction. No program is a silver bullet, so principals must support their teachers to choose and use each program in a way that supports the unique students in their buildings.

To choose aligned curricula, principals and teacher can take the following steps:

- Review the posted [instructional materials reviews](#).
- Determine the strengths and weaknesses of the reviewed curricula.
- Supplement weaknesses in curricular programs using Department-released resources.

Hundreds of titles have been reviewed by educators and experts from across the state. The Department tiers programs so that schools can easily see which programs are more and less aligned to Louisiana’s academic standards.

Through these reviews, the Department has also identified a number of trends in missing curricular components and has released a series of resources to help districts supplement any program they are currently using. These include:

- **Teacher toolbox:** Comprehensive set of tools for educators and districts. Teachers can also access [grade-specific libraries](#) for easier use.
- **English Language Arts Guidebooks:** Classroom-ready daily lesson plans for grades 3-12. Each unit includes three culminating tasks and lessons that prepare students for those tasks, integrating rich texts and all standards.
- **English Language Arts framework:** An interactive framework complete with recommended instructional strategies that are embedded in the guidebook. These strategies can also be used with any curriculum.
- **Math Guidebooks:** Provide two types of tasks to help students master the conceptual skills necessary for long term success. Also included is guidance on how to target critical remediation for struggling students.
- **Social Studies planning resources:** Includes scope and sequence documents and instructional tasks.

Once strong curriculum and supplemental materials are chosen, principals and teachers align assessments to ensure they know where students are and are not learning the standards.

STEP 5: SCHEDULE STUDENT COURSEWORK

Exemplar struggling student school schedules

STUDENT PARTICIPATING IN T9 AND ACT 833 ELIGIBLE		
SUBJECT	FOUNDATIONAL SKILLS CORE/ T9 CREDITS	EXAMPLE COURSES
English	2	English I, English II
Math	2	Algebra I, Geometry
Physical Education	1.5	Physical Education
Health	.5	Health
Science	2	Biology I, Environmental Science, or Physical Science
Social Studies	2	Civics, U.S. History
Remedial/ Intervention Courses (if applicable)	2	Remedial or Intervention English/ Math
Electives	2	Career Readiness, Agriculture, Business, Family and Consumer Science, Art, Band, Etc.
Total	14	

STUDENT PARTICIPATING IN LAA 1			
SUBJECT	COURSE	COURSE CREDIT (for purposes of graduation)	CARNEGIE CREDIT
English	Applied English 1	1	0
Math	Applied Math 1	1	0
Physical Education	Physical Education		1.5
Transition	Foundational Skills	1	
Transition	Employment Sampling	1	
Science	Applied Science 1	1	0
Social Studies	Applied Social Studies 1	1	0
Electives	Band		2

Accountability Implications

INCLUSION IN HIGH SCHOOL GRADUATION COHORT

Students placed in Transitional 9th Grade shall not be included in the high school's graduation cohort during their first year on the high school campus. These students can enroll in high school-level classes, including career education courses, that parents and schools deem appropriate, with a goal of keeping them on track for on-time graduation. Following one year in Transitional 9th Grade, students shall enter the high school cohort, the same year in which they would enter the cohort had they been held back in eighth grade. Offering remediation in an age-appropriate setting is critical to the success of low-performing students, particularly during the transition to high school. The student is automatically enrolled in 9th grade the year after T9 – this means that students who dropout in T9 WILL be in the graduation cohort

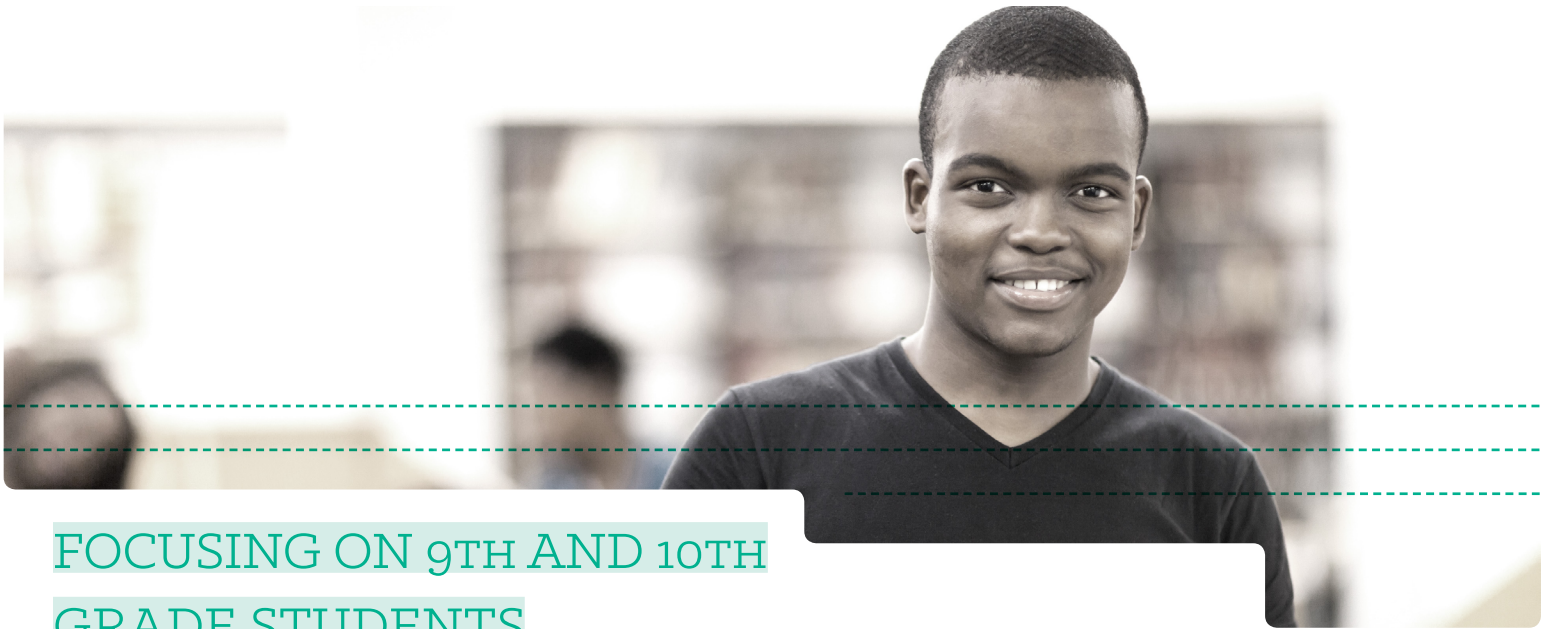
DROPOUT CREDIT ACCUMULATION INDEX (DCAI)

The transition from 8th to 9th grade is critical for student success. Schools with an 8th grade earn points for the numbers of credits students accumulate by the end of the 9th grade (and Transitional 9th Grade, where applicable). This encourages a successful transition to high school by allowing students access to Carnegie credits early and often. Points are awarded as follows:

CARNEGIE COURSE CREDITS (earned by the end of 9th grade)	DCAI POINTS PER STUDENT
6+	150 pts.
5.5	125 pts.
5	100 pts.
4.5	75 pts.
4	50 pts.
3.5	25 pts.
3 or less	0 pts.
3 year 8th grade student	0 pts.
Dropout	0 pts.

Note: Credit accumulation for transitional 9th graders includes through the end of T9 (e.g., transitional 9th graders do not have two years, transitional 9th and 9th grade, to earn credits for DCAI).

End-of-Course (EOC) tests: Students in T9 are encouraged to take EOCs. If they score below proficient, then they may retest without penalty to the school. If they score proficient, then the score shall count toward the high school, just as it would for an 8th grader who was successful on an EOC. Act 833 eligible students in grades 9-12 are required to take all EOCs corresponding to the courses in which they are enrolled. Points are awarded for scores of Good or higher.



FOCUSING ON 9TH AND 10TH GRADE STUDENTS

OVERVIEW

During the first two years of high schools, students should focus on building on the knowledge and skills they gained in previous grades. Every 9th and 10th grade student (beginning 2014-2015 and thereafter) will take core academic classes to work towards a diploma. Following the student's 10th grade year, a student may choose to work toward a Jump Start TOPS Tech Pathway or pursue the TOPS University Pathway. Students may choose both pathways. Decisions are made with counseling and guidance, based on the student's interests, capabilities, and ambitions.

STEP 1: IDENTIFY STUDENTS

- Data indicators for student placement include: 1) [Statewide assessments results](#) (if available); 2) student growth data and/or results from a teacher's SLT process; 3) results from benchmark assessments rated as Tier 1 or 2 through the [Instructional Materials Review](#) process and/or the state-released ELA and math [practice tests](#); 4) performance results on classroom assessments aligned to [state academic standards](#) and [priority content](#) (e.g., unit assessments from Tier I curricula, teacher-made assessments in [EAGLE](#)); 5) IEP goals; 6) course grades; 7) attendance; and 8) student graduation support profile.
- Student Profile Considerations (Employment, Career Inventory, Transient)

Employment Considerations

- » *Readiness* – Does the student have the necessary skills?
- » *Interests* – Knowing what students find worthy of their time and their hobbies outside of school go a long way in establishing rapport and in building a higher interest level in subject matter.
- » *Anecdotal Information* – offers important considerations about students in terms of their strengths and concerns.

CHECKLIST

FOCUS ON 9TH & 10TH GRADE STUDENTS

- Identify students
- Plan for student support
- Select appropriate curriculum
- Schedule student coursework
- Provide counselor tools and support

Career Inventory Considerations

- » Career interest inventories typically describe or illustrate (often with pictures and videos) many occupations and job tasks and ask youth to rate how much they would enjoy doing each job or task. By rating their level of interest in a wide range of occupations, these inventories help young people recognize their predominant interests and preferences.
- » Career interest inventories can be used in school classes, in afterschool and community youth programs, in workforce development programs, and at home.
- » Explore free career interest inventory tools that youth can access on the Internet.
- » Adapt methods and materials to suit individual youth needs.
- » Use the career interest inventory results as a starting point for engaging youth in exploration and planning for careers and postsecondary education.

Transient Considerations

- » Provide solid transition programs for mobile students
- » Include administrative procedures that increase the overall quality of the school
- » Implement flexible classroom strategies
- » Incorporate collaborative support and effective communication

STEP 2: PLAN FOR STUDENT SUPPORT

Offer a 9th and 10th grade Career Readiness Course with the following components:

Career Awareness

- Career Fair
- Workplace Visits
- Role Play
- Campus Visits
- In class speakers (in-person or online via the Nepris system)
- Mentors

College Awareness

- Campus Visits
- College Fair
- Financial Literacy

Information about the online Nepris platform that provides students and teachers with online access to industry experts locally and across the country is available from JumpStart@la.gov.

