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BOARD OF REGENTS

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October 24, 2022

The Honorable Cleo Fields
Chairman, Senate Education Committee
2147 Government Street
Baton Rouge, LA 70806

Dear Senator Fields:

Act 1202 of the 2001 Regular Legislative Session requires the Louisiana Board of Regents to prepare an annual report analyzing various aspects of the TOPS program. Act 587 of the 2014 Regular Legislative Session identified several additional levels of analysis to be included in the TOPS Report. Act 227 of the 2015 Regular Legislative Session amended Act 1202 for statutory clarity. Finally, Act 665 of the 2022 Regular Legislative Session eliminated the inclusion of parental income data in the report.

At its regularly scheduled meeting on October 19, 2022, the Board of Regents approved the 2022 TOPS Report and authorized staff to transmit it to the appropriate committees of the Legislature on its behalf. The report is attached.

Thank you for your leadership. If you have any questions, do not hesitate to contact me concerning this report or any other matters relating to higher education. I look forward to working with you in the upcoming 2023 Regular Legislative Session.

Sincerely,

A handwritten signature in black ink, appearing to read "Kim Hunter Reed".

Kim Hunter Reed, Ph.D.
Commissioner of Higher Education

Attachment

cc: Yolanda Dixon, Secretary of the Senate, dixon@legis.la.gov
Poynter Library, DRPLibrary@legis.la.gov
State Library, docs@state.lib.la.us

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October 24, 2022

The Honorable Lance Harris
Chairman, House Education Committee
P.O. Box 13555
Alexandria, LA 71315-3555

Dear Representative Harris:

Act 1202 of the 2001 Regular Legislative Session requires the Louisiana Board of Regents to prepare an annual report analyzing various aspects of the TOPS program. Act 587 of the 2014 Regular Legislative Session identified several additional levels of analysis to be included in the TOPS Report. Act 227 of the 2015 Regular Legislative Session amended Act 1202 for statutory clarity. Finally, Act 665 of the 2022 Regular Legislative Session eliminated the inclusion of parental income data in the report.

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Kim Hunter Reed, Ph.D.
Commissioner of Higher Education

Attachment

c: Speaker Clay Schexnayder, schexnayder@legis.la.gov
Michelle Fontenot, Clerk of the House of Representatives, fontenom@legis.la.gov
Poynter Library, DRPLibrary@legis.la.gov
State Library, docs@state.lib.la.us

2022 TOPS Report (as Required by R.S. 17:5067)

Background Information

Act 1375 from 1997 Regular Legislative Session	Created TOPS Awards
First class to receive TOPS awards	Entering freshman class of 1998
Act 1202 of the 2001 Regular Legislative Session	Prescribed BoR to prepare a yearly report analyzing the program
Act 227 of the 2015 Regular Legislative Session	Modified & clarified specific data points without making substantive changes to the report
Act 665 of the 2022 Regular Legislative Session	Eliminated the inclusion of parental income data in the report
Act 447 of the 2022 Regular Legislative Session	Added Geometry as a core curriculum requirement for TOPS Tech.
Act 502 of the 2022 Regular Legislative Session	Added specific computer science courses as an alternative to the foreign language requirement for TOPS Opportunity, Performance, and Honors.

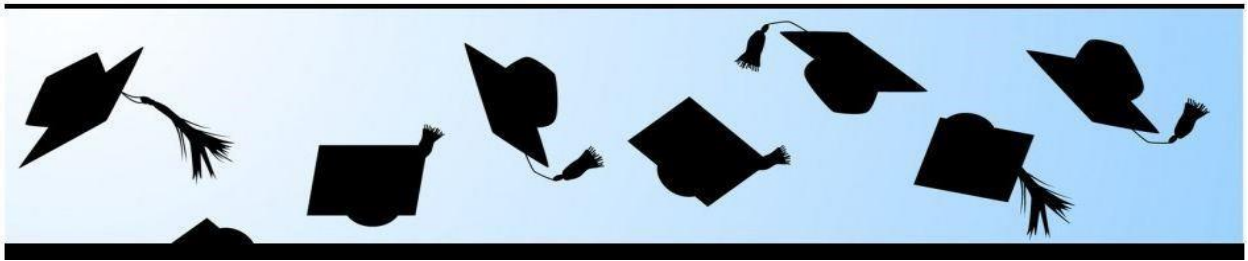
STAFF SUMMARY

- From 2011-2012 to 2020-2021, 86.0% of students deemed eligible for a TOPS award accepted the award by enrolling in a postsecondary education institution in Louisiana.
- The average ACT score of all TOPS recipients between 2012 and 2022 was 24 (use best score), and the average high school GPA (Core GPA) was 3.47.
- The average ACT composite for TOPS recipients for 2022 reached 25 for the first time, while their average core GPA increased to 3.71.
- Despite the racial gaps among TOPS recipients, the number of minority students receiving TOPS has generally increased over time; however, this year, all races saw a decrease in the number of TOPS recipients. Overall, the pool of eligible students has been declining, a trend reflected at the national level.
- From 2011-2012 to 2020-2021, the majority of TOPS recipients were disproportionately white (73.9%) and disproportionately female (56.9%).
- Students who begin college with a TOPS award persist and graduate at a higher rate than non-TOPS students.

- The average time-to-degree for TOPS recipients pursuing an associate's degree is 3.6 years, compared with 5.7 years for non-TOPS.
- The average time-to-degree for TOPS recipients pursuing a baccalaureate degree is 4.4 years, compared with 5.1 years for non-TOPS.
- From 1998 -1999 through the 2021-2022 fiscal years, the state spent approximately \$4.23 billion on the TOPS program.

STAFF RECOMMENDATION

Senior Staff recommends approval of the "TOPS Report: Analysis of the TOPS Program from 2012-2021" and authorizes the Commissioner of Higher Education to submit the report to the appropriate legislative committees on behalf of the Board of Regents.



TOPS Report:
Analysis of the TOPS Program, 2012-2022

Louisiana Board of Regents

October 2022



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Executive Summary

The Tuition Opportunity Program for Students (subsequently renamed the Taylor Opportunity Program for Students, also known as TOPS) was created by Act 1375 of the 1997 Regular Legislative Session. The first college freshman class to receive TOPS awards entered postsecondary education in the fall of 1998.

Act 1202 of the 2001 Regular Legislative Session requires the Louisiana Board of Regents (BoR) to prepare a report analyzing various aspects of the TOPS program. Act 227 of the 2015 Regular Legislative Session modified prior law to clarify and specify data points without making any substantive changes to the program.

In accordance with Act 227, this report includes:

- An analysis of the relationship between high school courses taken and the student's score on the American College Test (ACT).
- The number of high school graduates who are eligible for TOPS and subsequently enroll in college.
- Persistence (retention) rates of TOPS recipients.
- The number of and reasons for students losing award eligibility.
- Graduation data; and
- TOPS time-to-degree and degree attainment information.

Act 587 of the 2014 Regular Legislative Session added new reporting requirements to the TOPS report, including:

- Demographic information of program award recipients (race, gender, parents' income).
- High school GPA and ACT scores of program award recipients grouped by mean; and
- Average high school GPA and average ACT scores of students who lost the award.

Act 227 requires that this report be submitted annually to the Senate Committee on Education and the House Committee on Education by December 1. The report includes current and historical data on TOPS students (students receiving an Opportunity, Performance, or Honors Award) and, where appropriate non-TOPS students to allow for comparison.

Overall, the findings indicated that:

- From 2011-2012 to 2020-2021, 86.0% of students deemed eligible for a TOPS award accepted the award by enrolling in a postsecondary education institution in Louisiana.
- The average ACT score of all TOPS recipients between 2012 and 2022 was 24, and the average high school GPA (Core GPA) was 3.47.

- From 2011-2012 to 2020-2021, the majority of TOPS recipients were disproportionately white (73.9%) and disproportionately female (56.9%).
- Students who begin college with a TOPS award persist and graduate at a higher rate than non-TOPS students.
- The average time-to-degree for TOPS recipients pursuing an associate's degree is 3.6 years, compared with 5.7 years for non-TOPS.
- The average time-to-degree for TOPS recipients pursuing a baccalaureate degree is 4.4 years, compared with 5.1 years for non-TOPS.

Introduction and Background

TOPS Legislation

Act 1202 of the 2001 Regular Legislative Session charged the Board of Regents (BoR) with developing a uniform TOPS reporting system for policy analysis and program evaluation to provide accurate data and statistics relative to the program's impact on the state and students (Appendix A). BoR staff developed interfaces between the major systems needed to identify and track TOPS students as they moved through the postsecondary education enrollment cycle to satisfy the reporting requirements. In addition to developing a TOPS reporting system, Act 1202 also required the BoR to prepare a report on various aspects of the TOPS program. According to Act 1202, the "TOPS report" should include:

- An analysis of the relationship between high school courses taken and students' scores on the ACT.
- The number of high school graduates who are eligible for TOPS and subsequently enroll in college.
- Persistence (retention) rates of TOPS students, by award level.
- The number of and reasons for students losing award eligibility.
- Graduation rates by award category (within 100% [4-year] and 150% [6-year] of time); and
- The number of students eligible for TOPS by award category, school, and parish.

Act 587 (Appendix B) of the 2014 Regular Legislative Session added additional reporting requirements to the annual TOPS report, including:

- Demographic information of program award recipients.
- High school GPA and ACT scores of program award recipients grouped by mean, median, and mode; and
- The average high school GPA and ACT scores of those who lost the award and those placed on probationary status.

