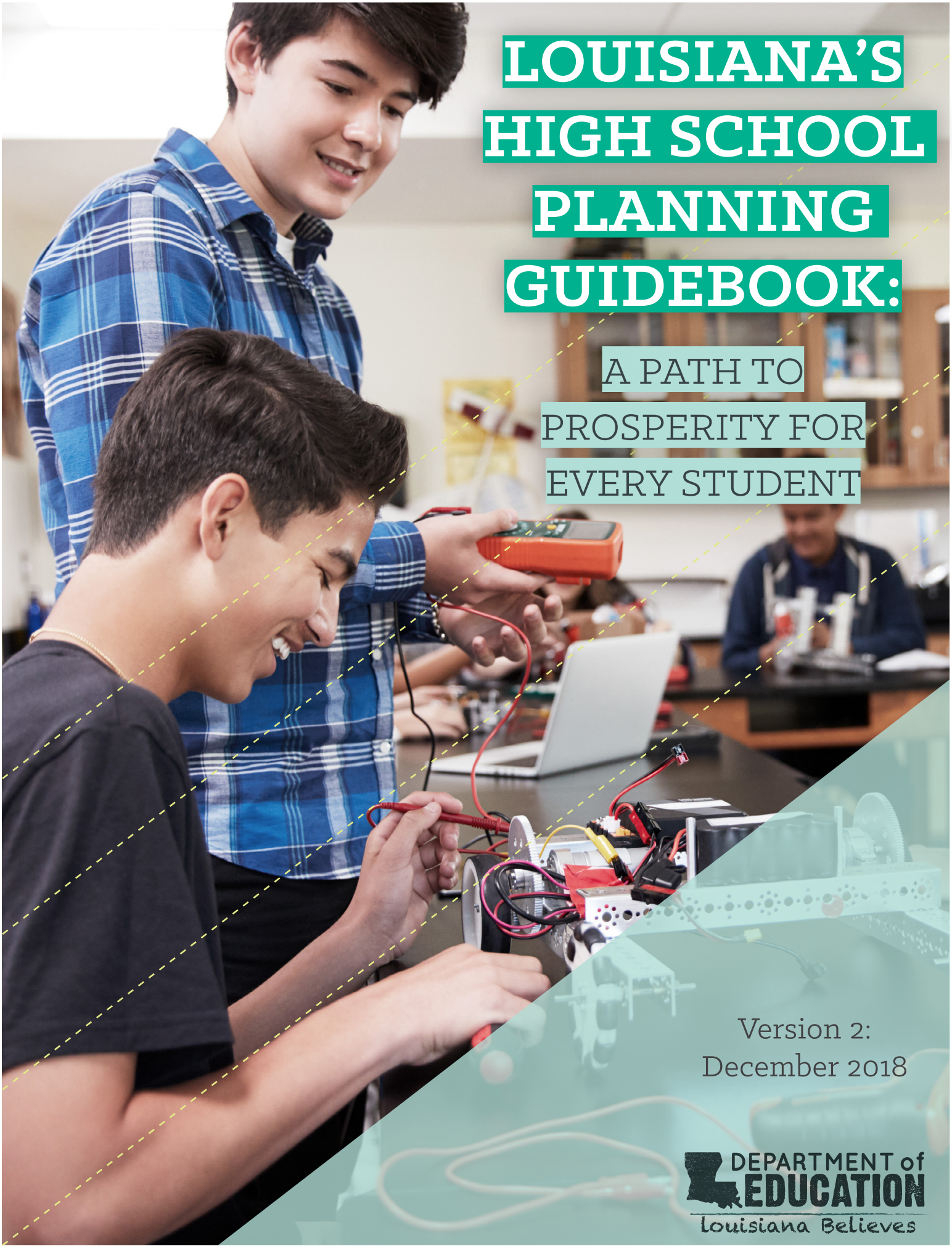

LOUISIANA'S HIGH SCHOOL PLANNING GUIDEBOOK:

A PATH TO PROSPERITY FOR EVERY STUDENT

Version 2:
December 2018

DEPARTMENT of EDUCATION
Louisiana Believes

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INTRODUCTION

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

This guidebook is designed to help administrators, counselors, and teachers use key policies, programs, and resources to help both students and schools achieve their goals. Specifically, this resource focuses on the following processes:

- **Planning for struggling students**.
- **Focusing on foundational academic skills** in the first two years of high school.
- **Developing basic and advanced college and workplace skills**.
- **Providing Jump Start opportunities** that can help all students, in all parts of the state, create the foundation for a successful adulthood.
- **Counseling and supporting** all students throughout their high school career.
- **Earning recognition for school excellence** through an accountability system that rewards schools for helping students successfully pursue their college and career aspirations.

High schools open doors for young adults—sparking interests, presenting opportunities, and expanding possibilities. Across the state, more students are graduating than ever before, and these graduates are completing the academic courses and career credentials they need to be successful after high school.

48 percent of the Class of 2017 *earned early college credit or a statewide industry-based credential—an* ***11 percent increase since 2013.***

A record 25,704 students in the Class of 2017 *demonstrated their readiness for college and a career by scoring an* ***18 or above on the ACT®; 15,406 students scored 21 or above.***

7,330 students earned credit-qualifying scores *on Advanced Placement® (AP) exams—an* ***increase of 167 percent since 2012.***

PLAN FOR STRUGGLING STUDENTS

LOUISIANA'S PROMOTION POLICY

Historically, promotion, retention, and placement policy had strict requirements of school systems supporting struggling students. In October 2017 and January 2018, BESE approved revisions to Bulletin 1566 that support increased flexibility for school systems with regard to student promotion. Struggling students must be identified early and receive intensive supports to ensure growth and the ability to stay on track for graduation. The decision for promotion and retention remains a local decision.

CHECKLIST
PLAN FOR STRUGGLING STUDENTS

- ○ Identify students
- ○ Determine student experience
- ○ Plan for student support and/or behavioral intervention
- ○ Select appropriate curriculum and vocational experiences
- ○ Schedule student coursework

POLICY REQUIREMENTS

Grade 4:

Students who score below Basic in at least two core subjects (ELA, math, science, social studies) at the end of fourth grade must be placed on an individual academic improvement plan.

The plan must

- address each core subject in which the student scored below "Basic"
- include at least two approved interventions per core subject, including possible participation in summer school if chosen by the student and parent
- be signed by the parent/legal guardian, following discussion of the plan
- continue until the student achieves "Basic" in the core subjects that led to the development of the plan

Grades 5-7:

- Students placed on an individual academic improvement plan at the end of fourth grade must continue to receive intervention supports until the student achieves "Basic" in the same core subjects that led to the development of their individual academic improvement plan

Grade 8:

- Students should score at least "Basic" in either ELA or math and "Approaching Basic" in other subjects to be promoted to the ninth grade
- The school system determines appropriate placement in ninth grade or transitional ninth grade for students who transfer from another state or country no later than October 1 of each school year

Please see the LDOE Promotion Policy Guidance Document for more information.