STUDENT ORGANIZATIONS

Students should continue to benefit from student organizations to support their educational endeavors. Examples:

- [National Beta Club](#) (often called “Beta Club” or simply “Beta”) is an organization for 4th through 12th grade students in the United States. Its purpose is “to promote the ideals of academic achievement, character, leadership, and service among elementary and secondary school students.”
- [4-H](#) helps develop citizenship, leadership, responsibility, and life skills of youth through experiential learning programs and a positive youth development approach. Though typically thought of as an agriculturally-focused organization as a result of its history, 4-H today focuses on citizenship, healthy living, science, engineering, and technology programs.
- The [National FFA Organization](#) makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.
- [Jobs for America’s Graduates \(JAG\)](#) is a state-based, national non-profit organization dedicated to preventing dropouts among young people who are most at-risk.
- [Distributive Education Clubs of America \(DECA\)](#) enhances the preparation for college and careers by providing co-curricular programs that integrate into classroom instruction, applying learning in the context of business, connecting to business and the community, and promoting competition.

STEP 3: SELECT APPROPRIATE CURRICULA

Instructional materials are one of the most important tools educators use in the classroom to enhance student learning. It is critical those materials fully align to state standards and are high quality if teachers are to provide meaningful instruction. No program is a silver bullet, so principals must support their teachers to choose and use each program in a way that supports the unique students in their buildings.

To choose aligned curricula, principals and teacher can take the following steps:

- Review the posted [instructional materials reviews](#).
- Determine the strengths and weaknesses of the reviewed curricula.
- Supplement weaknesses in curricular programs using Department released resources.

Hundreds of titles have been reviewed by educators and experts from across the state. The Department tiers programs so that schools can easily see which programs are more and less aligned to Louisiana’s academic standards.

Through these reviews, the Department has also identified a number of trends in missing curricular components and has released a series of resources to help districts supplement any program they are currently using. These include:

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- [English Language Arts Guidebooks](#): Classroom-ready daily lesson plans for grades 3-12. Each unit includes three culminating tasks and lessons that prepare students for those tasks, integrating rich texts and all standards.
- [English Language Arts framework](#): An interactive framework complete with recommended instructional strategies that are embedded in the guidebook. These strategies can also be used with any curriculum.
- [Math Guidebooks](#): Provide two types of tasks to help students master the conceptual skills necessary for long term success. Also included is guidance on how to target critical remediation for struggling students.
- [Social Studies planning resources](#): Includes scope and sequence documents and instructional tasks.

Once strong curriculum and supplemental materials are chosen, principals and teachers align assessments to ensure they know where students are and are not learning the standards.

STEP 4: SCHEDULE STUDENT COURSEWORK

IDENTIFY COMMON FOUNDATIONAL COURSEWORK

Louisiana's 9th and 10th grade students will take common foundational coursework, irrespective of the diploma pathway they ultimately receive. Each student will be required to complete 2 units of English, Math, Science, Social Studies, and Health & PE in these grades.

DIPLOMA FOUNDATIONAL SKILLS COURSE REQUIREMENTS

SUBJECT	FOUNDATIONAL SKILLS CORE CREDITS	EXAMPLE COURSES
English	2	English I, English II
Math	2	Algebra I, Geometry
Physical Education	1.5	Physical Education
Health	.5	Health
Science	2	Biology I, Chemistry
Social Studies	2	Civics, U.S. History
Total	10	

SUPPLEMENTAL COURSE ACADEMY/ COURSE CHOICE

Students who cannot find the necessary courses at their school should consult with their counselor and consider leveraging the resources of the [Course Choice Program](#). Course Choice gives school districts and other public schools an allocation related to the cost of high school credit courses. Course Choice course offerings are individualized to the needs of secondary students and provided outside the traditional secondary school. Offerings include:

- Career and technical preparation course offerings;
- Academic work required to achieve TOPS;
- Advanced coursework not available at the school due to limited resources (including AP® courses);
- Dual Enrollment course offerings at virtually all Louisiana postsecondary institutions; and
- Intensive remediation for students struggling to stay on pace for graduation.

To access the student enrollment system for Course Choice offerings [click here](#).

Counselor Tools & Supports

INDIVIDUAL GRADUATION PLANS

Each student's [Individual Graduation Plan](#) shall list the required core/foundational courses to be taken through the 10th grade and shall identify the courses to be taken in the first year of high school. The plan shall be reviewed annually and updated as necessary to identify the courses to be taken each year until the required core courses are complete prior to entering a student-selected graduation pathway.

CARNEGIE CREDIT AND CREDIT FLEXIBILITY

When awarding credit based on instructional time, LEAs shall provide a minimum of 7,965 instructional minutes for one Carnegie credit, and students shall be in attendance for a minimum of 7,515 minutes. In order to grant one-half Carnegie credit, LEAs shall provide a minimum of 3,983 instructional minutes, and students shall be in attendance for a minimum of 3,758 minutes.

When awarding Carnegie credit that includes individual performance criteria as outlined in Act 833, LEAs must ensure that IEP teams:

- Document the student's Act 833 eligibility in SER; and
- Include goals and objectives specific to the course in the student's IEP.

When awarding Carnegie credit based on demonstrated proficiency, LEAs, on behalf of any student or group of students, must inform the Department of the following:

- the name of the examination used to measure proficiency, if nationally recognized, or a copy of the examination used to measure proficiency; and
- the score required to demonstrate proficiency or a listing of requirements to demonstrate proficiency through portfolio submissions, if locally developed or not nationally recognized.

Proficiency in a course with a state-administered End-of-Course exam must be demonstrated using the End-of-Course exam. The Department may require revisions of assessments in order to ensure they adequately measure proficiency.

Students meeting the requirements for Carnegie credit based on proficiency shall have the course title, the year proficiency was demonstrated, P (pass), and the unit of credit earned entered on their transcript. LEAs shall determine whether to award the letter grade earned on the proficiency assessment(s) or a P (pass) when a student demonstrates proficiency.

SAMPLE 9TH AND 10TH GRADE STUDENT SCHEDULES

	STUDENT A SAMPLE SCHEDULE	STUDENT B SAMPLE SCHEDULE
9th Grade	Algebra I English I Environmental Science Civics IBCA Career Readiness Course Physical Education I	Algebra I English I Environmental Science Civics IBCA Career Readiness Course Physical Education I
10th Grade	Business Math English II Biology Agriscience I NCCER CORE Physical Education II/Health Spanish I	Geometry English II Biology Information Management for Allied Health Professionals Medical Terminology Marching Band/Health Elective Course

Accountability Implications

The graduation index in the accountability system is the core measure of the extent to which high schools have prepared students for college or a career – with both treated as equally valuable. The table below indicates how schools are rewarded in the accountability system for the achievements of both TOPS University Pathway and Jump Start TOPS Tech Pathway students.

INDEX POINTS	FALL 2016 SPS (2014-2015 COHORT)
150	HS Diploma plus (a) AP® score of 3 or higher, IB® Score of 4 or higher, or CLEP® score of 50 or higher OR (b) Advanced statewide Jump Start credential <i>* Four-year graduates achieving both an advanced statewide Jump Start credential and a test score at a qualifying level will generate 160 points.</i>
110	HS Diploma plus (a) At least one passing course grade for TOPS core curriculum credit of the following type: AP®**, college credit, dual enrollment, or IB® OR (b) Basic statewide Jump Start credential <i>* Students achieving both (a) and (b) will generate 115 points.</i> <i>** Students must take the AP® exam and pass the course to earn 110 points.</i>
100	Diploma (includes Career Diploma student with a regional Jump Start credential and a HS Diploma earned through pathway for students assessed on the LAA1)
25	HiSET®
0	Non-graduates, Certificate of Achievement
140	5th year graduate with AP® 3+ or IB® 4+ or CLEP® 50+
75	5th year graduate w/diploma
50	Sixth year graduate

* For the basic credential 110 point reward, dual enrollment must count for TOPS Core Curriculum starting with 2014-2015 graduates. For Industry-Based Certifications (IBC), starting with the graduating class of 2017-2018 (2019 SPS), only WIC-approved IBCs will be included as basic statewide credential.

** Students must take the AP®/IB® exam and pass the course to earn 110 points.

New Jump Start Opportunities

New Jump Start opportunities – starting in 2016-2017 your school will need to indicate to parents and students which of the approved Jump Start graduation pathways will be available to your students.

Your school should be working with local community colleges, industry training facilities, and local industry allies to offer the broadest number of Jump Start pathways to your students.

Contact your Network representative if you need help determining which Jump Start graduation pathways your school can offer.

Over the last 18 months educators across Louisiana have been busy piloting new workplace engagement materials that promise to help Louisiana students establish the foundation for a successful adulthood. These materials will enable our students to earn Jump Start industry credentials and hone their workplace “soft skills” while preparing them for the industry training and post-secondary education required for high-demand careers.

Starting in 2016-2017 your school can and should use these new Jump Start opportunities to develop student workplace skills and maximize student engagement with industry experts while earning their Jump Start industry credentials.

NEW JUMP START OPPORTUNITIES INCLUDE:

- 1) The new [Micro-Enterprise Credential](#) is the Core credential of the Micro-Enterprise graduation pathway. The Micro-Enterprise Credential prepares students to be high-performing, small business employees (since more Louisiana jobs are created by small businesses than all other industries combined!) and one day even entrepreneurs forming their own businesses.

The Micro-Enterprise Credential is attainable by all students – students of all academic backgrounds and abilities as early as 10th grade. The materials necessary to help students attain this credential can be embedded in a number of different courses offered by every Louisiana high school (Career Readiness, Customer Service, Entrepreneurialism, Cosmetology, etc.);

- 2) Replacing the old Journey to Careers curriculum with the new suite of Career Readiness courses (middle school, early high school, and late high school) developed by educators in the Capital Region and Northwest Louisiana Jump Start regional teams.

These new Career Readiness course materials maximize student career awareness, provide students with tools for high school success, and enable student to practice the skills they’ll need to attain entry-level jobs and establish the foundation for superior job performance and career success;

- 3) Updated guidelines and resources for [Workplace Internships](#) that maximize the value of internships, while insuring paperwork compliance and maximizing the CTE and CDF adder funds earned by schools;

- 4) New [Virtual Workplace Experiences](#) schools can use to maximize student workplace engagement and workplace skill development (and that qualify for CTE adder funds).