Act 587 mandates that this report be submitted to the Senate Committee on Education and the House Committee on Education no later than December 1 each year. Therefore, data on 2020-2021 TOPS recipients are not included to comply with the Act's established deadline.

Act 227 of the 2015 Regular Legislative Session amended Act 1202 (Appendix C) for statutory clarity. The new law reorganizes, renumbers, and recodifies existing law without making substantive changes to the program beyond requiring additional data points to assess TOPS recipients' time to degree.

The **Acts of the 2016 Regular Session** of the Louisiana Legislature that impact TOPS are as follows:

- **Act 18** sets a floor for the TOPS Award Amount and provides that the qualifying ACT score shall be truncated to a whole number rather than rounded to the next whole number. These changes were effective beginning with the fall semester of 2016.
- **Act 388** increases the *core* grade point average (GPA) requirement to qualify for a TOPS *Performance* Award from 3.0 to 3.25 and the GPA requirement for a TOPS *Honors* Award from 3.0 to 3.50. These changes are effective for high school graduates of 2022 (per Acts 245 and 346 of the 2020 Regular Legislative Session).
- **Act 503** changes the methodology for eliminating students' TOPS Awards in the event of a budget shortfall. When there is a budget shortfall, each student's TOPS award -- including *Performance* and *Honors* Award stipends -- is subject to a reduction; National Guard stipends and TOPS Tech Early Start are not reduced. TOPS Awards will be distributed to all students according to a pro-rata distribution of the available funds. Under Act 503, students can "opt out" of receiving their TOPS Award during a budget shortfall. This change was effective beginning with the AY 2016-2017 award year.

The **Act of the 2017 Regular Session** of the Louisiana Legislature which impacts TOPS is as follows:

- **Act 44** clarifies Act 18 of the 2016 Regular Session that the award level shall be the TOPS award amount charged to students during the AY 2016-2017.

The **Acts of the 2018 Regular Session** of the Louisiana Legislature that impact TOPS are as follows:

- **Act 671** changes certain TOPS initial eligibility requirements and provides relative to sharing specific student data.
- **Act 583** establishes the TOPS Income Fund as a special treasury fund. Monies in the fund can be combined with other funds; however, all monies in the TOPS Income Fund shall be used solely to fund the TOPS Program.

The **Act of the 2019 Regular Session** of the Louisiana Legislature that impacts TOPS is as follows:

- **S.R. 10** requires the BoR to study the feasibility of updating TOPS reporting requirements to include data on scholarship recipients' employment outcomes and other relevant information.

The **Acts of the 2020 Regular Session** of the Louisiana Legislature that impact TOPS are as follows:

- **Act 346** modified qualifications for the TOPS scholarships and continuing eligibility requirements for the 2019-2020 academic year.
- **Act 245** charges LOFSA to adopt rules to provide waivers and exceptions to initial eligibility requirements and continuing eligibility requirements for students impacted by the public health emergency declared by the governor in response to the novel coronavirus, COVID-19.
- **Act 17** declared exceptions for Hurricane Laura-affected students. Applied to students who had a home of record in an affected parish or enrolled in an eligible college or university in an affected parish.

The **Acts of the 2021 Regular Session** of the Louisiana Legislature that impact TOPS are as follows:

- **Act 334** adds African American History as a core curriculum social studies requirement for TOPS.
- **Act 407** adds race and ethnicity data that may be collected and shared with BoR and LOFSA for assessment, evaluation, and policy development.

The **Acts of the 2022 Regular Session** of the Louisiana Legislature that impact TOPS are as follows:

- **Act 665** eliminates the requirement that parental income data be included in the report.
- **Act 447** adds Geometry as a core curriculum requirement for TOPS Tech.
- **Act 502** adds specific computer science courses as an alternative to the foreign language requirement for TOPS Opportunity, Performance, and Honors.
- **Act 681** provides exceptions to the initial and continuing eligibility requirements for students impacted by Hurricane Ida.

Brief History of the Taylor Opportunity Program for Students (TOPS)

The Tuition Opportunity Program for Students (subsequently renamed the Taylor Opportunity Program for Students, also known as TOPS), Louisiana's merit-based student aid program, was created via Act 1375 of the 1997 Regular Legislative Session. The first freshman class to receive TOPS awards entered postsecondary education in the fall of 1998. Although the founding legislation does not directly document the goals of the program, the four generally accepted purposes of TOPS are to:

- Promote academic success by requiring completion of a rigorous high school core curriculum.
- Provide financial incentives as a reward for good academic performance.
- Keep Louisiana's best and brightest in the state to pursue postsecondary education with the hope that they will remain in the state and become productive members of Louisiana's workforce; and
- Promote access to and success in postsecondary education.

Eligibility Criteria, Levels of Award, Renewal Requirements, Distribution of Awards

Four TOPS awards are available to students enrolling at Louisiana's colleges and universities: TOPS Tech, *Opportunity*, *Performance*, and *Honors*. Because the TOPS Tech Award has historically been underutilized, this report focuses only on those students receiving an *Opportunity*, *Performance*, or *Honors* Award. Limited statistical analysis on the TOPS Tech Award can be found in Appendix D. Act 230 of the 2015 Regular Session changed the TOPS Tech program. Under Act 230, students graduating from high school during the 2016-2017 school year and thereafter can use the TOPS Tech Award to pursue an associate's degree or other shorter-term training and education credential, including skill, occupational, vocational, technical, certificate, and academic, that the Workforce Investment Council and the Board of Regents determine is aligned to state workforce priorities. These changes were expected to increase participation, allowing for a more detailed analysis of the TOPS Tech program in future reports.

The eligibility criteria for the *Opportunity*, *Performance*, and *Honors* Awards include completion of a defined high school core curriculum, with a minimum grade point average (GPA) in core courses and a minimum ACT composite score. Table 1 lists the current eligibility criteria and award components of TOPS. Currently, the TOPS Core Curriculum consists of 19 units. The specific course requirements of the TOPS Core Curriculum can be found in Appendix E.

Historically, the administration of TOPS was statutorily assigned to the Louisiana Student Financial Assistance Commission (LASFAC). However, Act 314 of the 2016 Regular Session abolished LASFAC and transferred its duties to the Board of Regents. Therefore, the Louisiana Office of Student Financial Assistance (LOSFA) has been administering the TOPS program under the direction of the BoR since that date. Program eligibility is determined using the high school transcript from the Louisiana Department of Education's Student Transcript System (STS) and official composite ACT scores. The Free Application for Federal Student Aid (FAFSA) or TOPS Online Application are the mechanisms for applying for TOPS.

Table 1.

TOPS Eligibility Criteria and Award Components, AY 2021-2022				
Award	Core Units	Core GPA	ACT Composite	Duration
Opportunity	19	2.50	Prior year state average, currently 20	4 years or 8 semesters
Performance	19	3.25	23	4 years or 8 semesters
Honors	19	3.50	27	4 years or 8 semesters

Source: LOSFA website - TOPS Brochures & Flyers

To maintain eligibility, TOPS recipients must be continuously enrolled as full-time students, earn at least 24 semester hours each academic year (fall, spring, and summer), and maintain satisfactory academic progress as demonstrated by the cumulative grade point average. Continuing eligibility is determined by LOSFA based on data from the postsecondary institution in which the student is enrolled. Table 2 lists the minimum renewal requirements for each award.

Table 2.

Minimum Renewal Requirements, AY 2021-2022			
Award	Hrs. Earned /AY	Cumulative GPA for continuation	Award Reinstated* (Upon recovery of req. GPA)
Opportunity	24	2.30 after 24 hrs. 2.50 after 48 hrs. Maintain steady academic progress at the end of all other terms (2.00 TOPS cumulative GPA)	Yes
Performance	24	3.00 after 24 hrs. Maintain satisfactory academic progress at the end of all other terms (2.00 TOPS cumulative GPA)	Yes, Opportunity
Honors	24	3.00 after 24 hrs. Maintain satisfactory academic progress at the end of all other terms (2.00 TOPS cumulative GPA)	Yes, Opportunity

Source: LOFSA website - TOPS Brochures & Flyers

*Achievement of the required GPA must occur within 2 years.

Table 3 illustrates the distribution of TOPS awards across systems for AY 2021-2022. This year, the majority (54.9%) of TOPS awards went to students attending a U.L. System campus. Of students with the highest level of award, the Honors Award, 46.7% attended a U.L. System campus. Data also indicate that the majority (44.1%) of students with TOPS awards had an Opportunity Award.

Table 3.

Distribution of Award Types Across Systems, AY 2021-2022							
Award	LSU System	Southern System	UL System	LCTC System	Private Institutions	Proprietary Schools	% of all Awards
<i>Opportunity</i>	27.0%	2.3%	57.1%	7.3%	5.7%	0.7%	44.1%
<i>Performance</i>	30.9%	0.8%	58.9%	2.9%	5.9%	0.5%	29.4%
<i>Honors</i>	42.7%	0.2%	46.7%	0.7%	9.7%	0.1%	26.5%
% of all awards	32.3%	1.3%	54.9%	4.2%	6.8%	0.5%	100.0%

Source: LOSFA - TOPS Payment Summary by Award Level for Academic Year 2021-2022 as of 08/15/2022

TOPS Report: Historical Analysis of the TOPS Program, from 2011-2012 to 2021-2022

This report includes current and historical data on TOPS students (receiving an *Opportunity*, *Performance*, or *Honors* Award) and, where appropriate, non-TOPS students to allow for comparison. Some of the data provided in the "Preparation" section and all the data provided in the "Participation," "Persistence/Retention," and "Graduation" sections of this report do not include private postsecondary institutions since those institutions do not currently participate in Regents' reporting systems.