ARRIVING ON THE HIGH SCHOOL CAMPUS

The transition from middle to high school is a crtical time for students—often determining their likelihood of graduating. As school systems seek to address the challenges of this transition, it is critical to ensure a smooth, well-planned transition for all students and plan proper supports for struggling students who need additional academic remediation and/or customized supports through special education.

The High School Planning Guide supports counselors and other school leaders with school-wide student planning, Transitional 9th Grade implementation, and diploma pathway selection.

STEP 1: Identify Students

Review student records of incoming ninth grade students and determine if they qualify for any of the following opportunities.

Opportunity	Transitional 9th Grade	Pathway to a Diploma through Act 833 (2014)	Alternate Pathway to a Diploma for Students Assessed with LEAP Connect
Eligibility	Most school systems determine eligibility based on a combination of the following data: • benchmark assessments • performance on classroom assessments • course grades • student growth • IEP goals • attendance • LEAP 360 Diagnostic and/or Interim Assessments • LEAP 2025	Did not achieve benchmark scores on two out of the three most recent years of state assessments	Eligible to take LEAP Connect

Step 2: Determine Student Experience

Transitional 9th Grade: Research shows that students placed on a high school campus are less likely to drop out than students who are retained at the middle school. The School Building Level Committee (SBLC) at the middle school should review standardized test scores, past coursework, and student behavioral data to determine the most appropriate setting for each student. Placement in transitional 9th grade is at the discretion of the local school and/or school system where the student was enrolled in eighth grade. However, schools are highly encouraged to collaborate with the high school for such placement. For any eighth grade completer who transfers from another state or country after completion of summer remediation, the LEA shall determine appropriate placement in ninth grade or transitional ninth grade no later than October 1 of each school year.

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.

Diploma Pathways for Every Student

Some struggling students may be receiving special education services and are potentially eligible for alternate pathways to a high school 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 student's high school experience.
- **Alternate Assessment:** The student's IEP team should review/confirm eligibility in SER, and select a Jump Start and associated courses and vocational experiences that will fulfill the student's needs and interests and lead to postsecondary success.

Visit the students with disabilities library for more information on planning an effective high school experience for students eligible for alternate diploma pathways.

The Louisiana Special Education Guidance for High School Students serves as a reference tool for staff who work with students with disabilities. This document has been updated to reflect the policy changes that provide students assessed LEAP Connect an opportunity to pursue a high school diploma.

STEP 3: Plan for Student Support and/or Behavioral Intervention

Create a customized counseling structure and support team to support each struggling student.

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 Career and Technical Education (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;
- inform (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 CTSOs.

The American School Counseling Association (ASCA) National Model and The College Board's High School Counselor's Guide are resources for designing comprehensive school counseling programs that support college and career readiness and promote school achievement.

Determine how often to 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 the 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 postsecondary 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:

- **Targets specific students**
- Focuses 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

- Targets students with disabilities that qualify and potentially qualify for their services
- Focuses 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

Behavior Interventions

Students with chronic behavior problems face significant challenges in the classroom. Students displaying behavior problems often exhibit other high-risk indicators such as excessive absenteeism, lack of engagement, academic difficulties in multiple content areas, and grade retention. In order to provide all children with access to a great education, the Louisiana Department of Education (LDOE) is focused on enhancing school climate and improving behavioral intervention practice in schools. Both current policy and statute explicitly state that schools and school systems shall utilize academic, behavioral, and mental health interventions and supports to ensure students are provided meaningful behavioral remediation so that they can continue academic pursuits. Statute requires that schools provide professional development for educators and administrators on classroom management, positive behavioral supports, conflict resolution, cross-cultural competence, restorative practices, and adolescent development. These requirements are written to promote effective, evidence-based disciplinary approaches that are inclusive of student development and promote positive school climate and culture. The primary objective of all behavioral intervention practice is to ensure struggling students are identified and receive appropriate evidence-based interventions to assist them in progressing toward graduation, postsecondary education, and career readiness.

Evidence-Based Practices using a Multi-Tier System of Support

Schools that achieve sustained high performance for all students, including students with disabilities, have been shown to employ a multi-tier system of supports (MTSS). In a multi-tier approach, student needs are identified early, and educators provide real-time interventions based on data. MTSS prioritizes alignment of resources and support for students, teachers, and staff. MTSS includes universal screening of all students for social and emotional needs, collaborative data-based decision making to guide more intensive screening and referrals, evidence-based interventions for students who have difficulty in routine instructional settings or who struggle with social-emotional behaviors, and frequent progress monitoring to assess interventions and facilitate necessary adjustments.

School systems should identify and implement a system of behavioral intervention response that aligns with the MTSS framework. This will include the use of implementation science to bolster the five tenets of MTSS: (1) team-driven shared leadership; (2) data-based problem solving and decision making; (3) layered continuum of supports; (4) evidence-based practices; and (5) family, school, and community partnering. The process to design and implement an MTSS framework at the school level includes the following five steps:

- **Step 1**: Identify the appropriate staff to serve on the MTSS leadership team.
- **Step 2**: Conduct a comprehensive needs assessment, utilizing current discipline data and student attendance records. The assessment outcomes should be used in the creation of an annual plan of action to facilitate implementation.
- **Step 3**: Align behavioral response to the planned layers of support, including the response and referral plan for students of concern.
- **Step 4**: Select an evidence-based behavior intervention and social-emotional learning curriculum to embed into the MTSS framework of behavioral response.
- **Step 5**: Create and execute a comprehensive plan that includes engagement activities for families and partnerships with community providers.

Social Emotional Learning

Social and emotional learning (SEL) is defined as "the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions".1 Growing evidence suggests that to be successful adults, students must not only master core academics but also demonstrate social-emotional skill and a mindset that embodies good citizenship.2 In addition to teaching core academics, schools provide skill-building practices that promote positive social and emotional behaviors. The Collaborative for Academic, Social and Emotional Learning (CASEL), an organization that promotes the practice of integrated academic, social, and emotional learning for all children in preschool through high school, posits five core competencies that include "knowledge, skills and attitudes that comprise intrapersonal, interpersonal, and cognitive competence".3 These competencies are (1) self-awareness, (2) self-management, (3) social awareness, (4) relationship skills, and (5) responsible decision making. Knowledge and skill acquisition within the five competencies is a process, and school is a primary environment with frequent exposure and opportunities to practice and receive feedback.

The LDOE has developed a portfolio of vetted, evidence-based curricula and strategies to promote social-emotional learning. The portfolio provides schools with a menu of vetted resources that can be embedded in a Multi-Tiered System of Support (MTSS) framework. Use of an SEL curriculum is one component of a system of prevention, response, and intervention to assist students struggling with disruptive or concerning behaviors. The SEL curriculum will be used heavily in workforce learning to expand awareness of SEL deficiencies and as a primary intervention for problematic student behavior.