Virtual Workplace Experiences can be utilized by schools too remote to place students in workplace internships, and by students who find it impossible to complete a workplace internship;

- 5) [Teacher externship opportunities](#), including both traditional workplace externships and a new generation of virtual externships now being developed; and

- 6) Hands-on training on how teachers can use the [Nepris](#) online industry expert engagement system that makes all of these new generation resources possible.

Training on all of these new Jump Start opportunities are available at the Teacher Leader Summit and the Super Summer Institute.

Network representatives will help Jump Start regional teams schedule local training sessions on these new Jump Start opportunities if enough schools in a region request training for their teachers and counselors.

DEVELOPING ADVANCED & BASIC COLLEGE & WORKPLACE SKILLS: 11TH and 12TH Grades

Student pathways should connect with real outcomes after high school – for both college-bound students and career-bound students. The TOPS University Pathway ensures students going to four-year colleges have taken a true college preparatory curriculum while in high school and have every chance possible to receive TOPS. Students who complete a Jump Start TOPS Tech Pathway will have attained an industry credential and also be prepared to continue postsecondary opportunities.

Students on the TOPS University Pathway are rewarded for completing more rigorous AP®, IB®, and dual enrollment courses because these courses receive additional weight in the calculation of the TOPS GPA: [TOPS weighted GPA Grid](#). The TOPS GPA determines not only a student's eligibility for the TOPS award but also determines if the student is qualified to receive additional financial support during college. Students who receive TOPS tend to graduate from college; students who attend a four-year university but do not achieve TOPS tend to end up with no diploma and a great deal of debt.

[Jump Start](#) is the state's new graduation pathway for Louisiana's students. Postsecondary institutions, business, and industry will form partnerships with LEAs to work collaboratively in providing career courses and workplace experiences for high school students. The Jump Start vision: students of all interests and capabilities will graduate high school by earning credentials that provide new opportunities for a successful adulthood for all students.

State-of-the-art career and technical education facilities, equipment, and instruction will be the elements of Jump Start success. Students completing a statewide or regional Jump Start pathway will also be prepared to continue their postsecondary education and training utilizing a [TOPS Tech](#) scholarship.

Because Jump Start credentials offer meaningful workplace opportunities for students on any diploma path, the state will merge the Basic Diploma with the Career Diploma, starting with the cohort entering high school in fall 2014. No student who plans to graduate in 2014, 2015, 2016, or 2017 will be forced to vacate his/her path to a Basic Diploma, but starting in 2017-2018, the state will not award a Basic Diploma. Students pursuing a Basic Diploma through spring 2017 can either achieve a Jump Start credential or complete an Area of Concentration to meet graduation requirements. Thus, through spring 2017, Area of Concentration options for this diploma remain in place.

CHECKLIST DEVELOPING ADVANCED AND BASIC COLLEGE AND WORKPLACE SKILLS FOR 11TH/12TH GRADE

- Select the initial student pathway
- Identify student interests
- Research credential and career opportunities
- Identify appropriate coursework
- Distinguish among the various potential secondary pathways
- Pursue postsecondary coursework/authentic workplace experiences while in high school
- Explore postsecondary pursuits
- Complete student Financial Aid Planning



STEP 1: SELECT THE INITIAL STUDENT PATHWAY

INDIVIDUAL GRADUATION PLAN

By the end of the 10th grade, each student's [Individual Graduation Plan](#) will be updated to include the recommended sequence of courses for successful completion of his/her chosen pathways.

This updated Individual Graduation Plan will be based on the student's academic record, talents, and interests and shall outline high school graduation requirements relevant to the student's chosen postsecondary goals. Each student, with the assistance of his/her parent or other legal custodian and school guidance counselor shall be allowed to choose the high school curriculum framework and related graduation requirements that best meets his/her postsecondary goals. Each student's Individual Graduation Plan will continue to be reviewed annually and updated or revised as needed.

Identifying an appropriate individualized student graduation pathway is a critical step at the end of the 10th grade year. Students can participate in one or both pathways, TOPS University or Jump Start TOPS Tech. Both pathways help students prepare for postsecondary success and gain access to scholarships. Both pathways enable schools to receive equal accountability system rewards.

Students selecting the **TOPS University Pathway** will continue to pursue core academic credits that mirror the TOPS Core curriculum. Having completed all core course credits, students may graduate from high school early, or pursue AP®, IB®, CLEP®, or dual enrollment credits. Students graduating on the TOPS University Pathway may also complete Jump Start courses as electives and earn a credential that would generate Jump Start accountability points. TOPS University Pathway requirements can be found [here](#).

Students pursuing the **Jump Start TOPS Tech Pathway** may earn basic or advanced credentials in statewide or regional career areas or equivalent credentials earned through dual enrollment coursework (Certificates of Applied Sciences, Certificates of Technical Studies, or Technical Diplomas). Students graduating with a Jump Start TOPS Tech Career Diploma will be required to attain Jump Start statewide or regional credentials. Through elective coursework students may also earn the TOPS University credential. Jump Start TOPS Tech Career Diploma graduation requirements can be found [here](#).

Jump Start is a dynamic, adaptive program structured to evolve and grow at the pace of business. The three basic tenets of Jump Start are: 1) collaboration among districts and regional teams; 2) sharing of best practices and innovations across districts so all Louisiana students benefit; and 3) certification, the requirement that Jump Start Career Diplomas require students to attain high-value industry credentials.

KEY JUMP START CONCEPTS

Regional Teams	Regional teams are public-private partnerships made up of school systems and their governing authorities, two-year colleges, local industry, and economic and workforce development experts who together develop innovative courses of study for students pursuing a Jump Start diploma.
Graduation Pathways	Graduation pathways indicate how students can graduate with a Jump Start diploma by taking courses and attaining industry credentials relevant to an industry sector. Each pathway includes: a) Sample Careers; b) Pathway Course Progressions (the complete list of courses students can take to satisfy the 9 CTE course credit Jump Start requirement); c) Culminating Credentials; and, d) Sample Schedule. All approved graduation pathways are available on the Department's website.
Statewide Credentials	Industry credentials approved by the Workforce Investment Council (WIC) for high-wage jobs in high-growth career sectors that are valued by employers when making entry-level hiring decisions.
Regional Core Credentials	Core credentials prepare a student for a specific career path relevant to a region's economy (example: customer service). Core credentials are analogous to a "major" for Jump Start students.
Complementary Credentials	Complementary credentials have value across industry sectors (examples: first aid, OSHA safety, computer literacy). Complementary credentials help students attain entry-level employment.

PLAN® SCORE, WORKKEYS®, STUDENT PROFILE

The College Board's National Office for School Counselor Advocacy (NOSCA), has created [guides](#) for school counselors to create a comprehensive program of individual student planning for college and career readiness.

Indicators for student placement:

Benchmark, [EOC](#), [ACT® Aspire™](#), [ACT® Plan®](#), [Explore®](#), and [WorkKeys®](#) test results can be used to provide guidance for placement in the appropriate diploma pathway.

- **Benchmark Data:** School districts that use benchmark assessments and common assessments can use that data to guide students to the pathway where they will be most successful.
- **EOC Data:** Students' EOC results may be used as a guidepost over time to select pathways for students.
- **ACT Plan®** data can be used to predict and generate rosters of students who are likely to score a 3 or higher on a given AP® Exam. Based on research that shows moderate to strong correlations between PSAT/NMSQT® scores and AP® Exam results, AP® Potential is designed to help you increase access to AP® and to ensure no student who has the chance of succeeding in AP® is overlooked.
- **WorkKeys® Data** helps ensure individuals are ready for work—and for life. If students are going to be adequately prepared for the workforce, they need to understand the requirements for jobs they are considering. WorkKeys® helps students determine the skill levels required for various jobs.
- **Teacher/Parent Feedback:** Both teacher feedback and parental input are essential in successful placement of students in the best pathway. Schools and districts can work to develop forms that are effective at communicating best placement to school counselors.

STEP 2: IDENTIFY STUDENTS INTERESTS

Utilizing the PLAN® [World-of-Work Map](#) can assist students with identifying careers. This is a system that summarizes and displays basic similarities and differences between occupations. It is visual and interactive, designed to engage users in the process of career exploration. [Louisiana Workforce Commission](#) tools can be utilized to identify relevant regional job demand. Construction companies will hire more than 86,000 workers in Louisiana through 2016. Employers need welders, pipefitters, electricians, scaffold builders, carpenters and many other craft professionals. Through the [Louisiana Build Your Future](#) website students can research the requirements to start working toward a craft profession. They can research wages, learn about skills and training required for various trades, and view and apply for current job openings.

STEP 3: RESEARCH CREDENTIAL AND CAREER OPPORTUNITIES

Students need to research credential and career opportunities. Regional Jump Start Teams will identify specific career opportunities relevant to each region of the state. Students will pursue industry credentials for these career pathways. [Statewide IBC credentials](#) provide graduates the opportunity for a credential with lifelong value.

STEP 4: IDENTIFY APPROPRIATE COURSEWORK

Jump Start offers students flexibility by choosing a pathway and spending time in junior and senior years taking courses designed by regional teams of industry leaders, economic development organizations, technical colleges, and school districts whose sequences of in- and out-of-school courses and apprenticeships are designed to yield work-ready graduates. The specific credentials will vary by region, but they may include partial or full completion of an associate degree at a community college or receipt of a nationally-recognized career certification. Students need to meet prerequisite course/pathway requirements prior to enrollment (age, course prerequisites, PLAN®, WorkKeys®, etc.). These will vary by pathway. The various curricular, age, exam, and certifying agencies of each pathway can be found within each graduation pathway.

Students pursuing the TOPS University Pathway will continue to pursue core academic credits that mirror the TOPS Core curriculum. Having completed all core course credits, students may graduate from high school early; pursue AP®, IB®, or dual enrollment credits; or pursue a Jump Start Career Credential. TOPS University Pathway graduation requirements can be found [here](#).

Students should review the entrance requirements for the colleges of interest and ensure all necessary coursework is completed. Students staying in state need to meet the TOPS requirements in order to receive this valuable state-sponsored scholarship.

- [TOPS Core Curriculum](#)
- [TOPS Opportunity Requirements](#)
- [TOPS Honors Requirements](#)
- [TOPS Tech Early Start](#)
- [TOPS Tech](#)

STEP 5: DISTINGUISH AMONG THE VARIOUS POTENTIAL SECONDARY PATHWAYS

Louisiana's Community and Technical Colleges: These are typically nonresidential and offer hundreds of two-year degrees and certifications that transfer to four-year universities

Four-year Universities: These are public universities, private universities, liberal arts colleges, and career colleges offering bachelor's degrees. All fall into the category of 4-year colleges and universities. These schools offer bachelor's degrees, which are usually completed in four years of full-time study, and some may also have a graduate school that offers master's degrees.