Methodology

This report contains data from public and private institutions, except for graduation rates, retention rates, and time to degree. Private institutions are not required to report this information to the Board of Regents.

This year, there were some changes made to the data methodology. Before this year, BoR had access to a student's current TOPS award level, not the award level they began their postsecondary education. Thus, a student who started college at the Honors level struggled in school and dropped to the Opportunity award level was reported at the Opportunity level – their current level. BoR only reported the current Opportunity award level. This year's 2012-2022 TOPS Report captures the original Honors or Performance award initially assigned to the student.

Thus, metrics in older reports that split out Honors and Performance numbers may be inflated due to the older methodology. However, historically, students awarded Honors and Performance award levels tend to stay in these categories.

In the **Persistence (Retention)** and **Graduation** sections of the TOPS report, adjustments were made to 1) excluded lower-level degree programs (certificate) from being included in the cohort as they must be enrolled in an associate degree or higher per the BoR definition of retention; 2) refined the way that cohorts are identified concerning full-time status, and 3) defined the cohort to include only undergraduate students. These methodological changes differ from those used in previous reports therefore, reporting differences will be seen. However, the overall goal is a better refinement to bring more precision to the metrics.

For the **Time to Degree** section of the TOPS report, the previous methodology included every degree the student earned to calculate time to degree. This previous methodology leads to 1) an inflated time to degree in cases where a student has multiple degrees at one institution (the second degree looks like it took longer) and 2) students in this situation were counted twice. The new 2022

methodology will only calculate time to degree for the first degree a student earns at an institution, while receiving TOPS, and the cohort is stripped of duplications so that students are only counted once.

Preparation

With the 2001 Master Plan, the BoR adopted the TOPS Core as the Regents' Core, the most critical element of the minimum standards established for admission to the state's public four-year colleges and universities. The TOPS/BOR Core consists of four years of coursework in English, Math, Natural Science, and Social Science, two years of foreign language, and half a year of study in fine arts. TOPS academic eligibility criteria require students to take this nineteen-hour core curriculum to prepare them for success after high school, particularly in postsecondary education. With this change, students had a double incentive to complete the college-preparatory curriculum.

A study of the 2022 Louisiana high school graduates conducted by ACT examined the correlation between the ACT Core (self-reported by students when they register for the test) – and students' performance on the ACT. Findings indicated that students who reported taking the ACT Core earned higher composite ACT scores than students who did not take the ACT Core. The ACT recommended core curriculum consists of "four years of English, three years each of math, social studies, and science."

According to ACT, 52,678 students in the 2022 graduating class took the ACT. Approximately 58% took the ACT Core, and 17% took less than the Core (because some students did not indicate whether they completed the ACT Core, the numbers do not add up to 100%). The average ACT composite (Table 4) for those who reported completing the ACT Core in 2022 was 20.1, whereas the average ACT composite score for those who did not report completing the ACT Core was 15.9¹ (Table 4). While the ACT core is not as rigorous as the TOPS core, the difference in scores between students taking even the ACT core versus those who don't is significant. These higher scores demonstrate the benefits of completing a college preparatory core.

The TOPS Core eligibility criteria are more rigorous than the ACT Core. They require students to take a more rigorous and prescriptive high school curriculum, which better prepares them for the ACT and success in postsecondary education. Since the TOPS Core and ACT Core are closely aligned, students who complete the TOPS Core earn higher ACT composite scores than students who do not complete the TOPS Core. Since the 2003 high school graduating cohort, data indicate that the percentage of students completing the TOPS University Core has risen from 75.7% to 81.1%.

Table 4.

Average ACT Composite, AY 2017-2022		
High School Grad Year	Average ACT Composite for students completing ACT Core	Average ACT Composite for students not completing ACT Core
2017	20.8	16.3
2018	20.7	16.1
2019	20.6	15.6
2020	20.5	15.8
2021	20.3	16.1
2022	20.1	15.9

Source: The ACT Profile Report - State Graduating Class 2022 Louisiana

¹ ACT Core or more results correspond to students taking four or more years of English and three or more years each of math, social studies, and natural science. Those who did not complete the ACT Core would most probably have completed the Louisiana Jump Start curriculum.

Participation

A generally accepted purpose of TOPS is to attract and retain Louisiana's high school graduates who are more likely to persist and attain a postsecondary credential. A common slogan associated with the TOPS program has been to "retain the best and brightest" students to attend Louisiana's colleges with the hope that they will enter the state's workforce after graduation. A recent Washington Post (September 2022) analysis reported that "Louisiana ranks 17th in keeping graduates in the state." Louisiana Governor John Bel Edward's statement on this attainment was as follows

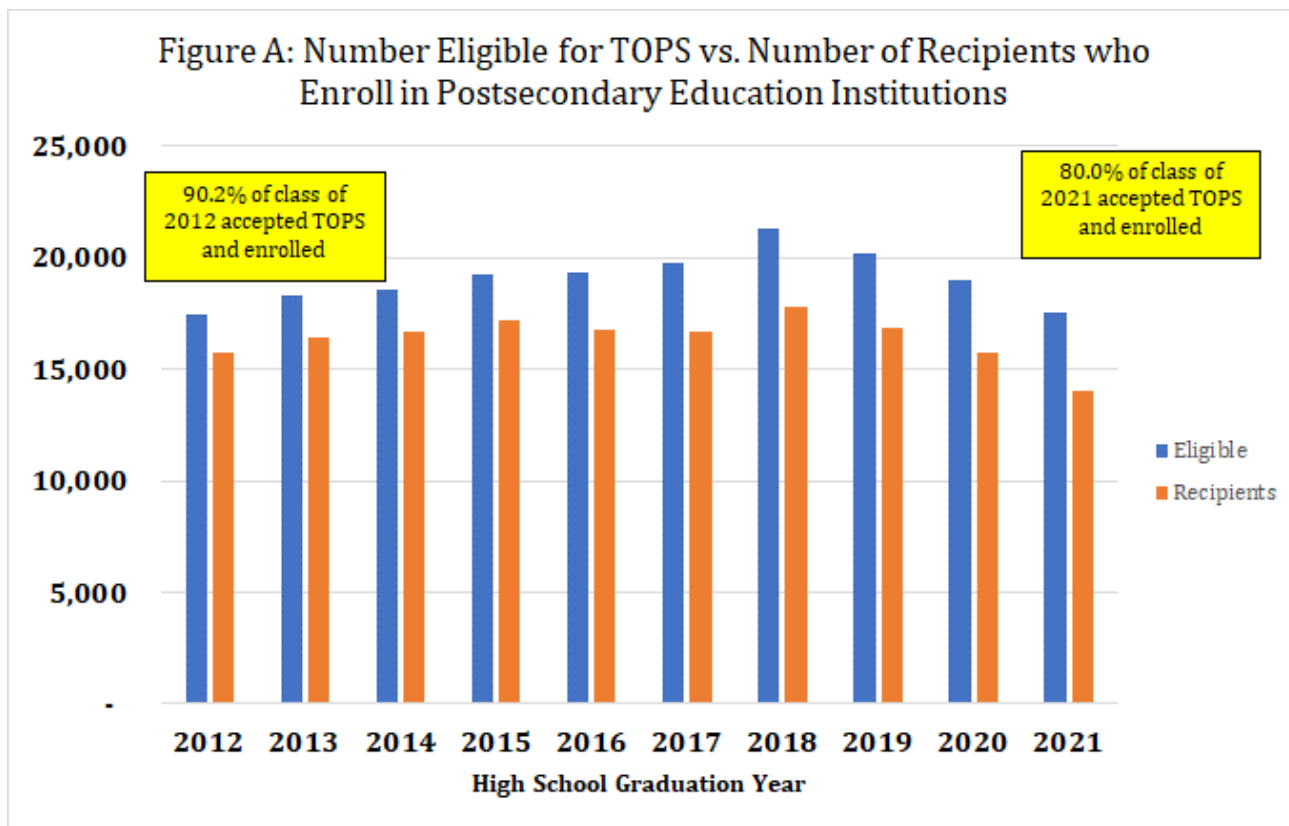
"... It is gratifying to see so many Louisiana college graduates choosing to stay right here to begin their careers and to know that we are outpacing many other states, especially in the South. But we will not settle for 17th. We will keep working until no other state keeps more of their college graduates' home than Louisiana."

To that end, of the 190,764 students deemed eligible for a TOPS *Opportunity, Performance, or Honors Award* between 2012 and 2021, 164,036 (or 86.0%) accepted the award and enrolled in a postsecondary education institution in Louisiana (see Figure A). If one were to define the best and brightest as students deemed eligible for the TOPS *Honors Award*, approximately 80.4% accepted TOPS *Honors* and enrolled in a postsecondary education institution in Louisiana.

While data supports that participation in the TOPS program keeps Louisiana students in the state to attain their postsecondary education, declining numbers of high school graduates and college-going high school graduates over the past several years is of concern. The percentage of students accepting TOPS and enrolling in college (Figure A) is the lowest it's been in ten years. From 2018-2019 to the present, college-going high school graduates have declined while the number of high school graduates forgoing college has increased.

One factor to consider as a possible cause is that ACT reported that the number of Louisiana students taking the ACT more than once declined this year; this decrease in retesting is of concern as it has been found that students who retest do better in the subsequent test administrations. If students took only one administration of the ACT, then there is a possibility that those scores didn't

meet TOPS eligibility criteria which is reflected in the declining college going rate.