Social emotional knowledge, skills, and attitudes are not quickly acquired. Choosing to adopt and implement curricula or programming means changes in school schedules and teacher-student day-to-day interactions and experiences—in the classroom and in other school environments. SEL is not a single program or teaching method. It involves coordination across agencies. It requires support, policy, and engagement with families and communities. At a classroom level, staff can use a curriculum or program for explicit instruction. For SEL to be truly effective, however, it should also be delivered implicitly through appropriate changes in classroom structure, student-teacher relationships, and positive classroom environments (PBIS, CHAMPS, etc.).

Data-Based Decision Making

Data-based decision making is necessary for schools and school systems to evaluate and inform behavioral interventions and response. Data-based decisions must be timely, clear, accurate, and specific to promote efficacy. In practice, data-based decision making should be synthesized into existing school system planning structures. This includes data tracking and analysis by school-based MTSS teams to identify struggling students and make appropriate referrals to resources designed to assist students in the areas of concern. School systems should provide specialized training for school-based teams to conduct effective data analysis and determine how data can assist with early warning systems and structures.

1 CASEL (Collaborative for Academic, Social, and Emotional Learning). *What is SEL?* Retrieved August 23, 2018, from https://casel.org/what-is-sel/.

2 Bock, L. (2015). *Work rules!: Insights from inside Google that transform how you live and lead.* NY: Twelve.

3 Durlak, J., Domitrovich, C., Weissberg, R., Gullotta, T. (2015). *Handbook of social and emotional learning: research and practice.* New York: The Guilford Press.

STEP 4: Select Appropriate Curriculum and Vocational Experiences

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.

Review the posted instructional materials reviews**.**

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 best aligned to Louisiana's academic standards.

Through these reviews, the Department has also identified a number of trends in curricular components and has released a series of resources to help districts select high-quality curricula. These include

- Teacher toolbox: Comprehensive set of tools for educators and districts. Teachers can also access grade-specific libraries.
- English Language Arts (ELA) 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.
- Math planning resources: Resources to support math remediation and guides for using math curricula.
- Social Studies planning resources: Scope and sequence documents, companion documents, and instructional tasks.
- Science planning resources: Scope and sequence documents, assessment guidance, companion documents, and instructional tasks.

Once a strong curriculum is chosen, principals must ensure all teachers receive professional development on how to implement the curriculum. Using the curriculum implementation scale, principals should observe teachers, review classroom assessment data, and look at student work to determine the level of support teachers need with implementing the curriculum effectively. Principals should also use the series of collaboration sessions (session 1, session 2, and session 3) to learn how to develop a better professional development plan for their teachers around curriculum implementation.

STEP 5: Schedule Student Coursework

Sample schedules for struggling students

STUDENT PARTICIPATING IN T9 OR 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 ALTERNATE ASSESSMENT			
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

Offering remediation in an age-appropriate setting is critical to the success of low-performing students, particularly during the transition to high school. 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 same cohort as if they had they been held back in eighth grade. For instance, a student who enters T9 in 2018-2019 will be in the 2022-2023 cohort—a year later than the students who entered in 9th grade directly after 8th, who will be in the 2021-2022 cohort.

DROPOUT/CREDIT ACCUMULATION INDEX (DCAI)

Schools with an 8th grade earn points based on the number of Carnegie credits students accumulate by the end of the 9th grade (and Transitional 9th Grade, when applicable). This encourages a successful transition to high school by allowing students the opportunity to earn Carnegie credits early and often. Points are awarded as follows:

CARNEGIE COURSE CREDITS (earned by the end of 9th grade)	DCAI POINTS PER STUDENT
7+	150 pts.
6.5	125 pts.
6	100 pts.
5.5	75 pts.
5	50 pts.
4.5	25 pts.
4 or less	0 pts.
3-year 8th grade student	0 pts.
Dropout	0 pts.

Note: Credit accumulation for transitional 9th graders includes credits earned in T9 (i.e., schools do not receive points for both the T9 and 9th grade year).

LEAP 2025: Students in T9 are encouraged to take the assessments associated with their coursework. 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 LEAP 2025. Act 833 eligible students in grades 9-12 are required to take all assessments corresponding to the courses in which they are enrolled. Points are awarded for scores of Good or higher.

FOCUS ON 9TH AND 10TH GRADE STUDENTS

OVERVIEW

During the first two years of high school, students should focus on building on the knowledge and skills they gained in previous grades. Every 9th and 10th grade student will take core academic classes to work toward a diploma. At the completion of the 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.

CHECKLIST
FOCUS ON 9TH & 10TH GRADE STUDENTS

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

STEP 1: Identify Students

- Data indicators for student placement include statewide assessments results (if available), student growth data and/or results from a teacher's SLT process, results from Tier 1 or 2 benchmark assessments and/or state-released practice tests, performance results on classroom assessments aligned to state academic standards, IEP goals, course grades, attendance, and student profiles.
- Student Profile Considerations

Employment Considerations

» *Readiness* – Does the student have the necessary skills to be successful in the workplace?

» *Interests* – What are the student's hobbies outside of school? Knowing what students find worthy of their time can go a long way in establishing rapport and building a higher level of interest in subject matter.

» *Anecdotal Information* – What can be observed about the student? Anecdotal information offers important considerations about students in terms of their strengths and concerns.

Career Inventory Considerations

» Explore free online career interest inventory tools that youth can access at school or at home.

» Incorporate inventories into school classes, after-school and community youth programs, workforce development programs, and at-home activities.

» Adapt methods and materials to suit individual needs.

» Use inventory results as a starting point to engage students as they explore careers and plan for and postsecondary education.

Transient Considerations

» Provide solid transition programs for mobile students.

» Include administrative procedures that increase the overall quality of the school experience.

» Implement flexible classroom strategies.

» Incorporate collaborative support and effective professional development for school staff.

STEP 2: Plan for Student Support

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

Career Awareness

- Career Fairs
- Workplace Visits
- Role-play Activities
- Guest Speakers (in-person or online*)
- Mentors

College Awareness

- Campus Visits
- College Fairs
- Financial Literacy Activities

* Email JumpStart@la.gov for information about providing students and teachers with online access to industry experts locally and across the country with platforms such as Nepris.

STUDENT ORGANIZATIONS

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

- National Beta Club is an organization that promotes the ideals of academic achievement, character, leadership, and service among students.
- 4-H helps students develop citizenship, leadership, responsibility, and life skills through experiential learning programs and a positive youth development approach. Though typically thought of as an agriculturally-focused organization, 4-H 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 to enhance student learning, and it is critical that they fully align to state standards and be of the highest quality if teachers are to provide meaningful instruction. No program is a silver bullet, so principals and teachers must choose and implement each program in a way that supports the unique needs of their students.