Private and Out-of-state Universities: Using the [ACT® College Search Tool](#) students can explore private school and out-of-state college options.

TOPS Tech Early Start Private Training Providers: A TOPS-Tech Early Start Award may be used to fund any technical or applied course leading to an Industry-Based Certification, a Certification of Applied Science, and a Certificate of Technical Sciences offered at a Louisiana public or nonpublic postsecondary education institution, or by any Louisiana training provider recognized by the Louisiana Workforce Commission and approved by the State Board of Elementary and Secondary Education.

STEP 6: PURSUE POSTSECONDARY COURSEWORK/AUTHENTIC WORKPLACE EXPERIENCES OPTIONS WHILE IN HIGH SCHOOL

Articulated CTE credit: The goal of Statewide Articulation, Success Through Articulation (STArt) is to assist in creating a coherent secondary-to-postsecondary transition process and reducing duplication of instructional efforts and costs associated with student mobility, in this case from a high school to a postsecondary institution, primarily to an [LCTCS](#) campus.

Workplace Exchange Experiences: Access to the types of authentic workplace experiences (e.g., guest speakers, job location visits, internships, etc.) that help students learn about career paths they might pursue should be made available through the Jump Start program. Jump Start seeks to make it possible for every Louisiana student to learn more about careers and life opportunities based on the input and guidance of industry experts and both experienced industry leaders and “near peer” recent graduates who have attained employment in high-growth job sectors. For more information, [click here](#).

Advanced Placement: AP® courses offer students the opportunity to earn college credit by demonstrating mastery of rigorous content through high school-based courses.

- To explore available Advanced Placement® courses, [click here](#).
- To view the AP® Exam schedule for Advanced Placement® tests, [click here](#).
- To ensure Advanced Placement® test fees are covered by the Department, [click here](#).
- To train more teachers to offer AP®, [click here](#).
- For more information on increasing AP® participation, [click here](#).

The new cohort graduation index recognizes a score of 3 or higher on at least one AP® exam as the highest level of achievement earned by a cohort graduate. For details, [click here](#).

International Baccalaureate®: IB® courses offer rigorous educational options to students with the potential to earn college credit while still in high school. For more information, [click here](#).

CLEP® is a computer-based credit by exam opportunity that offers the chance for students to be awarded college credit for knowledge gained through dual enrollment coursework. CLEP® recognizes the value of prior learning and validates a student's experience and knowledge acquired inside and outside of the classroom, such as workforce training and life experience.

- High schools may apply to become an authorized CLEP® testing center through an [application](#) and certification process.
- For a list of CLEP® exam titles, [click here](#).

Dual enrollment is the simultaneous enrollment of a student in both high school and college at which the student receives credit on both their high school and college transcripts for the same course. Students may enroll in college courses at local technical, community, and/or four-year colleges. Students enrolled in a college course follow the college curriculum. The course is taught by either the college instructor or a high school instructor who is approved to teach the college course.

With dual enrollment, students may begin accumulating college credits while still in high school, thus providing a smoother transition to college after high school graduation. Students also have the opportunity to complete college faster – and at a lower cost – by earning college credits while still in high school. Dual enrollment courses are available to Louisiana students through the [Course Choice Program](#).

Students must meet the admission standards of the college awarding the credit. Admissions standards vary among technical colleges, community colleges, and four-year universities.

For a list of TOPS-aligned dual enrollment courses, [click here](#).

STEP 7: ASSIST STUDENTS & PARENTS WITH THE FINANCIAL AID PROCESS

A high school diploma is no longer enough to earn graduates a living wage in today's economy. Some form of postsecondary education or training is essential. A major barrier to accessing postsecondary education and training is financial resources. Most Louisiana high school graduates are eligible for some form of state or federal financial aid – either merit-based or need-based. State and Federal Financial Aid can be accessed by submitting the Free Application for Federal Student Aid (FAFSA). Financial Aid can remove the barriers to accessing four-year universities, two-year community colleges, and technical training programs. This form is used to determine the amount of money a family is expected to contribute to the price of attending a postsecondary institution. The results of the FAFSA are used in determining student grants, work study, and loan amount.

Louisiana requires public school students graduating spring 2018 and beyond to take one of the following steps as part of their Individual Graduation Plan:

1. Complete the [FAFSA](#); or
2. Complete the [Louisiana TOPS form](#); or
3. A parent or legal custodian, or a student legally emancipated or of the legal age of majority, may certify a waiver in writing to the LEA (sample: [non-participation LEA form/Letter](#)); or
4. Receive a waiver through the district hardship waiver process.

FINANCIAL AID ACCESS STUDENT SUPPORT

LOSFA College Goal Sunday

College Goal Sunday is a FAFSA (Free Application for Federal Student Aid) completion event held at postsecondary institutions around the state. Financial aid professionals from the host institutions' Financial Aid offices are on hand to provide one-on-one, line-by-line, FAFSA completion and submission assistance. The event registration form is available on the LOSFA website, www.osfa.la.gov.

LOSFA can help students and parents with the FAFSA application process. If you have questions or need assistance contact LOSFA:

- Email LOSFA at custserv@la.gov
- Access LOSFA via web at www.osfa.la.gov
- To speak to a representative call LOSFA at 1-800-259-5626

Note: The FAFSA form for students planning to attend a postsecondary institution in the 2016-2017 academic year will be available beginning January 1, 2016, and will require 2015 student and parent federal income tax return information.

Louisiana Department of Education Counselor Assistance Center

The Counselor Assistance Center is a resource to support students, parents and professional school counselors. All stakeholders have direct access to a licensed professional school counselor. Contact information is: 1-877-453-2721; SCA@la.gov:

Office of Federal Student Aid

Federal Student Aid is responsible for managing the student financial assistance programs authorized under Title IV of the Higher Education Act of 1965.

Federal Student Aid ensures students and their families can benefit from these programs by:

- informing students and families about the availability of the federal student aid programs and the process for applying for and receiving aid from those programs;
- developing the *Free Application for Federal Student Aid (FAFSA®)* and processing approximately 22 million FAFSA submissions each year;
- accurately disbursing, reconciling, and accounting for all federal student aid funds delivered to students each year through more than 6,200 colleges and career schools;
- managing the outstanding federal student loan portfolio and securing repayment from federal student loan borrowers;
- offering free assistance to students, parents, and borrowers throughout the entire financial aid process; and

- providing oversight and monitoring of all program participants—schools, financial entities, and students—to ensure compliance with the laws, regulations, and policies governing the federal student aid programs.

For more information go to: <https://studentaid.ed.gov>.

FINANCIAL AID ACCESS SCHOOL SUPPORT

Statewide Professional School Counselor Collaborative Sessions

Given Louisiana's new programs and policies, the Department is committed to increasing the amount of hands-on support we provide to professional school counselors. Department Network Teams will be providing counselor collaborative sessions throughout the 2015-2016 school year to provide counselors with the tools and information needed to ensure appropriate courses, pathway selections, and Individual Graduation Plans for all students. Initial sessions began in September and will continue in November. Specific dates can be found in the [2015-2016 District Support Calendar](#).

Student FAFSA Completion Data

The Louisiana Office of Student and Financial Assistance (LOSFA) has an agreement with the U.S. Department of Education that now allows LOSFA to communicate FAFSA completion rates with each Local Educational Agency (LEA) in the state as well as with certain college access service providers, provided those LEAs and service providers enter an agreement with LOSFA. LOSFA is partnering with the state's school boards and college access providers to ensure all high school seniors have an opportunity to complete the FAFSA. If you would like to participate in this project, please contact LOSFA at custserv@osfa.la.gov with the subject line FAFSA Completion Project.

FINANCIAL AID ACCESS INTERMEDIARY SUPPORT

Career Compass of Louisiana

The goal of Career Compass is to increase the number of students in Louisiana who attend a postsecondary institution upon high school graduation (technical, community, and four-year universities). Career Compass assists in removing the obstacles that keep students from pursuing a postsecondary education. Career Compass coaches can assist the Free Application for Federal Student Aid and different scholarship opportunities. Additionally, they partner with experts at the [Louisiana Education Loan Authority \(LELA\)](#) to help students navigate the FAFSA application process.

For more information: www.careercompassla.org.

College Bridge New Orleans

College Bridge provides experienced guides who work directly with students. They host FAFSA nights, provide students with text message reminders and a drop-in center for enrollment support, make micro grants available in a pinch, and connect each student with a friendly, effective guide to coach her or him through the difficult first year of college.

For more information: contact@collegebridgenola.org.

Counselor Tools & Supports

FUNDING

- [Supplemental Course Academy](#)
- [MFP Career Development Fund](#)
- [Carl Perkins](#)
- [TOPS Tech Early Start](#)

Importantly, districts and schools are NOT limited to spending only these funds on Jump Start courses and capabilities. Each district and school will determine what is best for its students, and which Jump Start investments help districts and schools earn the highest level of accountability points.

SAMPLE 11TH AND 12TH GRADE JUMP START STUDENT SCHEDULE

	STUDENT A SAMPLE SCHEDULE	STUDENT B SAMPLE SCHEDULE
11th Grade	Financial Literacy English III U.S. History NCCER Carpentry 1 Agriscience 2 Drafting Elective Course	Financial Literacy English III U.S. History Professional Practice Coding I First Responder Elective Course Elective Course
12th Grade	Math Essentials Business English NCCER Carpentry 2 Cabinet Making 1 <i>Jump Start Internship (3 credits)</i>	Math Essentials Business English Nurse Assistant (3 credits) <i>Jump Start Internship (2 Credits)</i>

SAMPLE 11TH AND 12TH GRADE TOPS UNIVERSITY STUDENT SCHEDULE

	STUDENT A SAMPLE SCHEDULE	STUDENT B SAMPLE SCHEDULE
11th Grade	English III Algebra II Chemistry U.S. History AP Macroeconomics Spanish II Digital Media I	English III: DE-English Composition I Algebra II AP Physics I U.S. History Spanish II Chemistry AP European History (online Course Choice/SCA)
12th Grade	English IV Advanced Math/ Pre-Calculus Physics World History Elective Art History: DE – CART 2103 Art History I Digital Media II	English IV: DE-English Literature Advanced Math/ Pre-Calculus AP Physics II Elective or AP Computer Science Art History: DE – CART 2103 Art History Advanced Career Readiness

Accountability Implications

For too long career outcomes have not been rewarded at the highest levels of our state’s accountability system, perpetuating the stigma against career pathways and creating little incentive to engage in public-private partnerships. Jump Start changes this by establishing specific rewards for career credentials at every level of the high school accountability system. The graduation index in the accountability system is the core measure of the extent to which high schools have prepared students for college or a career – with both treated as equally valuable. The table below indicates how schools are rewarded in the accountability system for the achievements of both TOPS University Pathway and Jump Start TOPS Tech Pathway students.