TOPS recipients' average ACT scores and TOPS Core GPAs have been consistently higher than the minimum requirements for a TOPS *Opportunity Award*. TOPS recipients' average high school Core GPA has increased from 3.37 in 2012-2013 to 3.71 in 2021-2022 (Table 5). In addition, for this reporting year, TOPS recipients' average ACT composite reached 25 for the first time.

The average ACT score reported by ACT is not the same as reported by LOSFA; TOPS uses the highest test score, whereas ACT reports the most recent. See Appendix F for an analysis of 2021-2022 high school graduates eligible for TOPS by award category, school, and parish.

Table 5.

Mean ACT and Core GPA of TOPS Recipients*			
HS Cohort	TOPS Recipients' Average Composite ACT Score	Statewide Average ACT Composite Score **	TOPS Recipients' Average Core GPA
2012-2013	24	19.5	3.37
2013-2014	24	19.2	3.35
2014-2015	24	19.4	3.35
2015-2016	24	19.5	3.38
2016-2017	24	19.5	3.40
2017-2018	24	19.2	3.54
2018-2019	24	18.8	3.58
2019-2020	24	18.7	3.64
2020-2021	24	18.4	3.68
2021-2022***	25	18.1	3.71

* Since 2012, the average overall composite ACT score of TOPS recipients is 24, and the overall average GPA is 3.47
** The statewide average includes all graduating high school students. Source: ACT Profile Report
***Of those eligible.

As illustrated below in Table 6, TOPS recipients achieve higher ACT composite scores across all races. Average composite scores for African American students throughout the past ten years have increased to an average of 22.6 for 2020-2021, compared to 24.5 for White and 24.1 for Hispanic students.

Table 6.

TOPS Recipients, by Race and ACT Composite Score*							
HS Cohort	American		African	White	Hispanic	Other	Total
	Asian	Indian	American				
2011-2012	24.9	22.9	22.3	24.3	24.0	24.2	23.9
2012-2013	25.0	23.4	22.4	24.4	23.9	24.4	24.0
2013-2014	25.1	23.6	22.3	24.5	24.3	24.4	24.1
2014-2015	25.4	23.3	22.4	24.5	24.0	24.5	24.1
2015-2016	25.8	23.8	22.7	24.7	24.3	24.5	24.3
2016-2017	25.5	24.3	22.6	24.7	24.2	24.7	24.4
2017-2018	25.5	23.8	22.6	24.8	24.4	24.0	24.4
2018-2019	26.1	23.3	22.6	24.8	24.1	24.3	24.4
2019-2020	25.8	25.0	22.8	24.8	24.1	24.5	24.5
2020-2021	25.9	23.7	22.6	24.5	24.1	24.1	24.2

* It should be noted that 2,935 individuals did not report their race. Therefore they were not included in this analysis.
Source: LOSFA internal data files as of August 2022.

As Table 7 indicates, TOPS recipients are predominantly white. In 2020-2021, 73.9% of TOPS recipients were white, while the total Academic Year 2020-21 first-time entering freshman student population was 49.9% white; this reflects all enrolled first-time freshmen (including in-state, out-of-

state, TOPS recipients, and non-TOPS students). While this trend is found in other states with similarly large merit-based scholarship programs, it is disproportionately white, given the population of high school graduates and the general population of Louisiana.

Table 7.

TOPS Recipients, by Race*							
HS Cohort	Asian	American Indian	African American	White	Hispanic	Other	Total
2011-2012	480	76	2,818	11,667	421	95	15,557
2012-2013	492	82	2,947	12,175	413	138	16,247
2013-2014	518	111	2,770	12,144	461	144	16,148
2014-2015	539	110	3,081	12,492	507	150	16,879
2015-2016	509	102	3,092	12,087	545	154	16,489
2016-2017	506	97	2,942	12,182	537	195	16,459
2017-2018	563	117	3,310	12,756	586	258	17,590
2018-2019	524	73	2,947	12,202	592	269	16,607
2019-2020	528	71	2,638	11,412	594	267	15,510
2020-2021	510	72	2,062	10,388	534	249	13,815

* It should be noted that 2,930 individuals did not report their race. Therefore they were not included in this analysis.

Source: LOSFA internal data files as of August 2022.

Despite the racial gaps among TOPS recipients, the number of minority students receiving TOPS had generally increased over time; however, this year, all populations saw a decrease in the number of TOPS recipients (Table 8). Overall, the pool of eligible students has been declining, a concerning trend also reflected at the national level.

In 2020-2021, 2,062 African Americans were TOPS recipients, compared to 2,818 in 2011-2012, representing a 27% decrease since 2011-2012. However, when examining the overall proportional decrease in numbers, the decline in African American recipients was 2%, from 17% in 2019-2020 to 15% in 2020-2021 (Table 8). Eligible student numbers declined across all races except for American Indian, which increased by one student.

This overall decrease in the number of TOPS-eligible recipients may be attributed to various external factors currently trending in the national space. A recent article in **EdSurge**,(2022) discusses four pandemic-related obstacles:

"insufficient access to and understanding of digital technology, lack of support services for students, increasing skepticism of the value of a college degree, and lack of investment in institutions serving marginalized students."

For this 2022 reporting year, the disparities in scores across all races should be considered in context with the overall decrease in the number of high school graduates and declining TOPS-eligible students, which is consistent with national trends. One issue related to these declining numbers is

that colleges now face increasing doubts about the value of higher education. Students and parents making difficult decisions to forgo the traditional college route after high school, cite that it is too expensive, does not adequately support students, and is not designed for today's students (Inside Higher Ed, September 2022). Coupled with concerns about availability and affordability, these declining numbers of high school graduates and college enrollment represent a significant shift in the public's perception of the value of higher education.

Table 8.

TOPS Recipients, by Race								
HS Cohort	Asian	American Indian	African American	White	Hispanic	Other	Not Reported	Total
2011-2012	3%	0%	18%	74%	3%	1%	1%	100%
2012-2013	3%	0%	18%	74%	3%	1%	1%	100%
2013-2014	3%	1%	17%	73%	3%	1%	3%	100%
2014-2015	3%	1%	18%	73%	3%	1%	2%	100%
2015-2016	3%	1%	18%	72%	3%	1%	2%	100%
2016-2017	3%	1%	18%	73%	3%	1%	2%	100%
2017-2018	3%	1%	19%	72%	3%	1%	1%	100%
2018-2019	3%	0%	17%	72%	4%	2%	2%	100%
2019-2020	3%	0%	17%	72%	4%	2%	2%	100%
2020-2021	4%	1%	15%	74%	4%	2%	2%	100%

Source: LOSFA internal data files as of August 2022.

Additionally, initial TOPS recipients have been predominantly female. As noted in Tables 10 and 11, in 2020-2021, 56.9% of TOPS recipients were female. Conversely, Male students receiving TOPS do have higher ACT scores, however, the number of male participants is 43%. In comparison, 57.7% of the total Academic Year 2020-21 first-time freshman undergraduate population was female; this percentage reflects all enrolled first-time freshmen (including in-state, out-of-state, TOPS recipients, and non-TOPS students).

Table 9.

TOPS Recipients, by Gender and ACT Composite Score*			
HS Cohort	Female	Male	Total
2011-2012	23.6	24.4	23.9
2012-2013	23.7	24.5	24.0
2013-2014	23.8	24.6	24.1
2014-2015	23.8	24.6	24.1
2015-2016	24.0	24.8	24.3
2016-2017	24.0	24.9	24.4
2017-2018	24.0	24.9	24.4
2018-2019	24.1	24.9	24.4
2019-2020	24.1	25.0	24.5
2020-2021	23.9	24.6	24.2

* It should be noted that over the ten-year period, 414 individuals did not report their gender and are not included in this analysis.

Source: LOSFA internal data files as of August 2022

Table 10.

TOPS Recipients, by Gender*			
HS Cohort	Female	Male	Total
2011-2012	9,061	6,680	15,741
2012-2013	9,596	6,852	16,448
2013-2014	9,784	6,925	16,709
2014-2015	10,130	7,026	17,156
2015-2016	9,925	6,849	16,774
2016-2017	9,775	6,912	16,687
2017-2018	10,330	7,440	17,770
2018-2019	9,719	7,085	16,804
2019-2020	9,190	6,524	15,714
2020-2021	7,994	6,025	14,019

* It should be noted that over the ten-year period, 414 individuals did not report their gender and are not included in this analysis.

Source: LOSFA internal data files as of August 2022

Tables 10 and 11(may not add to 100% due to rounding) further illustrate the disparity in TOPS Recipients by Gender via numbers and proportion. There are concerns about these lower numbers of college-going Males receiving TOPS.

Table 11.

TOPS Recipients, by Gender				
HS Cohort	Female	Male	Unknown	Total
2011-2012	57%	42%	0.2%	100%
2012-2013	58%	42%	0.2%	100%
2013-2014	58%	41%	0.1%	100%
2014-2015	59%	41%	0.1%	100%
2015-2016	59%	41%	0.2%	100%
2016-2017	58%	41%	0.3%	100%
2017-2018	58%	42%	0.4%	100%
2018-2019	58%	42%	0.4%	100%
2019-2020	58%	41%	0.3%	100%
2020-2021	57%	43%	0.2%	100%

Source: LOSFA internal data files as of August 2022

Persistence (Retention)

Persistence in postsecondary education is usually measured by the rate at which first-time, full-time, degree-seeking students are retained in (or return for) their second year. As illustrated in Tables 13, 14, and 15, students who begin college with a TOPS award return to postsecondary education in subsequent years at higher rates than non-TOPS students.