Hundreds of titles have been reviewed by educators and experts from across the state. Through these reviews, the Department has identified a number of trends in curricular components and has released a suite of resources to help districts select high-quality curricula.

- Teacher Support Toolbox: Comprehensive set of tools for educators and districts. Teachers can also access grade-specific libraries.
- English Language Arts (ELA) 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.
- Math planning resources: Resources to support math remediation and guides for using math curricula with Louisiana's math standards.
- Social Studies planning resources: Scope and sequence documents, companion documents, and instructional tasks.

Once a strong curriculum is chosen, principals must ensure all teachers receive professional development on how to implement the curriculum. Using the curriculum implementation scale, principals should observe teachers, review classroom assessment data, and look at student work to determine the level of support teachers need with implementing the curriculum effectively. Principals should also use the series of collaboration sessions (session 1, session 2, session 3) to learn how to develop a better professional development plan for curriculum implementation.

STEP 4: Schedule Student Coursework

IDENTIFY COMMON FOUNDATIONAL COURSEWORK

Louisiana's 9th and 10th grade students take common foundational coursework, irrespective of the diploma pathway they ultimately select. Each student will be required to complete two units each of English, math, science, social studies, and health/physical education.

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.

Access the student reporting system for Course Choice offerings.

Counselor Tools & Supports

INDIVIDUAL GRADUATION PLANS

Graduation planning starts in the 8th grade. Each student's Individual Graduation Plan (IGP) lists the courses students will take in subsequent years and identifies the diploma path they choose in 10th grade. The plan is reviewed and updated annually. The form includes a place for the counselor, student, and parent to sign each year.

At the end of 10th grade, students collaborate with the school counselor to choose their diploma pathway and indicate that choice on the IGP form.

The Individual Graduation Plan Guidance Resource <link> provides guidance to schools as they support families throughout the planning process.

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 if locally developed, or a listing of requirements to demonstrate proficiency by portfolio submission; and
- the score required to demonstrate proficiency or a listing of requirements to demonstrate proficiency through portfolio submissions.

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, grade earned, 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 strength of diploma 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 2018 SPS
160	**HS Diploma plus Associate's Degree**
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 *Students achieving both (a) and (b) will generate 160 points.*
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 *Students achieving both (a) and (b) will generate 115 points.* *Students must take the AP®/IB® exam and pass the course to earn 110 points.*
100	**Four-year graduate** (includes Career Diploma student with a regional Jump Start credential)
75	**Five-year graduate with any diploma** *Five-year graduates who earn an AP score of 3 or higher, an IB score of 4 or higher, a CLEP score of 50 or higher, or an Advanced statewide Jump Start credential will generate 140 points. Five-year graduates who earn an Associate's Degree will generate 150 points.*
50	**Six-year graduate with any diploma**
40	**HiSET® plus Jump Start credential**
25	**HiSET®**
0	**Non-graduate without HiSET**

NEW JUMP START OPPORTUNITIES

CAREER AND TECHNICAL EDUCATION (CTE) LEADERSHIP ACADEMY

The Career and Technical Education (CTE) Leadership Academy is a selective, blended-learning professional development program designed by the Louisiana Department of Education (LDOE) for current or aspiring CTE educators and administrators. In May 2018 thirty-five CTE professionals from across the state participated in the inaugural cohort of the CTE Leadership Academy, where they further developed their leadership, program implementation, and advocacy skills. Participants also gain a deeper understanding of state funding streams, industry partnerships, community supports, and more. Please email Tedrick.Holmes@la.gov for more information about this opportunity.

Funded by the Supplemental Course Allocation (SCA), Jump Start Summers is an innovative program that gives Louisiana youth the opportunity to attain high-value, industry-based credentials (IBCs); high school and/or dual enrollment course credits; important workplace behaviors and communication skills; and a respectable summer wage.

Students who participated in the summer of 2018 earned 1553 industry-based credentials, 1371 academic credits, and an average stipend of $662. All students—university or career-focused students, students with disabilities, even recent high school graduates—can participate in the program. For full details on the overall success of the Jump Start Summers, and individual district and provider experiences, see the Jump Start Summers 2018 Evaluation Report.

Quest for Success: As part of a comprehensive effort to improve career readiness, the LDOE, in partnership with the national nonprofit organization America Achieves, launched the Louisiana Educator Voice Fellowship for 21st Century Learning. As part of the fellowship, educators from across Louisiana met with state leaders and industry experts for more than a year in order to learn about the skills and knowledge students will need to be successful in the jobs of the future. Fellows collaborated on and designed a new course named Quest for Success. This new course, which will eventually replace Journey to Careers, helps Louisiana students better understand career opportunities and prepare them for college and career success.

New K-16 BESE-approved Jump Start pathways include Micro-Enterprise, Pre-Engineering, Digital Design and Emergent Media, and Environmental Protection and Sustainability. Please see the 2018–2019 Jump Start Pathway Updates document for more information, or contact JumpStart@la.gov to learn more about how your school can implement pathways that are relevant to both university-bound and career-focused students.

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

DEVELOP 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.

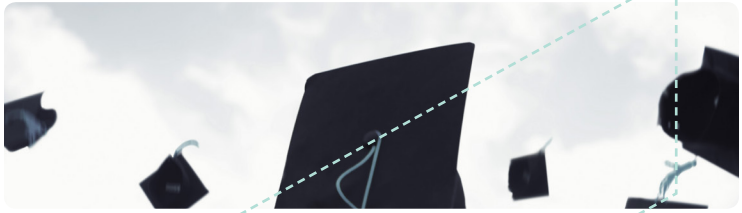
Jump Start is the state's new graduation pathway for Louisiana's students. Postsecondary institutions, business, and industry will form partnerships with LEAs to work collaboratively in providing career courses and workplace experiences for high school students. The Jump Start vision: students of all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

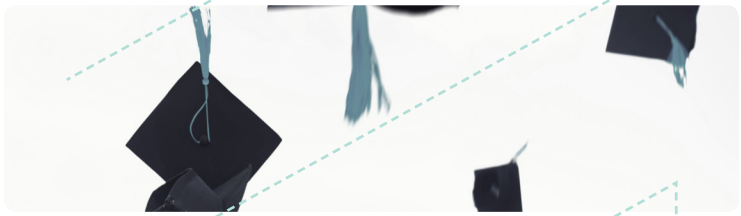
State-of-the-art career and technical education facilities, equipment, and instruction will be the elements of Jump Start success. Students completing a statewide or regional Jump Start pathway will also be prepared to continue their postsecondary education and training utilizing a TOPS Tech scholarship.