INDEX POINTS	FALL 2016 SPS (2014-2015 COHORT)
150	<p>HS Diploma plus</p> <p>(a) AP® score of 3 or higher, IB® Score of 4 or higher, or CLEP® score of 50 or higher OR</p> <p>(b) Advanced statewide Jump Start credential</p> <p>* <i>Four-year graduates achieving both an advanced statewide Jump Start credential and a test score at a qualifying level will generate 160 points.</i></p>
110	<p>HS Diploma plus</p> <p>(a) At least one passing course grade for TOPS core curriculum credit of the following type: AP®**, college credit, dual enrollment, or IB®</p> <p>OR</p> <p>(b) Basic statewide Jump Start credential</p> <p>* <i>Students achieving both (a) and (b) will generate 115 points.</i></p> <p>** <i>Students must take the AP® exam and pass the course to earn 110 points.</i></p>
100	Diploma (includes Career Diploma student with a regional Jump Start credential and a HS Diploma earned through pathway for students assessed on the LAA1)
25	HiSET®
0	Non-graduates, Certificate of Achievement
140	5th year graduate with AP® 3+ or IB® 4+ or CLEP® 50+
75	5th year graduate w/diploma
50	Sixth year graduate

* For the basic credential 110 point reward, dual enrollment must count for TOPS Core Curriculum starting with 2014-2015 graduates. For an Industry-Based Certifications (IBC), starting with the graduating class of 2017-2018 (2019 SPS), only WIC-approved IBCs will be included as basic statewide credential.

** Students must take the AP®/IB® exam and pass the course to earn 110 points.

APPENDIX I: HIGH SCHOOL GUIDEBOOK: PRINCIPAL & COUNSELING SUPPORTS

LOUISIANA DEPARTMENT OF EDUCATION COUNSELOR ASSISTANCE CENTER

The [Counselor Assistance Center](#) is a resource to support students, parents, and professional school counselors. All stakeholders have direct access to a licensed professional school counselor. Contact information is: 1-877-453-2721; SCA@la.gov.

COUNSELOR SUPPORT TOOLBOX

A variety of school-level professional school counselor tools is available via the Department's [Counselor Support Toolbox](#).

DATA RESOURCES

21st Century careers are challenging. Data resources such as the [ACT® Aspire™](#) series are useful when guiding students to choose the best pathway for college and career readiness.

SUITE OF MASTER SCHEDULE OPPORTUNITIES (BLOCK, FLEX-BLOCK, A/B BLOCK, 7 PERIOD DAY)

The master schedule is to a school what grading policies are to teachers and classrooms. It reveals the true beliefs, attitudes, values, and priorities of the school. The school's master schedule is like looking at an MRI of the inner workings of a school. It is the window to the soul of the school.

How the master schedule is constructed may be as important as what the master schedule contains. While the master schedule reveals what is really important to the school, how the master schedule is constructed reveals how professionals interact and how key decisions are made in the school. Finally, the master schedule discloses the true beliefs and attitudes the staff holds about the value of input from all staff members.

RESOURCES FOR BUILDING A MASTER SCHEDULE:

- [The Master Schedule: A Culture Indicator](#)
- [Designing Quality Middle School Master Schedules](#)
- [Steps in Building a High School Schedule](#)
- [The Theory Behind Master Schedule Building and Issues](#)
- [A High School Schedule for 21st Century Learners](#)

Jump Start TOPS Tech (Career Diploma) Course Requirements

For students entering 9th grade in 2014-2015 and beyond

Act 403 of the 2015 Louisiana Legislative Session takes effect with students entering 9th grade in 2014-2015 and beyond. The legislation ensures students planning and preparing for an industry based career have taken a preparatory core curriculum while in high school and have every chance possible to receive TOPS Tech.

Units	Courses
ENGLISH = 4 Units	
1 Unit	English I
1 Unit	English II
2 Units from the following:	English III, English IV, AP® or IB® English courses, Business English, Technical Writing, or comparable Louisiana Technical College courses offered by Jump Start regional teams as approved by the State Board of Elementary and Secondary Education
MATH = 4 Units	
1 Unit	Algebra I, Algebra I Part One and Algebra I Part Two, or an applied or hybrid Algebra course
3 Units from the following:	Geometry, Math Essentials, Financial Literacy (formerly Financial Math), Business Math, Algebra II, Algebra III, Advanced Math - Functions and Statistics, Advanced Math - Pre-Calculus, Pre-Calculus, or comparable Louisiana Technical College courses offered by Jump Start regional teams as approved by the State Board of Elementary and Secondary Education
Substitutions	Integrated Mathematics I, II, and III may be substituted for Algebra I, Geometry, and Algebra II for three mathematics credits
SCIENCE = 2 Units	
1 Unit	Biology I
1 Unit from the following:	Chemistry I, Earth Science, Environmental Science, Physical Science, Agriscience I and Agriscience II (one unit combined), or AP® or IB® Science courses
SOCIAL STUDIES = 2 Units	
1 Unit from the following:	U.S. History, AP® U.S. History, IB® History of the Americas I
1 Unit from the following:	Civics, Government, AP® U.S. Government and Politics: Comparative, or AP® U.S. Government and Politics: United States
Health/Physical Education = 2 Units (JROTC may be substituted for PE)	
1 Unit from the following:	Physical Education I
½ Unit from the following:	Physical Education II, Marching Band, Extracurricular Sports, Cheering, or Dance Teams
½ Unit from the following:	Health Education (JROTC I and II may be used to meet the Health Ed requirement)
Jump Start = 9 Units	
9 Units from the following:	Jump Start course sequences, workplace experiences, and credentials as approved in Regional Jump Start proposals.
TOTAL = 23 Units	

A student shall complete a regionally-designed, district-implemented series of Career and Technical Education Jump Start coursework and workplace-based learning experiences leading to a statewide or regional Jump Start credential. Each student's Jump Start graduation pathway shall include courses and workplace experiences specific to the credential, courses related to foundational career skills requirements, and other courses (including career electives) the Jump Start regional team determines are appropriate for the career pathway.

TOPS University Diploma Requirements

For students entering 9th grade in 2014-2015 and beyond

Units	Courses
ENGLISH = 4 Units	
1 Unit	English I
1 Unit	English II
1 Unit from the following:	English III, AP® English Language Arts and Composition, IB® Literature, IB® Language & Literature, or IB® Literature & Performance
1 Unit from the following:	English IV, AP® English Literature and Composition, IB® Literature, IB® Language & Literature, or IB® Literature & Performance
MATH = 4 Units	
1 Unit	Algebra I
1 Unit	Geometry
1 Unit	Algebra II (Integrated Mathematics I, Integrated Mathematics II, and Integrated Mathematics III may be substituted for the Algebra I, Geometry, and Algebra II sequence)
1 Unit from the following:	Algebra III; Advanced Math - Functions and Statistics, Advanced Math - Pre-Calculus, Pre-Calculus, IB® Math Studies (Math Methods), Calculus, AP® Calculus AB, AP® Calculus BC, Probability and Statistics, AP® Statistics, IB® Mathematics SL, or IB® Mathematics HL, AP® Computer Science A
SCIENCE = 4 Units	
1 Unit	Biology I
1 Unit	Chemistry I
2 Units from the following:	Earth Science; Environmental Science; AP® Environmental Science or IB® Environmental Systems; Physical Science, Agriscience I and Agriscience II (the elective course Ag I is a prerequisite for Ag II); one of Chemistry II, AP® Chemistry, IB® Chemistry I, or IB® Chemistry II; Physics I, or IB® Physics I; one of AP® Physics C: Electricity and Magnetism, AP® Physics C: Mechanics, or IB® Physics II AP® Physics I, AP® Physics II; one of Biology II, AP® Biology, IB® Biology I, or IB® Biology II
SOCIAL STUDIES = 4 Units	
1 Unit from the following:	U.S. History, AP® U.S. History, IB® History of the Americas I
1 Unit from the following:	Government, AP® U.S. Government and Politics: Comparative, AP® U.S. Government and Politics: United States, or Civics
2 Units from the following:	One of Western Civilization, European History, or AP® European History; one of World Geography, AP® Human Geography, or IB® Geography; World History or AP® World History; IB® History of the Americas II; Government, Economics; AP® Macroeconomics; AP® Microeconomics; or IB® Economics

Units	Courses
FOREIGN LANGUAGE = 2 Units	
Foreign Language, both units in the same language, which may include the following:	American Sign Language I, II, III, IV; B [®] Language ab initio: Arabic, IB [®] Language B: Arabic; AP [®] French Language and Culture, IB [®] Language ab initio: French, IB [®] Language B: French, French III, French IV; AP [®] German Language and Culture, IB [®] Language ab initio: German, IB [®] Language B: German, German III, German IV; AP [®] Latin, IB [®] Classical Language, Latin III, Latin IV; AP [®] Spanish Language and Culture, IB [®] Language ab initio: Spanish, IB [®] Language B: Spanish, Spanish III, Spanish IV; AP [®] Chinese Language and Culture, IB [®] Language ab initio: Chinese, or IB [®] Language B: Chinese, Chinese III, Chinese IV; AP [®] Italian Language and Culture, IB [®] Language ab initio: Italian, IB [®] Language B: Italian, Italian III, Italian IV; AP [®] Japanese Language and Culture, IB [®] Language an initio: Japanese, IB [®] Language B: Japanese, Japanese III, Japanese IV
ART = 1 Unit	
1 Unit from the following:	Visual Arts courses (Bulletin 741 §2333), Music courses (Bulletin 741 §2355), Dance courses (Bulletin 741 §2337), Theatre courses (Bulletin 741 §2369), Speech III and IV (one unit combined), Fine Arts Survey, Drafting
Health/Physical Education = 2 Units (JROTC may be substituted for PE)	
1 Unit from the following:	Physical Education I
½ Unit from the following:	Physical Education II, Marching Band, Extracurricular Sports, Cheering, or Dance Teams
½ Unit from the following:	Health Education (JROTC I and II may be used to meet the Health Ed requirement)
ELECTIVES = 3 Units	Electives
Total Units = 24	

The graduation requirements for incoming freshmen from 2008-2009 through 2013-2014 can be found in section §2318 and §2319 within Bulletin 741: <http://bese.louisiana.gov/documents-resources/policies-bulletins>.