Furthermore, students who receive the *Performance* and *Honors* Awards are retained at higher rates

than students who receive the *Opportunity* Award. Because TOPS students are generally better prepared for postsecondary education, it is not surprising that they persist at higher rates than non-TOPS students.

Table 12 examines the overall retention rate (retention at any Louisiana public postsecondary institution, not necessarily the institution where the student started) through the second, third, and fourth years of students with TOPS who began at a four-year institution compared to those who started without TOPS.

Previous reports included Louisiana residents, out-of-state and international students in the non-TOPS category. Since the 2018 TOPS Report, out-of-state and international students have been excluded since they are not eligible for TOPS.

Table 12.

Statewide Retention Rates of TOPS vs. Non-TOPS Students Who Began at a Four-Year Institution						
Fall Semester Entering Class	2nd Yr. Retention		3rd Yr. Retention		4th Yr. Retention	
	TOPS	Non-TOPS	TOPS	Non-TOPS	TOPS	Non-TOPS
2011	88%	65%	81%	54%	75%	46%
2012	87%	66%	81%	52%	75%	46%
2013	87%	63%	81%	53%	76%	44%
2014	87%	65%	81%	53%	75%	46%
2015	87%	61%	80%	51%	75%	43%
2016	88%	64%	81%	53%	76%	45%
2017	88%	65%	81%	52%	76%	44%
2018	88%	63%	81%	49%	75%	40%
2019	89%	65%	81%	50%	NA	NA
2020	87%	60%	NA	NA	NA	NA

Source: BoR internal data files as of September 2022, Non-TOPS is limited to Louisiana residents

Table 13 examines the overall retention rate of TOPS students who began at a four-year institution through the second, third, and fourth years by award level.

Table 13.

Statewide Retention Rates of TOPS Students Who Began at a Four-Year Institution by TOPS Award Level									
Fall Semester Entering Class	2nd Yr. Retention			3rd Yr. Retention			4th Yr. Retention		
	Opportunity	Performance	Honors	Opportunity	Performance	Honors	Opportunity	Performance	Honors
2011	83%	91%	94%	74%	86%	89%	68%	81%	84%
2012	82%	91%	94%	73%	85%	90%	67%	80%	86%
2013	81%	91%	95%	74%	85%	90%	68%	80%	86%
2014	81%	91%	94%	72%	85%	90%	66%	80%	86%
2015	81%	90%	94%	73%	84%	90%	66%	79%	86%
2016	82%	90%	93%	74%	85%	89%	68%	79%	84%
2017	82%	91%	94%	74%	84%	89%	68%	79%	84%
2018	82%	90%	93%	74%	84%	89%	67%	78%	82%
2019	83%	90%	95%	72%	84%	89%	0%	NA	NA
2020	81%	89%	93%	NA	NA	NA	NA	NA	NA

Source: BoR internal data files as of September 2022

Table 14 examines the overall retention rate in the second year of students who began with TOPS at a two-year institution compared to those who started without TOPS (Non-TOPS students

include out-of-state students for comparative purposes).

Table 14.

Statewide Retention Rates of TOPS vs. Non-TOPS Students Who Began at a Two-Year Institution		
Fall Semester Entering Class	2nd Year Retention	
	TOPS	Non-TOPS
2011	73%	53%
2012	76%	51%
2013	74%	51%
2014	75%	52%
2015	76%	51%
2016	76%	48%
2017	76%	49%
2018	77%	51%
2019	75%	46%
2020	73%	51%

As previously noted, students who receive a TOPS award must meet minimum academic criteria to retain their award. (See Table 2.) The award is cancelled when students fail to maintain full-time and continuous enrollment, earn 24 hours of credit per academic year, or maintain the minimum GPA. Students may request and be granted exceptions for failure to meet these criteria for circumstances beyond their control, including illness, death in the family, military service, natural disasters, etc. TOPS Awards are initially suspended for GPA and are permanently cancelled after two years have passed and the student has not attained the required GPA. As shown in Table 15, the number of awards cancelled has declined over time.

Furthermore, between the 2011-2012 cohort and the 2021-2022 cohort, 165,297 students received TOPS awards. Of these TOPS award recipients, 30,933 (18.7%) had their TOPS award cancelled during their postsecondary academic career. From 2011-2012 to 2021-2022, the cumulative total of cancelled awards was 30,933. Of these 30,933 cancelled awards, 26,541 were cancelled due to students' failure to earn 24 hours of college credit during an academic year; 2,787 awards due to the GPA requirement; 1,605 due to non-continuous enrollment; and 6,097 were due to student resignations. The vast majority of awards are cancelled due to the 24-hour requirement.

Table 15.

Percentage of TOPS Award Cancelled** by Cohort											
Entering Cohort	Total # of Awards	Total # of Awards	Cancelled: 24 Hr.	Cancelled: GPA Requirement	Cancelled: Non-Continuous	Cancelled: Student					
2011-2012	15,124	4,228	28%	3,029	20%	517	3%	682	5%	589	4%
2012-2013	15,815	4,101	26%	3,467	22%	537	3%	97	1%	599	4%
2013-2014	16,454	4,273	26%	3,648	22%	514	3%	111	1%	656	4%
2014-2015	16,703	4,143	25%	3,685	22%	360	2%	98	1%	663	4%
2015-2016	17,292	4,177	24%	3,738	22%	332	2%	107	1%	666	4%
2016-2017	16,704	3,769	23%	3,374	20%	273	2%	122	1%	623	4%
2017-2018	16,694	2,610	16%	2,316	14%	169	1%	125	1%	683	4%
2018-2019	17,766	2,262	13%	2,041	11%	85	0.5%	136	1%	644	4%
2019-2020	16,948	767	5%	685	4%	NA	NA	82	0.5%	646	4%
2020-2021	15,797	603	4%	558	4%	NA	NA	45	0.3%	328	2%
2021-2022	*	*	*	*	*		*	*	*	*	*
Grand Total	165,297	30,933		26,541		2,787		1,605		6,097	

Source: LOSFA internal data files as of August 2022, TOPS Tech award recipients not included.

* Due to change in methodology by LOSFA in 2018 regarding a timeframe change from 90 days to 9 months for data collection. For awards cancelled for 2021-2022, these data are not available at this time and will be reported in the next year.

**Students whose awards are cancelled for everything but GPA may request and be approved for an exception under existing law.

The average ACT score of all the TOPS recipients who had their awards cancelled between 2009-2010 and 2020-2021 (due to failure to earn the required 24 hours of credit per academic year, achieve the required minimum GPA, or maintain full-time and continuous enrollment) was 23. This group's average high school GPA was 3.17 (Table 16).

Table 16.

Average ACT Score and High School GPA of TOPS Recipients Who had Their Award Cancelled*, 2009-2010 to 2020-2021		
Reason Cancelled	Average ACT Composite	Average High School GPA
24 Hour	23.1	3.14
GPA	22.8	3.10
Non-Continuous Enrollment	23.2	3.17

*Students whose awards are cancelled for everything but GPA may request and be approved for an exception under existing law.

Graduation

A graduation rate is typically measured by calculating the rate at which first-time, full-time degree-seeking students earn their academic degrees within 150% of the time anticipated (i.e., within six years for baccalaureate degrees and within three years for associate's degrees). However, because TOPS recipients are only eligible for the award for up to four years (or eight semesters), examining graduation rates at both 100% and 150% of time is essential.

As noted in Figures B and C, students who begin a baccalaureate degree program with TOPS graduate within 100% and 150% of time at much higher rates than students without a TOPS

award. The 2015 class is used to compare cohorts as both 100%, and 150% data are available. Findings indicate that 36% of the 2015 first-time, full-time entering cohort of TOPS recipients completed a baccalaureate degree within 100% of time, compared with 8% of non-TOPS students. Furthermore, 63% of the 2015 first-time, full-time entering cohort of TOPS recipients completed a baccalaureate degree within 150% of time, compared with 24% of non-TOPS students.