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 and authentic workplace experiences
- ○ Assist students and parents with the financial aid process





STEP 1: Select the Initial Student Pathway

INDIVIDUAL GRADUATION PLAN

By the end of the 10th grade, each student's Individual Graduation Plan (IGP) will be updated to include the recommended sequence of courses for successful completion of the chosen pathway. IGPs should be developed for all students, including those with disabilities. For students assessed with LEAP Connect and pursuing a diploma, there is a fillable IGP form for students assessed on LEAP Connect. The IGP is based on the student's academic record, talents, interests, and postsecondary goals. With the assistance of his/her family and the school counselor as needed, each student shall be allowed to choose the high school curriculum framework and related graduation requirements that best meets his/her postsecondary goals. The IGP is reviewed annually and updated or revised in conjunction with the student's IEP.

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. Schools receive equal accountability system rewards for both pathways.

Students selecting the **TOPS University Pathway** will continue to pursue core academic credits that mirror the TOPS Core curriculum. Upon completion of 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 on the Graduation Requirements web page.

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 on the Graduation Requirements web page.

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 Diploma students 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.

ASPIRE SCORE, WORKKEYS®, STUDENT PROFILES

The American School Counseling Association (ASCA) National Model and The College Board's High School Counselor's Guide are resources for designing comprehensive school counseling programs that support college and career readiness and promote school achievement.

Indicators for student placement:

Benchmark, LEAP 2025/EOC 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.
- **LEAP 2025/EOC Data**: Students' LEAP 2025/EOC results may be used as a guidepost over time to select pathways for students.
- **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 ACT 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. 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.

Planning appropriate high school experiences for some students with disabilities requires particular assessments and strategies. Through the guidance "Planning Appropriate High School Experiences for Act 833 Eligible Students" and "Planning Appropriate High School Experiences for Students Eligible for Alternate Assessment" school systems can assist students with identifying their interests and choosing coursework that will lead to post-secondary success.

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 livelong 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 should review the entrance requirements for the colleges of interest and ensure all necessary coursework is completed. Students planning to stay in Louisiana must meet specific TOPS requirements to receive this valuable state-sponsored scholarship.

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 advanced 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 (BESE).

Step 6: Pursue Postsecondary Coursework and Authentic Workplace Experiences Options

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.

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

- Explore available Advanced Placement® courses.
- View the AP® Exam schedule for Advanced Placement® tests.
- Get more information on increasing AP® participation.

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.

International Baccalaureate®: IB® courses offer rigorous educational options to students with the potential to earn college credit while still in high school.

CLEP® is a computer-based credit by exam opportunity that offers the chance for students to earn 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.
- View a list of CLEP® exam titles.
- To ensure proper reporting, vouchers should be purchased through the CLEP Bulk Purchasing Program. See important deadlines and more information.

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.

View a list of TOPS-aligned dual enrollment courses.

Step 7: Assist Students and 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. Financial Aid can remove the barriers to accessing four-year universities, two-year community colleges, and technical training programs. 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). 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. See page 22 of this guidebook for more information about Louisiana's financial aid planning requirement.

FINANCIAL AID ACCESS STUDENT SUPPORT

LOSFA

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

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. Call 1-877-453-2721 or email SCA@la.gov.

Office of Federal Student Aid

Federal Student Aid is responsible for managing 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 Collaboration Sessions

The Department is committed to increasing the amount of hands-on support we provide to professional school counselors. Department Network Teams organize collaboration sessions twice a year to provide counselors with the tools and information needed to ensure appropriate courses, pathway selections, and Individual Graduation Plans for all students. Specific dates are publicized in Department newsletters and in the School System Support Calendar. Please see the LDOE Financial Aid Library web page for resources.

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

LELA

Louisiana Education Loan Authority is a non-profit resource for students' FAFSA completion, scholarship opportunities, and college planning. Access its FAFSA Completion and College Planning Guide on the side Bulletin Board. Call 844-GOFAFSA or visit asklela.org for more information.

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** *Jump Start Internship (3 credits)*	Math Essentials Business English **Nurse Assistant (3 credits)** *Jump Start Internship (2 Credits)*

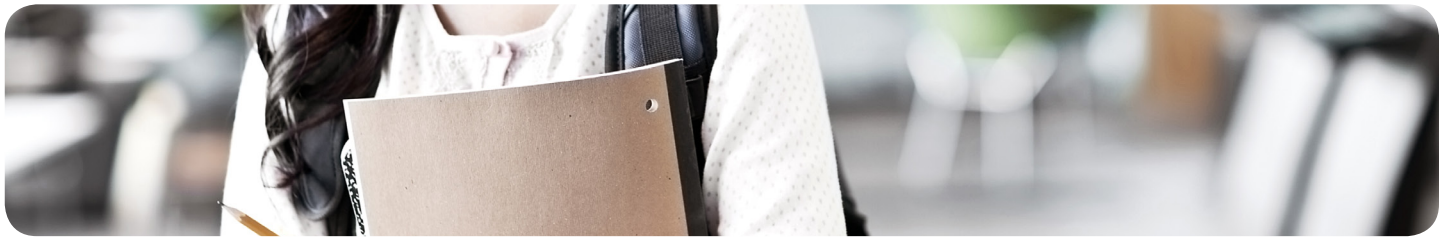
SAMPLE 11TH AND 12TH GRADE TOPS UNIVERSITY STUDENT SCHEDULE

	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

Previously, 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 2018 SPS
160	**HS Diploma plus Associate's Degree**
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 *Students achieving both (a) and (b) will generate 160 points.*
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 *Students achieving both (a) and (b) will generate 115 points.* *Students must take the AP®/IB® exam and pass the course to earn 110 points.*
100	**Four-year graduate** (includes Career Diploma student with a regional Jump Start credential)
75	**Five-year graduate with any diploma** *Five-year graduates who earn an AP score of 3 or higher, an IB score of 4 or higher, a CLEP score of 50 or higher, or an Advanced statewide Jump Start credential will generate 140 points. Five-year graduates who earn an Associate's Degree will generate 150 points.*
50	**Six-year graduate with any diploma**
40	**HiSET® plus Jump Start credential**
25	**HiSET®**
0	**Non-graduate without HiSET**



FINANCIAL AID PLANNING

The extent to which Louisiana's students achieve postsecondary education and training is critically tied to the state's economic well-being and quality of life.

Louisiana students forego tens of millions each year in federal grants, state opportunities, and other funding for postsecondary education.

In December 2015, the Board approved a revision to Bulletin 741, Louisiana Handbook for School Administrators, which requires public school students graduating spring 2018 and beyond to take one of the following steps:

- ✓ Submit the FAFSA;*
- ✓ Apply for TOPS;
- ✓ Submit an opt-out non-participation form or letter; or
- ✓ Receive a waiver through the school system.

School counselors should begin speaking to students about the benefits and financial costs associated with postsecondary education and training in their freshmen and sophomore years of high school. They should also inform students about the circumstances in which they may complete a FAFSA and receive financial aid without cooperation from a parent or guardian.

Resources for financial aid planning can be found on the LDOE Financial Aid web page.

*Students are able to submit a FAFSA for the upcoming school year as early as October 1.

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.