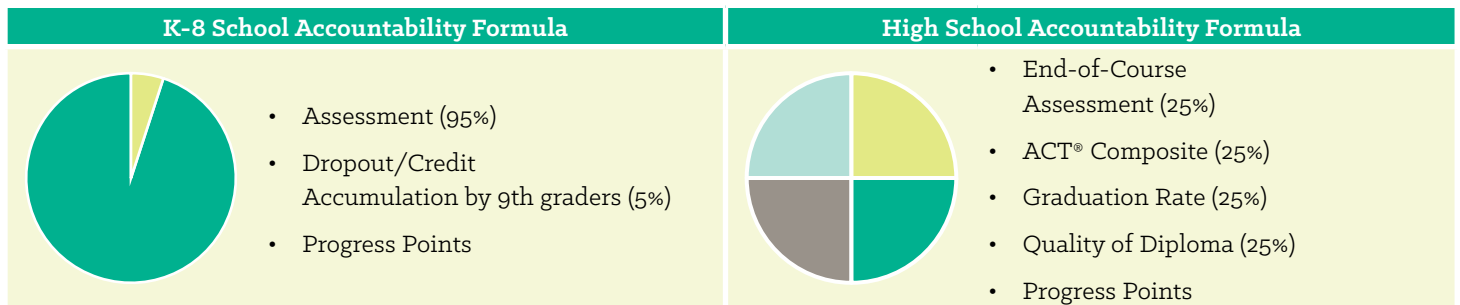
Note: For more information on course equivalents, course codes, and weighted GPA designation, [click here](#).



APPENDIX II: SEEKING REWARDS

ACCOUNTABILITY SYSTEM

The Louisiana school accountability system is a reflection of the values and aspirations for students. As school officials and districts work with students to plan their career and college pathways, they should do so with the accountability system in mind.



HIGH SCHOOL TRANSITIONING AND ACCOUNTABILITY MEASURES

Dropout/Credit Accumulation: The transition from 8th to 9th grade is critical for student success. Louisiana’s accountability system rewards schools for ensuring student preparation in high school through the Dropout/Credit Accumulation Index (DCAI). Schools with an 8th grade earn points for the numbers of credits students accumulate by the end of the 9th grade (and Transitional 9th Grade, where applicable). This encourages a successful transition to high school by allowing students access to Carnegie credits. Points are awarded as follows:

CARNEGIE COURSE CREDITS (earned by the end of 9th grade)	DCAI POINTS PER STUDENT
6+	150 pts.
5.5	125 pts.
5	100 pts.
4.5	75 pts.
4	50 pts.
3.5	25 pts.
3 or less	0 pts.
3 year 8th grade student	0 pts.
Dropout	0 pts.

Transitional 9th Grade is designed to ensure a successful transition for struggling students from 8th to 9th grade. For accountability specific implications for students in transitional 9th grade, please see the [Transitional 9th Guide](#).

HIGH SCHOOL ACCOUNTABILITY MEASURES: EOC AND ACT® ASSESSMENTS

Students on both the career and college paths will take courses with End-of-Course tests as part of their required diploma coursework. When students take a course corresponding with an End-of-Course test, they are required to take the test to reflect their ability and successes. The accountability system rewards schools for students who achieve the top two levels (proficiency), Excellent and Good.

EOC SCORE	POINTS EARNED PER TEST
Excellent	150 points
Good (Proficient)	100 points
Fair	0 points
Needs Improvement	0 points

All Louisiana 11th graders take the ACT®, a nationally-recognized measure of postsecondary readiness. Schools earn points for students who score an 18 (composite) or above on the ACT® in the manner of the chart below. For students to be eligible for TOPS Opportunity, they must achieve an ACT® score of 20 (105.6 ACT® Index points); for TOPS Performance a 23 (114 ACT® Index points); for TOPS Honors, a 27 (125.2 ACT® Index points).

ACT® COMPOSITE SCORE	POINTS EARNED PER STUDENT
19-36	102.8 to 150.4 points (maximum)
18 (Proficient)	100 points
Less than 18	0 points

Beginning in 2015-2016, student performance on WorkKeys® were included in the ACT® index through a concordance table comparing it and ACT®.

WORKKEYS LEVEL	INDEX POINTS
Platinum	136.4
Gold	116.8
Silver	100

The table below provides the timeline for inclusion of WorkKeys® as part of the ACT® index.

ACCOUNTABILITY CYCLE	SCORES INCLUDED IN INDEX
Fall 2015 SPS	Highest ACT® Composite Score Only
Fall 2016 SPS	Highest Act® composite score through April 2016 OR WorkKeys® score that yields greater points than highest ACT® score using concordance table

HIGH SCHOOL ACCOUNTABILITY MEASURES: GRADUATION AND DIPLOMA STRENGTH

The base expectation for all high school students is that they graduate in four years. The cohort graduation rate represents the extent to which schools achieve this desired outcome. A cohort of students is established upon first-time entry in 9th grade. Schools earn points for graduating students in the following manner:

GRADUATION COHORT RATE (CGR)	FORMULA
0 to 60 percent graduation rate	$CGR \times 1.166667$
61 to 100 percent graduation rate	$(CGR \times 2.0) - 50$

The graduation index in the accountability system is the core measure for the extent to which high schools have prepared students for **college** or a **career**—with both treated as equally valuable. The table below indicates how the coursework discussed earlier is rewarded in the accountability system, for college and career pathway students. Please see [here](#) for additional information on the Jump Start policy implications timeline, which reflects forthcoming improvements.

INDEX POINTS	FALL 2016 SPS (2014-2015 COHORT)
150	HS Diploma plus (a) AP® score of 3 or higher, IB® Score of 4 or higher, or CLEP® score of 50 or higher OR (b) Advanced statewide Jump Start credential <i>* Four-year graduates achieving both an advanced statewide Jump Start credential and a test score at a qualifying level will generate 160 points.</i>
110	HS Diploma plus (a) At least one passing course grade for TOPS core curriculum credit of the following type: AP ^{***} , college credit, dual enrollment, or IB® OR (b) Basic statewide Jump Start credential <i>* Students achieving both (a) and (b) will generate 115 points.</i> <i>** Students must take the AP® exam and pass the course to earn 110 points.</i>
100	Diploma (includes Career Diploma student with a regional Jump Start credential and a HS Diploma earned through pathway for students assessed on the LAA1)
25	HiSET®
0	Non-graduates, Certificate of Achievement
140	5th year graduate with AP® 3+ or IB® 4+ or CLEP® 50+
75	5th year graduate w/diploma
50	Sixth year graduate

* For the basic credential 110 point reward, dual enrollment must count for TOPS Core Curriculum starting with 2014-2015 graduates. For an Industry-Based Certifications (IBC), starting with the graduating class of 2017-2018 (2019 SPS), only WIC-approved IBCs will be included as basic statewide credential.

** Students must take the AP®/IB® exam and pass the course to earn 110 points.

APPENDIX III: Resources Available in the All Things Jump Start Web Portal

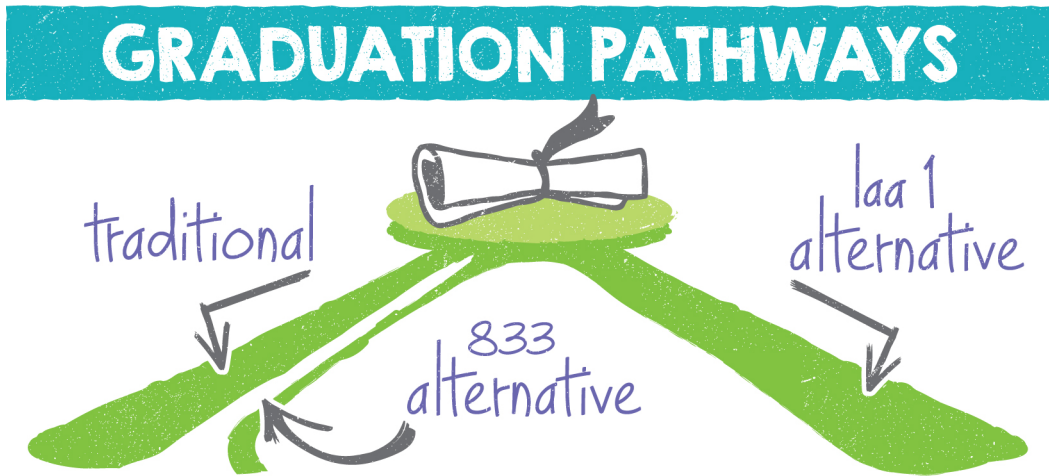
The **All Things Jump Start** web portal is an invaluable source of information, guidance, and resources essential to your school's Jump Start implementation efforts.

If you haven't already visited the **All Things Jump Start** web portal several times, please go there immediately to review the available materials: <https://www.louisianabelieves.com/courses/all-things-jump-start>

The redesigned **All Things Jump Start** web portal makes it easier for users to find and download the resources they need. The sections of the redesigned All Things Jump Start web portal are:

- **Learn About Jump Start**, materials that will help educators, parents, and students learn more about Jump Start. New for 2016-2017 is a one-pager your school can use to let parents know about how Jump Start can prepare their students for college and career success;
- **Jump Start Graduation Pathways**, downloadable versions of every BESE-approved graduation pathway. These pathways are regularly updated – every update increases student opportunities, so you never have to compare an old version of a pathway with the new version that contains more course options;
- **Jump Start Industry Credential Fact Sheets**, summaries of all the information you'll need to know about how students attain the credentials, what testing options are available, how much a credential costs, and how to contact the Department of Education for more information;
- **Student Internship Best Practices Resources**, the updated step-by-step guidelines your school should use to document your students' internships and maximize the amount of CTE and CDF adder funds your students generate for your school;
- **Student Virtual Workplace Experience Resources**, a description of how students in remote schools can utilize a variety of virtual exercises and the Nepris system to complete workplace experiences that hone their workplace skills;
- **BRAC Micro-Enterprise Credential Resources**, all of the resources students and teachers need to embed the materials students need to attain this credential in courses offered by your high school. The Micro-Enterprise Credential is attainable by all students – students of all academic backgrounds and abilities, as early as 10th grade. Please contact JumpStart@la.gov if your school is interested in offering the Micro-Enterprise Credential to your students;
- **Students with Disabilities Resources**, comprehensive guidelines about how students of all abilities can take advantage of Jump Start to build their foundation for a successful adulthood. Jump Start is dedicated to the concept of “a pathway for every student;”
- **Policy and Program Implementation**, resources that describe the policies and best practices that can help your school implement Jump Start.