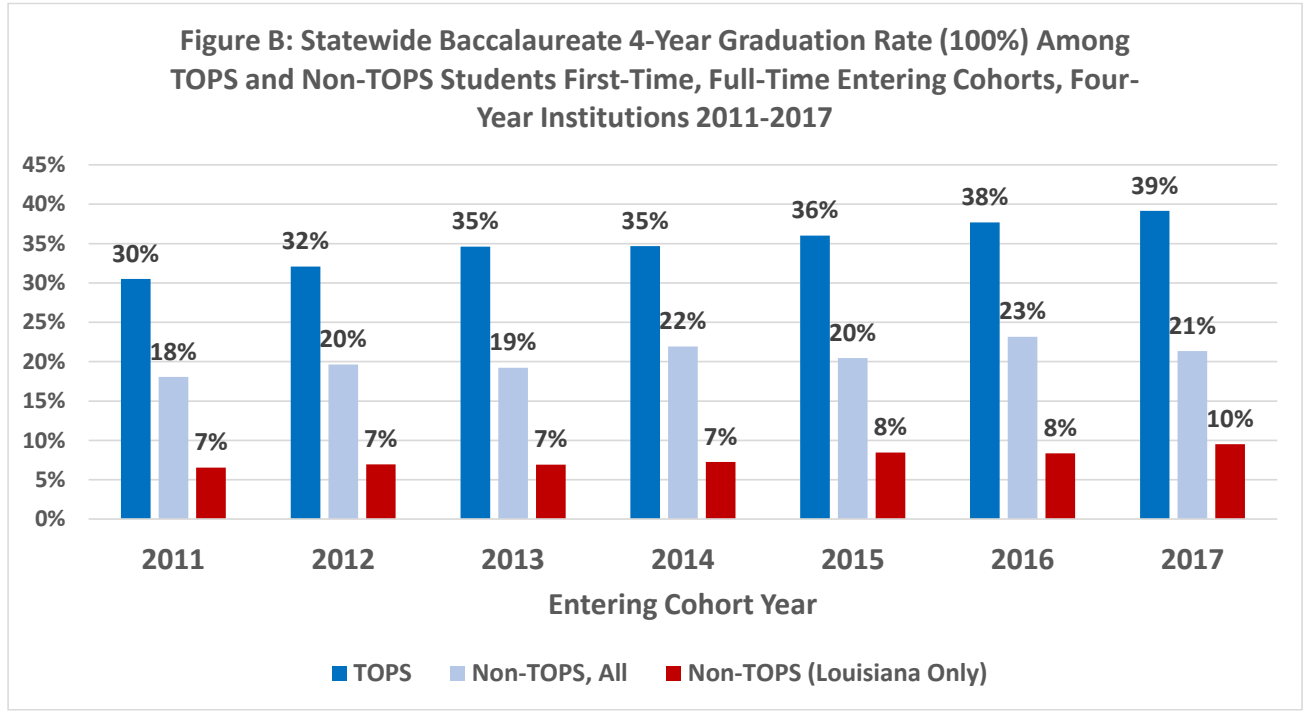
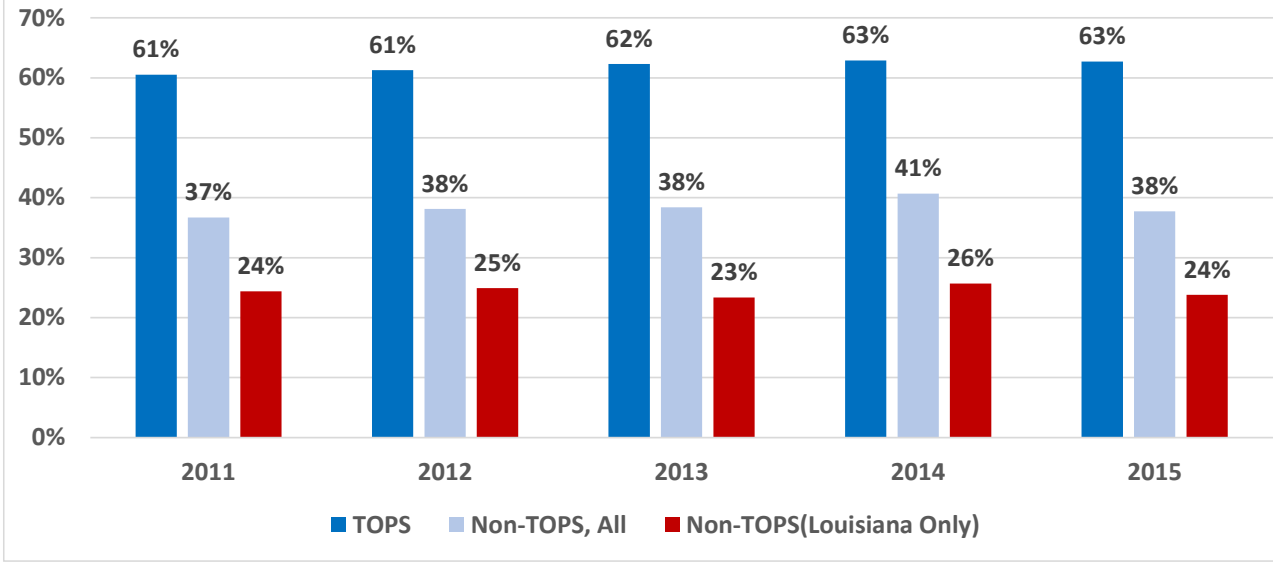
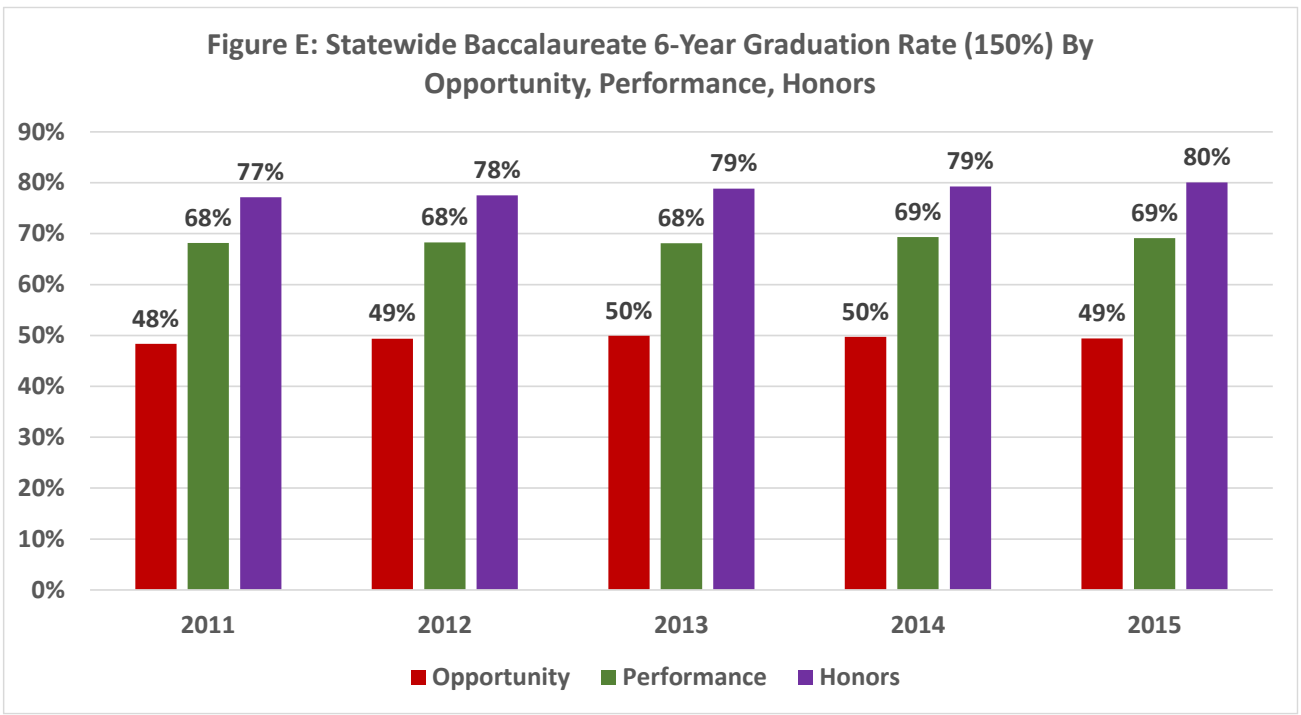
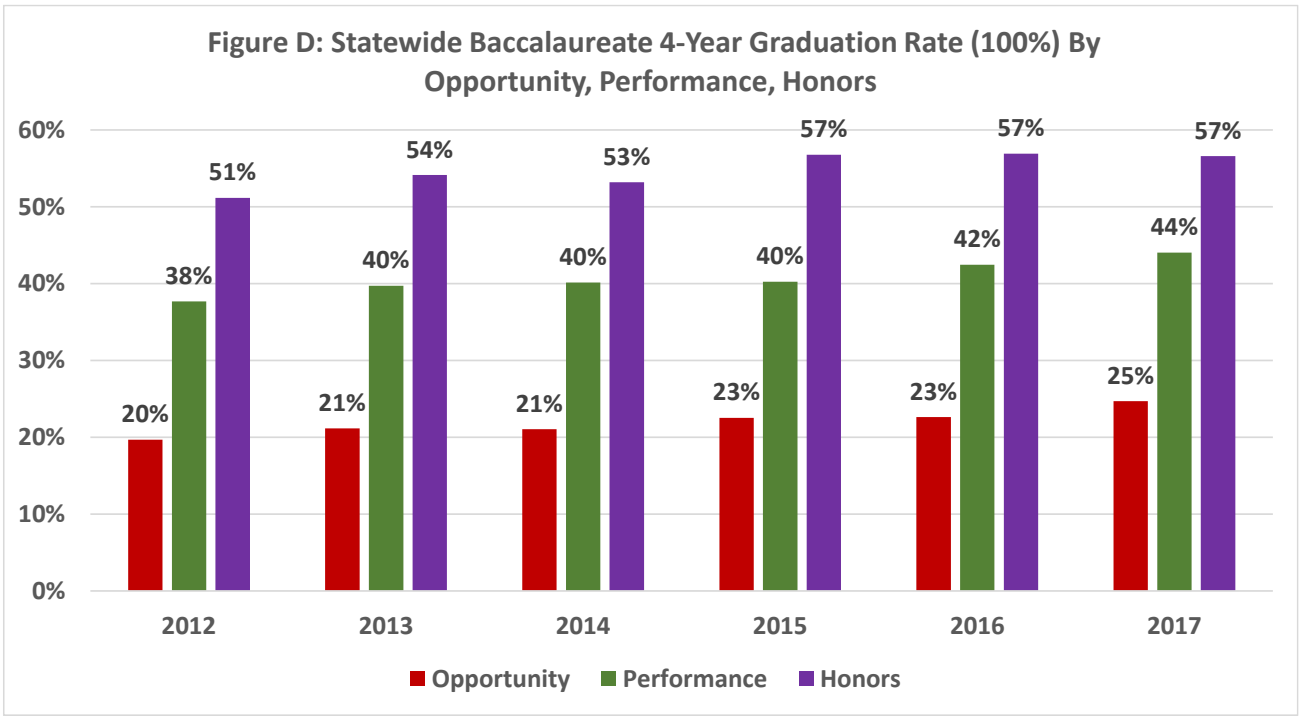


Figure C: Statewide Baccalaureate 6-Year Graduation Rate (150%) Among TOPS and Non-TOPS Students First-Time, Full-Time Entering Cohorts, Four-Year Institutions 2011-2015



Graduation rates also differ across the type of award received. TOPS *Honors* Award recipients graduate at much higher rates than TOPS *Performance* and *Opportunity* Award recipients. As noted in Figures D and E, 57% of TOPS Honors Award recipients in the 2015 entering cohort completed a baccalaureate degree within 100% of time and 80% within 150% of time, compared with 40% and 23% within 100% of time and 69% and 49% within 150% of time for TOPS Performance and Opportunity Award recipients, respectively. As mentioned previously, the 2015 class will be used to compare cohorts as both 100%, and 150% data are available.