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. How the master schedule is constructed may be as important as the courses it contains.

RESOURCES FOR BUILDING A MASTER SCHEDULE:

- Designing Quality Middle School Master Schedules
- Steps in Building a High School Schedule
- The Theory Behind Master Schedule Building and Issues

APPENDIX I: GRADUATION REQUIREMENTS FOR ENTERING FRESHMEN 2014–2015 AND BEYOND

(newly approved course titles are underlined)

SUBJECTS	TOPS UNIVERSITY DIPLOMA		CAREER DIPLOMA*	
	# Units	Courses	# Units	Courses
English	1	English I	1	English I
	1	English II	1	English II
	1	English III, AP English Language Arts and Composition, IB Literature, IB Language and Literature, or IB Literature and Performance	2	Technical Writing, Business English, English III, English IV, any AP or IB English course, or comparable Louisiana Technical College (LTC) courses offered by Jump Start regional teams as approved by the State Board of Elementary and Secondary Education (BESE)
	1	English IV, AP English Literature and Composition, IB Literature, IB Language and Literature, or IB Literature and Performance		
Mathematics	1	Algebra I	1	Algebra I, Applied Algebra I, or Algebra I Part 2 (the elective course Algebra I, Part 1 is a prerequisite)
	1	Geometry	3	Geometry, Financial Literacy (formerly Financial Math), Math Essentials, Transition to College Mathematics, Algebra II, Advanced Math–Functions and Statistics, Advanced Math–Pre-Calculus, Algebra III, Pre-Calculus, Business Math, Statistical Reasoning, Business Math, Probability and Statistics, or comparable Louisiana Technical College (LTC) courses offered by Jump Start regional teams as approved by the State Board of Elementary and Secondary Education (BESE)
	1	Algebra II		
	1	Algebra III, Advanced Math–Functions and Statistics, Advanced Math– Pre-Calculus, Pre-Calculus, IB Math Studies (Math Methods), Calculus, AP Calculus AB, IB Mathematics SL, AP Calculus BC, AP Statistics, IB Further Mathematics HL, IB Mathematics HL, Probability and Statistics, Statistical Reasoning, or AP Computer Science A		
	Substitutions: Integrated Mathematics I, II, and III may be substituted for the Algebra I, Geometry, and Algebra II sequence			
Science	1	Biology I	1	Biology
	1	Chemistry I	1	Chemistry I, Physical Science, Earth Science, Agriscience II,** Environmental Science, Physics, or any AP or IB Science course *NOTE: The elective course Agriscience I is a prerequisite for Agriscience II*
	2	Earth Science, Environmental Science; Environmental Awareness, Physical Science, Principles of Engineering, Agriscience II;** one of Chemistry II, AP Chemistry, IB Chemistry I, or IB Chemistry II; one of AP Environmental Science or IB® Environmental Systems; one of Physics I, IB Physics I, or AP Physics I; one of AP Physics C: Electricity and Magnetism, AP Physics C: Mechanics, IB Physics II, AP Physics II; one of Biology II, AP Biology, IB Biology I, IB Biology II, or Human Anatomy and Physiology		
Social Studies	1	U. S. History, AP U. S. History, or IB History of the Americas I	1	U.S. History, AP U.S. History, or IB History of the Americas I
	1	Civics with a section on free enterprise, Government, AP U. S. Government and Politics: Comparative, AP® U. S. Government and Politics: United States	1	Civics, Government, AP U.S. Government and Politics: Comparative, or AP U.S. Government and Politics: United States
	2	One of European History, AP European History, Western Civilization; one of World Geography, AP Human Geography, IB Geography, Physical Geography; one of World History, AP World History, IB History of the Americas II; IB Economics, Economics, AP Macroeconomics; AP Microeconomics; AP Psychology		
Health and Physical Education	0.5	Health Education *JROTC I and II may be used to meet the health education requirement per Bulletin 741 §2347*	0.5	Health Education *JROTC I and II may be used to meet the health education requirement per Bulletin 741 §2347*
	1.5	Physical Education I and II; Adapted Physical Education for eligible students in special education; JROTC I, II, III, or IV; or Physical Education I (1 unit) and 1/2 unit of Marching Band, extracurricular sports, cheering, or dance team	1	Physical Education I
			0.5	Physical Education II, Marching Band, extracurricular sports, cheering, or dance team *JROTC may be substituted; Adapted Physical Education for eligible students in special education may be substituted*
Foreign Language	2	Two units from the same language (§2345)		
	See Bulletin 741 for a list of approved foreign language courses.			
Art	1	Art (§2333), Music (§2355), Dance (§2337), Theatre (2369), Speech III and IV (one unit combined), Fine Arts Survey, Drafting, Media Arts (§2354), Photography I/II, Digital photography		
	See Bulletin 741 for a list of approved art courses.			
Electives/ Jump Start	3	Electives	9	Jump Start course sequence, workplace experiences, and approved credentials (a minimum of one industry-based credential is required for graduation)
Total Units	**24**		**23**	

*A student shall complete a regionally-designed, district-implemented series of Career and Technical Education (CTE) Jump Start coursework and workplace 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) that the Jump Start regional team determines are appropriate for the career pathway. **NOTE**: See Act 403 (Regular Session 2015) for TOPS Tech requirements.

** The elective course Agriscience I is a prerequisite for Agriscience II.

The resource for AP and IB course alignment is the TOPS weighted GPA grid. This table was compiled using Louisiana Board of Elementary and Secondary Education. Bulletin 741: Louisiana Handbook for School Administrators.

APPENDIX II: 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.

The ***All Things Jump Start*** web portal makes it easy 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;
- ***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.

Contact JumpStart@la.gov with any questions about how your school can best implement Jump Start.

APPENDIX III: Alternate Pathways to a High School Diploma for Students with Disabilities

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.

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

STUDENTS ELIGIBLE FOR ACT 833 (2014)

Students eligible for an alternate 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).

Do not achieve a score of Fair, Good, or Excellent after two attempts of the same LEAP 2025/LEAP 2025/EOC test.

Planning for students on the Act 833 alternate 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 LEAP 2025/LEAP 2025/EOC assessments the student must meet in order to achieve the standard diploma requirements.

STUDENTS ELIGIBLE FOR THE ALTERNATE ASSESSMENT

Students who take the LEAP Connect are eligible to pursue this alternate pathway to a diploma.

Planning for students on the LEAP Connect 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 alternate pathways to a high school diploma, please visit the students with disabilities web page.

APPENDIX IV: Accountability FAQs

PREPARING 8TH GRADE STUDENTS (T9, DCAI, and Graduation Cohort)

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

Schools should refer to the Transitional 9th Grade Policy in their Pupil Progression Plan for guidance.

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

Yes, credits earned by students in T9 count toward the dropout credit accumulation index. The Carnegie credits earned by a student in T9 are analogous to that of a first-time 9th grader.