At all times you should feel free to contact JumpStart@la.gov with any questions about how your school can best implement Jump Start.



While most students with disabilities will follow either the TOPS University or the traditional Jump Start pathway to a diploma, certain students with disabilities will be eligible for alternate pathways to a diploma using the provisions of Act 833 (2014) or the due to their being assessed on LAA1.

The following steps will support planning an appropriate high school experience for all students with disabilities that results in postsecondary success:

1. Review and determine the student needs, interest, and eligibility for alternate diploma pathways.
2. Identify appropriate Jump Start pathways.
3. Provide effective instructional and career preparation experiences aligned to the requirements of the diploma pathway.

JUMP START – TRADITIONAL PATHWAY

Planning for students with disabilities pursuing the traditional pathway is the same as planning for any other student pursuing traditional Jump Start pathway.

JUMP START – ACT 833 ALTERNATIVE PATHWAY

Students eligible for an alternative pathway to a Jump Start diploma pathway must meet one of the following eligibility criteria:

Enter high school having not achieved at least a combination of basic/approaching basic on math and ELA in two of the three most recent years (6th, 7th, and 8th grades)

or

Do not achieve a score of Fair, Good, or Excellent after two attempts of the same EOC test.

Planning for students on the Act 833 alternative pathway is very similar to planning for students on the traditional pathway. The key difference is the IEP team determines appropriate exit goals, credentials, and individual performance criteria for classroom and EOC assessments the student must meet in order to achieve the standard diploma requirements.

JUMP START – ALTERNATIVE PATHWAY FOR STUDENTS ASSESSED ON THE LAA1

Students who take the LAA 1 are eligible to pursue this alternative pathway to a diploma.

Planning for students on the LAA 1 alternative pathway is very similar to planning for students on the traditional pathway. The key difference is the student has to meet an alternative set of requirements for the purposes of graduation.

For more information on planning an effective high school experience for students eligible for alternative pathways to a high school diploma visit the [students with disabilities library](#).

APPENDIX V: Accountability FAQs

This document is designed to answer frequently asked questions regarding high school planning and accountability.

PREPARING 8TH GRADE STUDENTS (Transitional 9TH Grade, DCAI, and Graduation Cohort)

1. DO THE CREDITS EARNED BY TRANSITIONAL 9TH GRADERS COUNT TOWARD DCAI?

Yes, credits earned by transitional 9th graders count toward the dropout credit accumulation index. The Carnegie credits earned by transitional 9th grader are analogous to that of a first-time 9th grader. This is done to incentivize transitional 9th graders not only taking coursework to address academic gaps but also to earn high school credits.

2. DO THE CREDITS EARNED BY TRANSITIONAL 9TH GRADERS, AFTER THEIR T₉ YEAR, COUNT TOWARD DCAI?

Transitional 9th graders have through the end of their Transitional 9th Grade year to earn Carnegie credits for the dropout credit accumulation index. Credits earned by the transitional 9th grader during their first time 9th grade year are not included towards DCAI.

3. DO EOC SCORES EARNED BY A TRANSITIONAL 9TH GRADER GET “BANKED”?

EOC scores for transitional 9th graders are “counted,” or transferred, the same as students who take EOC exams in middle school.

4. WHEN DOES A TRANSITIONAL 9TH GRADER ENTER THE FIRST-TIME 9TH COHORT?

A transitional 9th grader enters the first-time 9th grade cohort the year after transitional 9th grade.

5. WHAT HAPPENS IF A TRANSITIONAL 9TH GRADER BECOMES A DROPOUT?

If a transitional 9th grader drops out in the transitional 9th year, the student is included in the cohort and earns zero points.

6. WHAT HAPPENS IF AN 8TH GRADER IS NOT READY TO ENTER 9TH GRADE, BASED ON STATE ASSESSMENTS?

Schools should refer to their Transitional 9th Grade Policy within their Pupil Progression Plan for student options.

END-OF-COURSE TESTS

1. DO CAREER AND COLLEGE PATHWAY STUDENTS HAVE TO TAKE THE SAME TESTS AND/OR COURSES?

All students will take a core/foundational set of Academic classes in the 9th and 10th grade. A student must take an EOC test for any course that has a corresponding EOC test when the student is taking the course for the first time.

2. WHAT HAPPENS IF A STUDENT TRANSFERS IN FROM A DIFFERENT SCHOOL OUT OF STATE? DO THEY TAKE EOC COURSES?

Bulletin 118 outlines this policy:

The following rules apply for transfer students who are Louisiana residents transferring into the Louisiana public school district from out-of-state schools, nonpublic schools, or approved home study programs.

- A transfer student is not required to take the EOC tests for courses he/she already successfully completed for Carnegie credit.
- A transfer student shall be required to take the EOC test for courses he/she previously took but did not pass.
- A transfer student may choose to take an EOC test for a course he/she has already successfully completed if he/she scored *Needs Improvement* on an EOC test in another course and the student must pass the EOC test for one of the EOC pairs.

3. WHICH SCORE COUNTS IF A STUDENT RETAKES AN EOC EXAM?

The score from an initial EOC test is the only score that is used for accountability. If the initial test is taken in summer, the EOC will be used for accountability calculations in the following academic year. The EOC test score from a student in middle school is banked for use at the high school to which the student is enrolled for grade 9. If the score earned in middle school is not proficient (Needs Improvement or Fair), then the high school has one additional opportunity to test the student. If the student scores proficient, the retake score will replace the initial banked non-proficient score.

ACT® AND WORKKEYS®

1. IS THE STATE TEST DURING 11TH GRADE USED TO CALCULATE ACCOUNTABILITY POINTS?

A student's highest ACT® test score, through the April test date of the student's 12th grade year, is included for accountability purposes. For students assessed with both the ACT and WorkKeys assessment either the ACT or WorkKeys score will be used, whichever yields the higher index points.

2. WHAT IF A STUDENT TAKES THE ACT® MANY TIMES?

Students frequently take the ACT® multiple times and the school and district is held accountable for the highest ACT® score a student earns through April of their 12th grade year. The highest score achieved prior to the end of the 12th grade year is used for accountability purposes.

3. WHAT HAPPENS IF A STUDENT TAKES THE ACT® AT A DIFFERENT SCHOOL?

The highest score for a 12th grade student will count at the school where the student is considered full academic year for their 12th grade year regardless of where the test was taken. A student is considered full academic year in an LEA if the student is enrolled on October 1 and for the date of ACT® testing. If the student counts at the LEA, the student score is included in the SPS of the school at which the student was enrolled on February 1.

4. HOW CAN I LEARN MORE ABOUT WORKKEYS®?

ACT® WorkKeys® is a national career readiness assessment. Information can be found [here](#).

5. WHEN WILL STUDENT PERFORMANCE ON WORKKEYS® COUNT TOWARD ACCOUNTABILITY RESULTS? HOW WILL THIS WORK?

All Louisiana 11th graders take the ACT, a nationally-recognized measure of college and career readiness. Beginning in 2014-2015, the Department began work to form a concordance table using ACT and WorkKeys, a nationally recognized workforce readiness assessment. Schools earn points for the highest composite score earned by a student through the April testing date of their senior year. Beginning in 2015-2016, WorkKeys was included in the ACT index for accountability.

- Platinum on WorkKeys = 31 on ACT
- Gold on WorkKeys = 24 on ACT
- Silver on WorkKeys = 18 on ACT

GRADUATION COHORT

1. HOW DOES THE ACCOUNTABILITY SYSTEM WORK FOR STUDENTS WHO ENTER THE SCHOOL THROUGH DIFFERENT GRADES?

If a student enters a Louisiana school for the first time as a 10th grader, then the student will be placed with the cohort that is in their second year of high school. If a student enters a Louisiana school for the first time as an 11th grader, then the student will be placed with the cohort that is in their third year of high school. All students who enter the cohort at grades other than 9th are included in the cohort graduation rate for the district if they entered the district on or before Oct. 1 of the third cohort year. Additionally, all students who transfer within an LEA on or before Oct. 1 of the fourth cohort year are included in the graduation rate.

2. ARE STUDENTS WHO GRADUATE IN FIVE OR SIX YEARS CONSIDERED FOR ACCOUNTABILITY?

The cohort graduation rate measures the extent to which students achieved an on-time, four-year graduation and therefore does not include students who graduate in five or six years. However, students who graduate in five years are included in the graduation index, for strength of diploma. Each student who graduates in five years with a regular high school diploma may earn the school 75 points. Beginning in 2015-2016 (2014-2015 graduates), students who graduate in six years will be awarded 50 points in the graduation index.

3. WHAT HAPPENS IF A STUDENT GRADUATES EARLY?

A student who graduates early (e.g. in three-years) is included for graduation cohort and graduation index calculations in the forthcoming year.

GRADUATION INDEX

1. WHAT ARE TOPS CORE COURSES AND HOW DO I FIND INFORMATION ON WHAT COUNTS AS TOPS CORE COURSES?

The Louisiana Office of Student and Financial Aid (LOSFA) maintains current lists of TOPS requirements. More information can be found at www.osfa.la.gov.

2. HOW IS HISET® DIFFERENT THAN THE GED? HOW CAN I FIND OUT MORE INFORMATION ABOUT IT?

The GED was phased out as the Adult Education Equivalency Exam and replaced by the HiSET® in January 2014. Find more information here: <http://www.lctcs.edu/workready-u>.

3. WHAT IS THE CLEP® TEST? HOW CAN I FIND OUT MORE INFORMATION ABOUT IT?

CLEP® is a computer-based credit by exam opportunity that offers the chance for students to be awarded college credit for knowledge gained through dual enrollment coursework. CLEP® recognizes the value of prior learning and validates a student's experience and knowledge acquired inside and outside of the classroom, such as workforce training and life experience.

- High schools may apply to become an authorized CLEP® testing center through an [application](#) and certification process.
 - For a list of CLEP® exam titles, [click here](#).
-

4. IF A STUDENT EARNS MULTIPLE AP®, IB®, OR CLEP® SCORES, WHICH ONE IS USED?

A student's highest score is used to determine points in the graduation index. For example, if a high school graduate earned an AP® score of 5 and an IB® score of 3, the graduate would earn 150 points in the graduation index.

APPENDIX VI: HYPERLINKS

A PATH TO
PROSPERITY
FOR EVERY
STUDENT



APPENDIX VI: Hyperlinks

This document provides a list of the hyperlinks embedded in the High School Planning Guide. Hyperlinks are listed in the order in which they appear.