Like TOPS baccalaureate degree seekers, TOPS recipients who begin an associate's degree program graduate at much higher rates than students without a TOPS award; as previously mentioned, the 2018 class is used to illustrate both 100% and 150% graduation rates as data are available. As shown in Figures F and G, 13% of the 2018 first-time, full-time entering cohort of TOPS recipients completed an associate's degree within 100% of time, compared with 2% of non-TOPS students. Within 150% of time, 25% of the 2018 first-time, full-time entering cohort of

TOPS recipients completed an associate's degree, compared with 6% of non-TOPS students. Performance measures for out-of-state and international students were negligible and did not affect the data.

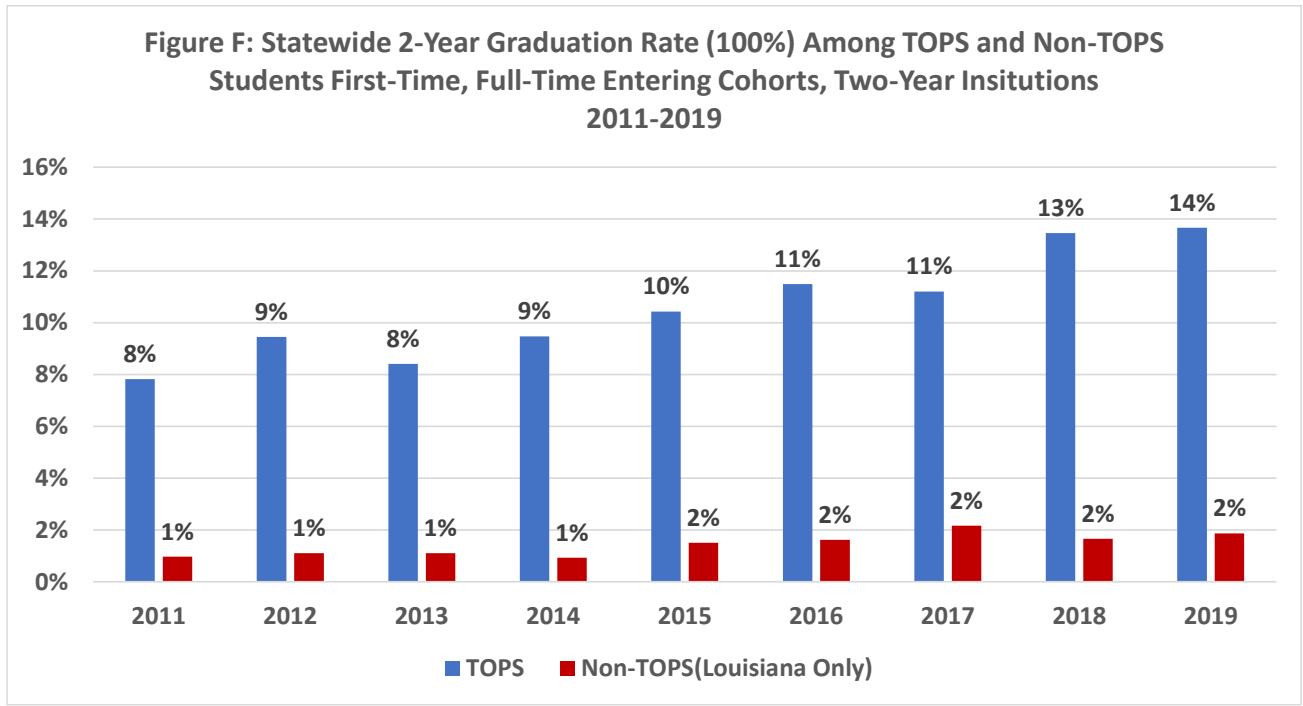
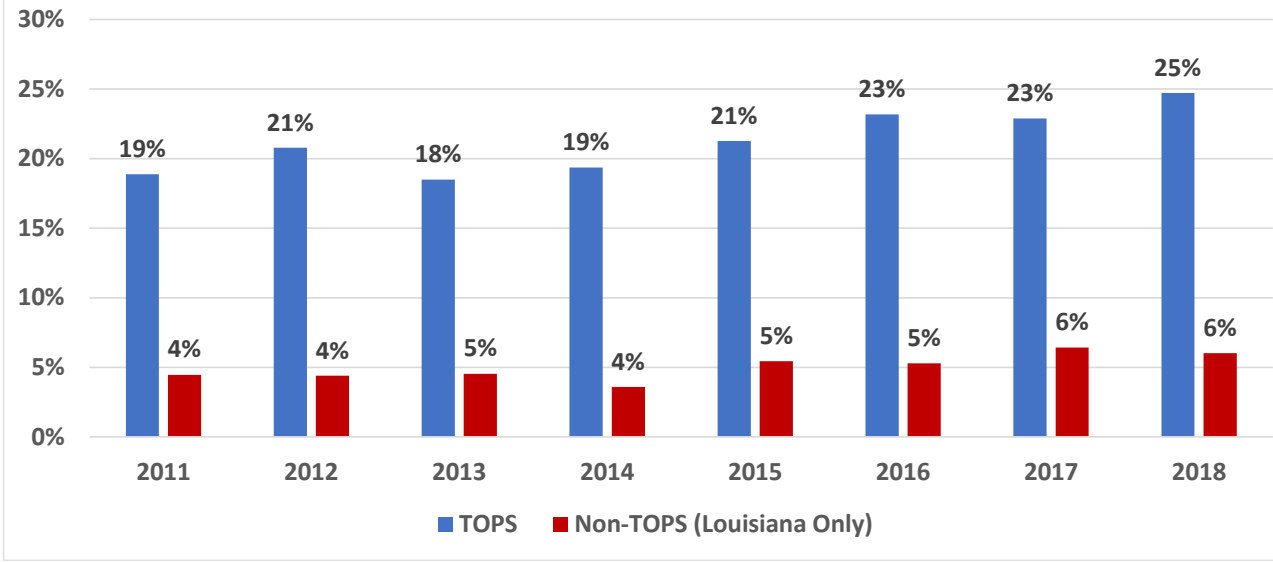


Figure G: Statewide 3-Year Associate's Graduation Rate(150%) Among TOPS and Non-TOPS Students First-Time, Full-Time Entering Cohorts, Two-Year Institutions 2011-2018



National Student Clearinghouse (NSC) [2016] defines time-to-degree as "the time between initial enrollment in a postsecondary institution and graduation with a college degree."

Table 17 examines this metric for TOPS recipients compared with non-TOPS students for the 2021-2022 Academic Year. Consistent with trends discussed in this report, TOPS students took less time to complete the degree than their non-TOPS counterparts. Within the three tiers of TOPS (*Opportunity*, *Performance*, and *Honors*), the higher the scholarship level, the fewer semesters taken to graduate.

Table 17.

2021-2022 Average Time-to-Degree of TOPS & Non-TOPS Recipients*	
Average Time-To-Degree (Calendar Years)	
Associate Degree Recipients	
TOPS	3.6
Non-TOPS	5.7
Total	4.7
Baccalaureate Degree Recipients	
TOPS Opportunity	4.9
TOPS Performance	4.2
TOPS Honors	4.0
TOPS Total	4.4
Non-TOPS	5.1
Baccalaureate Total	4.6