3. DO CREDITS EARNED AFTER THE 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.

4. DO LEAP 2025/EOC SCORES EARNED IN T9 GET "BANKED"?

LEAP 2025/EOC scores for students in T9 are counted, or transferred, the same as students who take LEAP 2025/EOC exams in middle school.

5. WHEN DOES A STUDENT IN TRANSITIONAL 9TH GRADE ENTER THE GRADUATION GRADE COHORT?

A student enters the graduation 9th grade cohort the year after Transitional 9th Grade regardless of grade level..

6. WHAT HAPPENS IF A STUDENT DROPS OUT IN T9?

If a student drops out in the Transitional 9th Grade year, that student is included in the cohort and earns zero points.

LEAP 2025 AND 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. All students must take the corresponding LEAP 2025/EOC test for any course that has one. All Louisiana students must take a high-school level English and math test regardless of courses taken or graduation pathway, by their third year of high school.

2. WHAT HAPPENS IF A STUDENT TRANSFERS FROM AN OUT-OF-STATE SCHOOL? DO THEY TAKE LEAP 2025 AND EOC TESTS?

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 LEAP 2025/EOC tests for courses he/she already successfully completed for Carnegie credit.
- A transfer student shall be required to take the LEAP 2025/EOC test for courses he/she previously took but did not pass.
- A transfer student may choose to take the LEAP 2025/EOC test for a course he/she has already successfully completed if he/she scored below the *Approaching Basic* or *Fair* achievement level or *Unsatisfactory* on an LEAP 2025/EOC test in another course and the student must pass the LEAP 2025/EOC test for one of the LEAP 2025/EOC pairs.

3. WHICH SCORE COUNTS IF A STUDENT RETAKES A LEAP 2025/EOC EXAM?

The score from an initial LEAP 2025/EOC test is the only score that is used for accountability. If the initial test is taken in summer, the LEAP 2025/EOC will be used for accountability calculations in the following academic year. The LEAP 2025/EOC test score from a student in middle school is banked for use at the high school in which the student is enrolled for grade 9. If the achievement level earned on the assessment taken in middle school yields 0 points, then the high school has one additional opportunity to test the student. If the student scores proficient, the school performance score will include the higher of the two scores.

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®?

Visit the **ACT State Testing** page for Louisiana.

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

All Louisiana 11th graders take the ACT, a nationally-recognized measure of college and career readiness. 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 ACCOUNT FOR STUDENTS WHO ENTER THE SCHOOL AFTER GRADE 9?

If a student enters a Louisiana school for the first time as a 10th grader, 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 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 INCLUDED IN THE ACCOUNTABILITY SYSTEM?

Yes. The cohort graduation rate measures the extent to which students graduate on time (in four 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 in the graduation index; students who graduate in six years earn the school 50 points. Additionally, schools earn 140 points for each student who graduates in five years with an advanced credential.

3. WHAT HAPPENS IF A STUDENT GRADUATES EARLY?

Students are included in the graduation rate in the year in which they are expected to graduate. For instance, a student who enters 9th grade in the 2018-2019 academic year is included in the 2021-2022 cohort graduation rate—even if he graduates the year before that.

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 Taylor Opportunity Program for Students (TOPS) requirements. Visit the **TOPS** web page for more information.

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 on the **LCTCS Workready-U** web page.

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. High schools may apply to **become an authorized CLEP® testing center** through an application and certification process. Visit the **CLEP® exam** web page for a list of the tests.

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 V: HYPERLINKS

Hyperlinks are listed in the order in which they appear in the High School Planning Guidebook.

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Accountability System
https://www.louisianabelieves.com/docs/default-source/key-initiatives/louisianas-key-initiatives_k-12-accountability-system.pdf?sfvrsn=17

Page 3

LDOE Promotion Policy Guidance Document
https://www.louisianabelieves.com/docs/default-source/policy/school-system-promotion-guidance-2017-2018.pdf

Page 4

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

Page 5

American School Counseling Association (ASCA) National Model
https://www.schoolcounselor.org/asca/media/asca/ASCA%20National%20Model%20Templates/ANMExecSumm.pdf

College Board's High School Counselor's Guide
https://lp.collegeboard.org/counselor-resources

Individual Performance Criteria
http://www.louisianabelieves.com/docs/default-source/academics/act-833-individual-performance-criteria-guidance-public.pdf?sfvrsn=4

Career Compass of Louisiana
http://www.careercompassla.org/

Talent Development Secondary (TDS)
http://www.talentdevelopmentsecondary.com/

Diplomas Now
http://diplomasnow.org/

Page 6

Louisiana Rehabilitation Services
http://www.laworks.net/WorkforceDev/LRS/LRS_Main.asp

Page 7

What is SEL?
https://casel.org/what-is-sel/

Page 8

Instructional Materials Reviews
https://www.louisianabelieves.com/academics/ONLINE-INSTRUCTIONAL-MATERIALS-REVIEWS/curricular-resources-annotated-reviews

Teacher Toolbox
http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox

Grade-Specific Libraries
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

Math Planning Resources
http://www.louisianabelieves.com/resources/library/k-12-math-year-long-planning

Social Studies Planning Resources
http://www.louisianabelieves.com/resources/library/Planning-Resources

Science Planning Resources
https://www.louisianabelieves.com/resources/library/k-12-science-resources

Curriculum Implementation Scale
http://www.louisianabelieves.com/docs/default-source/Superintendents-Collaboration/curriculum-implementation-scale.pdf?sfvrsn=2

Session 1
http://www.louisianabelieves.com/docs/default-source/Superintendents-Collaboration/curriculum-implementation.zip?sfvrsn=6

Session 2
http://www.louisianabelieves.com/docs/default-source/district-support/curriculum-implementation-p2.zip?sfvrsn=3

Session 3
http://www.louisianabelieves.com/docs/default-source/district-support/jan_feb-2017-curriculum-implementation-part-3.zip?sfvrsn=3

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Practice Tests
https://www.louisianabelieves.com/resources/library/practice-tests

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Nepris
https://www.nepris.com/

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

4-H
https://www.4-h.org/

The National FFA Organization
http://www.ffa.org/

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

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

Curricular Resources Annotated Reviews
https://www.louisianabelieves.com/academics/ONLINE-INSTRUCTIONAL-MATERIALS-REVIEWS/curricular-resources-annotated-reviews

Teacher Support Toolbox
http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox

Grade-Specific Libraries
https://www.louisianabelieves.com/resources/library/teacher-support-toolbox-library

English Language Arts(ELA) Guidebooks
https://learnzillion.com/resources/81666-english-language-arts-guidebook-units#topics

Math Planning Resources
http://www.louisianabelieves.com/resources/library/k-12-math-year-long-planning

Social Studies Planning Resources
http://www.louisianabelieves.com/resources/library/Planning-Resources