Students with Disabilities library

<http://www.louisianabelieves.com/resources/library/academics>

Special Education Guidance for High School Students

<http://www.louisianabelieves.com/docs/default-source/academics/special-education-guidance-for-high-school-students.pdf?sfvrsn=2>

Louisiana Accountability System

<http://www.louisianabelieves.com/accountability>

National Office for School Counselor Advocacy (NOSCA)

<https://lp.collegeboard.org/counselor-resources>

The Eight Components of College and Career Readiness for Counseling in High School (NOSCA)

http://media.collegeboard.com/digitalServices/pdf/nosca/11b-4151_HS_Counselor_Guide_web.pdf

Career Compass of Louisiana

<http://www.careercompassla.org>

Talent Development Secondary (TDS)

<http://www.talentdevelopmentsecondary.com/>

Diplomas Now

<http://diplomasnow.org/>

Louisiana Rehabilitation Services

http://www.laworks.net/WorkforceDev/LRS/LRS_RegionalOffices.asp

Instructional Materials Reviews

<http://www.louisianabelieves.com/academics/ONLINE-INSTRUCTIONAL-MATERIALS-REVIEWS/curricular-resources-annotated-reviews><http://www.louisianabelieves.com/academics/instructional-materials-review/curricular-resources-annotated-reviews>

Teacher Toolbox

<http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox>

Teacher Resources by Grade

<http://www.louisianabelieves.com/resources/library/teacher-support-toolbox-library>

English Language Arts Guidebooks

<https://learnzillion.com/resources/81666-english-language-arts-guidebook-units#topics>

English Language Arts Framework

<http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>

Math Guidebooks

<http://www.louisianabelieves.com/resources/library/k-12-math-year-long-planning>

Social Studies Planning Resources

<http://www.louisianabelieves.com/resources/library/Planning-Resources>

Planning Resources

<http://www.louisianabelieves.com/resources/library/Planning-Resources>

National BETA Club
<http://www.betaclub.org/>

4-H
<http://www.4-h.org/>

The National FFA Organization
<https://www.ffa.org/Pages/default.aspx>

Jobs for America's Graduates (JAG)
<http://www.jag.org/>

Distributive Education Clubs of America (DECA)
<http://www.deca.org/>

Supplemental Course Academy (Course Choice Program)
<http://www.louisianabelieves.com/courses/supplemental-course-academy>

Supplemental Course Academy (Student Enrollment System)
<http://lacourses.net/>

Individual Growth Plan
[http://www.louisianabelieves.com/docs/counselor-toolbox-resources/individual-graduation-plan-\(blank\).pdf?sfvrsn=2](http://www.louisianabelieves.com/docs/counselor-toolbox-resources/individual-graduation-plan-(blank).pdf?sfvrsn=2)

Micro-Enterprise Credential
<http://www.louisianabelieves.com/docs/default-source/jumpstart/micro-enterprise-2015-2016-pathway.pdf?sfvrsn=14>

Workplace Internships
<http://www.louisianabelieves.com/courses/all-things-jump-start/student-opportunities>

Virtual Workplace Experiences
<http://www.louisianabelieves.com/resources/library/jump-start-pilot-programs>

Teacher Externship Opportunities Webinar
<http://www.louisianabelieves.com/docs/default-source/jumpstart/2016-js-convention---session-c---externships.pdf?sfvrsn=4>

Nepris
<http://www.nepris.com/>

Counselor Resource Library (TOPS Weighted GPA Grid)
<http://www.louisianabelieves.com/resources/classroom-support-toolbox/counselor-support-toolbox/counselor-toolboxlibrary>

All Things Jump Start Web Portal
<http://www.louisianabelieves.com/courses/all-things-jump-start>

TOPS Tech Award
http://www.osfa.louisiana.gov/TOPS_T.htm

TOPS University Diploma Requirements
<http://www.louisianabelieves.com/courses/graduation-requirements>

TOPS Tech Career Diploma Pathway Requirements
<http://www.louisianabelieves.com/docs/default-source/jumpstart/career-diploma-requirements-with-course-codes.pdf?sfvrsn=4>

Jump Start Graduation Pathways
<http://www.louisianabelieves.com/resources/library/jump-start-graduation-pathways>

Louisiana Department of Education Assessment Page
<http://www.louisianabelieves.com/resources/library/assessment>

ACT® Aspire™

<http://www.discoveractaspire.org/assessments/>

ACT® Plan®

<http://www.act.org/content/act/en/products-and-services/act-plan/about-act-plan.html>

ACT® Explore®

<https://www.act.org/explore/pdf/Explore-UsingYourResults.pdf>

ACT® WorkKeys®

<http://www.act.org/products/workforce-act-workkeys/>

ACT® World-of-Work Map

<http://www.act.org/wwm/>

Louisiana Workforce Commission Tools

<http://www.laworks.net/>

Louisiana Build Your Future

<http://louisiana.byf.org/>

Statewide IBC Credentials

http://www.laworks.net/Downloads/PR/WIC/IBC_StateFocusList_20151215.pdf

TOPS Opportunity, Performance, and Honors Awards

http://www.osfa.la.gov/MainSitePDFs/TOPS_OPH_brochure_8-14.pdf

Louisiana's Community and Technical Colleges

<http://www.lctcs.edu/>

Four-Year Universities (Louisiana Board of Regents)

<http://www.regents.la.gov/>

Exploring Private and Out-of-State Colleges and Universities

<http://www.foxbusiness.com/personal-finance/2012/05/29/decision-points-state-vs-private-college/>

ACT® College Search Tool

<http://www.act.org/content/act/en/education-and-career-planning/college-planning.html>

TOPS Tech Early Start (TTES) Training Providers

<http://www.louisianabelieves.com/courses/tops-tech-early-start-training-providers>

Workplace Exchange Experience Resources

<https://www.dropbox.com/sh/f1ojfw8113qy48u/AABXy12i1RLwA6qVmlmE68yCa?dl=0>

AP® Courses

http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html

AP® Exam schedule for Advanced Placement® tests

<http://apcentral.collegeboard.com/apc/public/exam/calendar/index.html>

AP® Incentive and Teacher Training

<http://www.louisianabelieves.com/courses/advanced-placement>

Increasing Access to AP®

<http://www.louisianabelieves.com/courses/advanced-placement>

Information on increasing AP® participation

<https://professionals.collegeboard.com/profdownload/spotlight-on-success-student-supports.pdf>

School Performance Score

<http://www.louisianabelieves.com/accountability/school-performance-scores>

International Baccalaureate®

<http://www.ibo.org/>

CLEP® Test Center Application

<http://clep.collegeboard.org/test-center/open>

CLEP® Exam Titles

<http://clep.collegeboard.org/exam>

Louisiana Course Choice Program

<http://lacourses.net/>

TOPS Aligned Dual Enrollment Courses

<http://www.louisianabelieves.com/docs/default-source/counselor-toolbox-resources/tops-weighted-gpa-grid-june-2014.pdf?sfvrsn=2>

Lela's College Planning Guide

<http://www.nextstepu.com/downloads/pdfs/custom/LELA-14/index.html>

LOSFA Website

www.osfa.la.gov

Free Application for Federal Student Aid (FAFSA)

<http://www.fafsa.com/understanding-fafsa/>

Office of Federal Student Aid

<https://studentaid.ed.gov/sa/>

2015-2016 District Support Calendar

<http://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/2015-2016-district-support-calendar.pdf?sfvrsn=2>

Louisiana Education Loan Authority (LELA)

<http://www.lela.org/>

Career Compass

www.careercompassla.org

Supplemental Course Allocation (SCA) and Career Development Fund (CDF) FAQs

<http://www.louisianabelieves.com/docs/default-source/course-choice/sca-and-cdf-faqs-final.pdf?sfvrsn=2>

MFP Career Development Fund

<http://www.louisianabelieves.com/funding>

Louisiana Believes: Federal Grants Information

<http://www.louisianabelieves.com/funding/grants-management/federal-grants>

TOPS Tech Early Start Program

<http://www.osfa.state.la.us/TTES.htm>

APPENDIX I: HIGH SCHOOL GUIDEBOOK: PRINCIPAL & COUNSELING SUPPORTS

Counselor Assistance Center

<http://lacourses.net/>

Counselor Support Toolbox

<http://www.louisianabelieves.com/resources/classroom-support-toolbox/counselor-support-toolbox>

The Master Schedule: A Culture Indicator

<http://schools.nyc.gov/NR/rdonlyres/193EECA0-CE4C-4339-97DB-48CCD7AEC107/0/HSAcademicProgrammingParticipantPacket.pdf>

Designing Quality Middle School Master Schedules

<http://schoolschedulingassociates.com/handouts/MiddleSchool102408.pdf>

Steps in Building a High School Schedule

<http://merenbloomseminars.com/steps-in-building-a-high-school-schedule/>

The Theory Behind Master Schedule Building and Issues

http://old.sandi.net/zangle/masterschedule/downloads/handbook_msttheory.pdf

A High School Schedule for 21st Century Learners

<http://www.vbschools.com/curriculum/high/content/pdfs/SchedulePresentationStudents.pdf>

Graduation Requirements for incoming freshmen 2008 through 2014 within Bulletin 741

<http://bese.louisiana.gov/documents-resources/policies-bulletins>

Course Equivalents, Course Codes, and Weighted GPA Designation

<http://www.louisianabelieves.com/academics/graduation-requirements>

APPENDIX II: SEEKING REWARDS

Assessments and Accountability System

<http://www.louisianabelieves.com/resources/classroom-support-toolbox/district-support-toolbox/assessment-curriculum>

Transitional 9th Grade Policy Guidance

<http://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/transitional-9th-grade-promotion-policy-guidance.pdf?sfvrsn=2>

Jump Start Policy Implementation Timeline

<http://www.louisianabelieves.com/docs/default-source/jumpstart/jump-start-blueprint-appendix-6---implementation-timeline.pdf?sfvrsn=3>

APPENDIX III: RESOURCES AVAILABLE IN THE ALL THINGS JUMP START WEB PORTAL

All Things Jump Start

<https://www.louisianabelieves.com/courses/all-things-jump-start>

APPENDIX V: ACCOUNTABILITY FAQs

HiSET®

<http://hiset.org/>

WorkReady U

<http://www.lctcs.edu/workready-u>

APPENDIX IV: ALTERNATE JUMP START DIPLOMA PATHWAYS

Students with Disabilities Library

<http://www.louisianabelieves.com/academics/students-with-disabilities>