Curriculum Implementation Scale
http://www.louisianabelieves.com/docs/default-source/Superintendents-Collaboration/curriculum-implementation-scale.pdf?sfvrsn=2

Session 1
http://www.louisianabelieves.com/docs/default-source/Superintendents-Collaboration/curriculum-implementation.zip?sfvrsn=6

Session 2
http://www.louisianabelieves.com/docs/default-source/district-support/curriculum-implementation-p2.zip?sfvrsn=3

Session 3
http://www.louisianabelieves.com/docs/default-source/district-support/jan_feb-2017-curriculum-implementation-part-3.zip?sfvrsn=3

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

Supplemental Course Academy (Student Reporting System)
http://lacourses.net/

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

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Jump Start Summers
https://www.louisianabelieves.com/docs/default-source/jumpstart/jump-start-summers-program-overview.pdf?sfvrsn=15

Jump Start Summers 2018 Evaluation Report
https://www.louisianabelieves.com/docs/default-source/jumpstart/2018-jump-start-summers-program-evaluation-report.pdf?sfvrsn=4

Quest For Success
https://www.louisianabelieves.com/courses/all-things-jump-start/new-generation-career-readiness-resources

New Course
https://www.louisianabelieves.com/docs/default-source/jumpstart/quest-for-success-faq.pdf?sfvrsn=4

K-16 BESE-approved Jump Start pathways
https://www.louisianabelieves.com/resources/library/jump-start-graduation-pathways

2018–2019 Jump Start Pathway Updates
https://www.louisianabelieves.com/docs/default-source/jumpstart/2018-2019-jump-start-pathway-updates-fall-2018.pdf?sfvrsn=2

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TOPS weighted GPA Grid
http://www.louisianabelieves.com/docs/default-source/counselor-toolbox-resources/tops-weighted-gpa-grid-june-2014.pdf

Jump Start
www.louisianabelieves.com/courses/all-things-jump-start

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

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Individual Graduation Plan (IGP)
https://www.louisianabelieves.com/resources/classroom-support/counselor-support-toolbox/individual-student-planning

TOPS Core curriculum
http://www.osfa.la.gov/MainSitePDFs/TOPSCoreCurriculum2018.pdf

Graduation Requirements
https://www.louisianabelieves.com/courses/graduation-requirements

Approved Graduation Pathways
http://www.louisianabelieves.com/resources/library/jump-start-graduation-pathways

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STUDENT PROFILES

The American School Counseling Association (ASCA)
https://schoolcounselor.org/ascanationalmodel/media/anm-templates/anmexecsumm.pdf

High School Counselor's Guide
http://media.collegeboard.com/digitalServices/pdf/nosca/11b-4151_HS_Counselor_Guide_web.pdf

LEAP 2025/EOC
http://www.louisianabelieves.com/resources/library/assessment

WorkKeys®
http://www.act.org/products/workforce-act-workkeys/

World-of-Work Map
http://www.act.org/wwm/

Louisiana Build Your Future
http://louisiana.byf.org/

Planning Appropriate High School Experiences for Act 833 Eligible Students
https://www.louisianabelieves.com/docs/default-source/academics/planning-appropriate-high-school-experiences-for-act-833-eligible-students.pdf?sfvrsn=10

Planning Appropriate High School Experiences for Students Eligible for Alternate Assessment
https://www.louisianabelieves.com/docs/default-source/students-with-disabilities/planning-appropriate-high-school-experiences-for-laa1-eligible-students.pdf?sfvrsn=6

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

TOPS
https://www.osfa.la.gov/tops_mainlink.html

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Louisiana's Community and Technical Colleges
http://www.lctcs.edu/

Four-Year Universities (Louisiana Board of Regents)
http://www.regents.la.gov/

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/f10jfw8113qy48u/AABXy12i1RLwA6qVmlmE68yCa?dl=0

Advanced Placement® Courses
http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html

AP® Exam Schedule
http://apcentral.collegeboard.com/apc/public/exam/calendar/index.html

Increasing Access to AP®
https://professionals.collegeboard.com/profdownload/spotlight-on-success-student-supports.pdf

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

Deadlines And More Information
https://clep.collegeboard.org/develop-your-clep-program/clep-and-your-high-school/bulk-purchase-program

Louisiana Course Choice Program
http://www.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

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FINANCIAL AID ACCESS STUDENT SUPPORT

LOSFA Website
www.osfa.la.gov

Free Application for Federal Student Aid (FAFSA)
https://fafsa.ed.gov/

Office of Federal Student Aid
https://studentaid.ed.gov/sa/

FINANCIAL AID ACCESS SCHOOL SUPPORT

LDOE Newsletters
https://www.louisianabelieves.com/newsroom/newsletters

School System Support Calendar
https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/school-system-support-calendar

LDOE Financial Aid Library
https://www.louisianabelieves.com/resources/library/courses

Louisiana Education Loan Authority (LELA)
http://www.lela.org/

Career Compass
www.careercompassla.org

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Supplemental Course Academy
https://www.louisianabelieves.com/courses/supplemental-course-academy

MFP Career Development Fund
http://www.louisianabelieves.com/funding

TOPS Tech Early Start Program
http://www.osfa.la.gov/TTES.htm

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FINANCIAL AID PLANNING

Bulletin 741
http://www.doa.la.gov/osr/lac/28v115/28v115.doc

the LDOE Financial Aid web page
http://www.louisianabelieves.com/courses/financialaid

PRINCIPAL & COUNSELING SUPPORTS

Counselor Support Toolbox
http://www.louisianabelieves.com/resources/classroom-support-toolbox/counselor-support-toolbox

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_mstheory.pdf

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GRADUATION REQUIREMENTS FOR ENTERING FRESHMEN 2014–2015 AND BEYOND

TOPS Core, 2018: Dual Enrollment/Matrix
https://www.louisianabelieves.com/docs/default-source/jumpstart/tops-core-weighted-gpa-grid.pdf

Bulletin 741: Louisiana Handbook for School Administrators
http://bese.louisiana.gov/documents-resources/policies-bulletins

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RESOURCES AVAILABLE IN THE ALL THINGS JUMP START WEB PORTAL

All Things Jump Start
https://www.louisianabelieves.com/courses/all-things-jump-start

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STUDENTS ELIGIBLE FOR THE ALTERNATE ASSESSMENT

Students with Disabilities web page
http://www.louisianabelieves.com/academics/students-with-disabilities

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ACT® AND WORKKEYS®

ACT State Testing
https://www.act.org/content/act/en/products-and-services/state-and-district-solutions/louisiana.html#

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GRADUATION INDEX

TOPS web page
http://www.osfa.la.gov/tops_mainlink.html

LCTCS Workready-U
http://www.lctcs.edu/workready-u

CLEP® Testing Center
https://clep.collegeboard.org/develop-your-clep-program/develop-a-test-center/how-to-open-a-test-center

CLEP® Exam web page
https://clep.collegeboard.org/exams