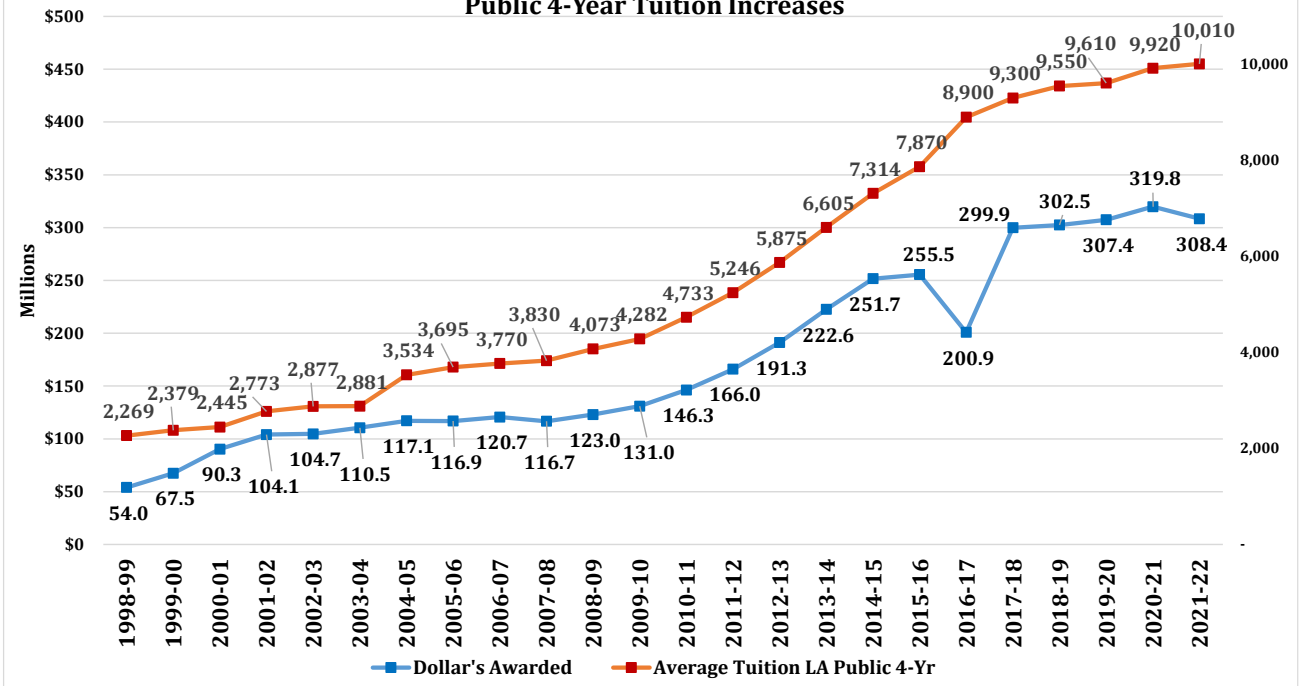
* does not include out-of-state or international students

Funding TOPS

Figure H shows that the state spent approximately \$4.23 billion funding the TOPS program from 1998-1999 to 2021-2022. The 2016-2017 AY was the first time that TOPS was not fully funded, caused by budget shortfalls. The 2017-2018 AY saw the state restore TOPS funding to previous levels. On a legislative note, Act 18 of the 2016 Legislative Session decoupled TOPS from tuition, and Act 44 of the 2017 Legislative Session clarified Act 18 to specify the year of the award amount to be used going forward. During that time, total expenditures on the TOPS program substantially increased. The growth is attributable mainly to two factors: (1) the increase in tuition amounts at the state's public institutions of higher education (Figure H); and (2) increases in the number of students receiving the award (Figure I). Figure I indicate that in 1998-1999, the number of TOPS recipients was 23,561. By 2021-2022, the number of TOPS recipients more than doubled to 54,159. However, this reporting year represents a decline in TOPS recipients from the previous year, and the first year, an increase in TOPS funding was not requested.

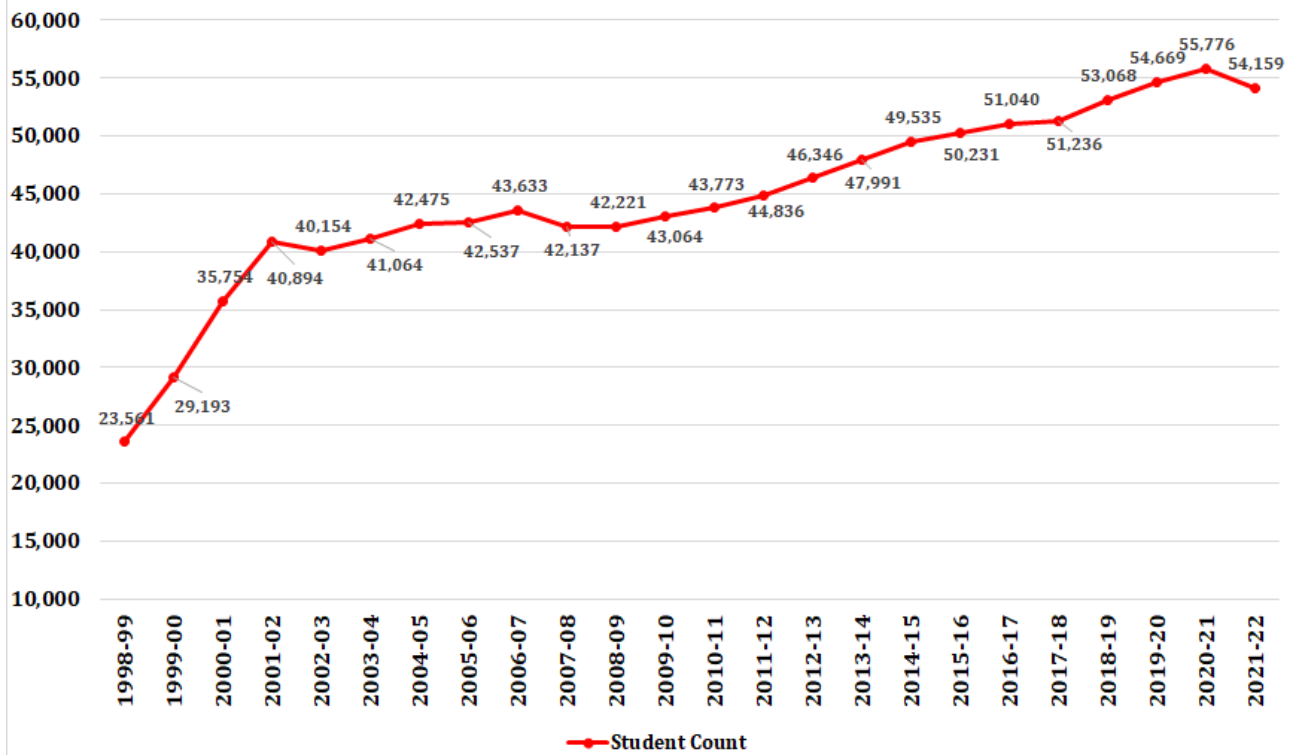
From 1998-1999 to 2020-2021, the average tuition at Louisiana's public four-year institutions more than quadrupled (Figure H). Figure H illustrates that in 1998-1999, the average tuition was \$2,269. By 2021-2022, the average enrollment-weighted tuition had increased fourfold to \$10,010 (sourced from College Board, 2021).

Figure H: TOPS Program Funding, 1998-1999 to 2021-2022* Growth in TOPS Expenditures and Recipients Compared with Average Enrollment Weighted Public 4-Year Tuition Increases



Source: Average Enrollment Weighted Public Tuition – College Board Report – Trends in College Pricing and Student Aid 2021.

Figure I: TOPS Student Counts, 1998-1999 to 2021-2022



Conclusion

The TOPS eligibility criteria require students to take a more rigorous high school curriculum, which better prepares them for success in postsecondary education. Students who complete the TOPS Core also earn higher ACT composite scores than students who do not complete the TOPS Core.

Data indicate that the TOPS program has succeeded in keeping more of Louisiana's high school graduates in the state to pursue postsecondary education. In a recently published positive trend for the state, a Washington Post (September 2022) analysis reported that "Louisiana ranks 17th in keeping graduates in the state". One can extrapolate that TOPS is not only keeping high school graduates in the state but also keeping them post-college graduation to enter the Louisiana workforce. From 2011-2012 of the 190,764 students deemed eligible for a TOPS *Opportunity*, *Performance*, or *Honors* Award, 164,036 (or 86.0%) have accepted a TOPS *Opportunity*, *Performance*, or *Honors* Award and enrolled in a postsecondary education institution in Louisiana.

TOPS recipients consistently attain ACT scores and high school core GPAs above the minimum required for TOPS eligibility. Among TOPS recipients from 2012-2013 to 2021- 2022, the average ACT score was 24 (four points above the minimum needed for eligibility for a TOPS *Opportunity* Award), and the average high school GPA (Core GPA) was 3.47 (significantly higher than the 2.5 minimum required for a TOPS *Opportunity* Award). Data also indicate that the majority of initial TOPS recipients are disproportionately white and disproportionately female.

Despite the racial gaps among TOPS recipients, the number of minority students receiving TOPS had generally increased over time; however, this year, all races saw a decrease in the number of TOPS recipients.

Overall, the pool of eligible students has been declining for the last five years, a concerning trend. The proportion of eligible students who opt to receive the award has also been steadily decreasing.

In terms of persistence, students who begin college with a TOPS award return to postsecondary education in subsequent years at a higher rate than non-TOPS students. Overall, approximately 18.7% of TOPS recipients had their awards cancelled between 2011-2012 and 2020-2021, with most cancellations due to students' failure to earn 24 hours of college credit during an academic year.

Data indicate that students who began a baccalaureate or an associate's degree program with a TOPS award graduated within 100% and 150% of the time at much higher rates than students without a TOPS award. Thirty-six percent (36%) of the 2015 first-time, full-time entering cohort of TOPS recipients completed a baccalaureate degree within 100% of time, compared with 8% of non-TOPS students.

Data indicate that TOPS awards may correlate with time-to-degree, as TOPS recipients graduated in fewer semesters than non-TOPS students. Students who begin with a TOPS Award complete at a higher rate, regardless of whether they retain the award for the entirety of their eligibility.

From 1998 -1999 through the 2021-2022 fiscal years, the state spent approximately \$4.23 billion on the TOPS program. The state's growing investment in TOPS to date is attributable to (1) previous increases in the number of students receiving the award and (2) the increase in tuition at Louisiana's public institutions of higher education. This year was the first time a funding request for TOPS was not presented to the Legislature.

Appendix A:
Act 1202 from 2001 Regular Legislative
Session

<https://www.legis.la.gov/legis/ViewDocument.aspx?d=817880>

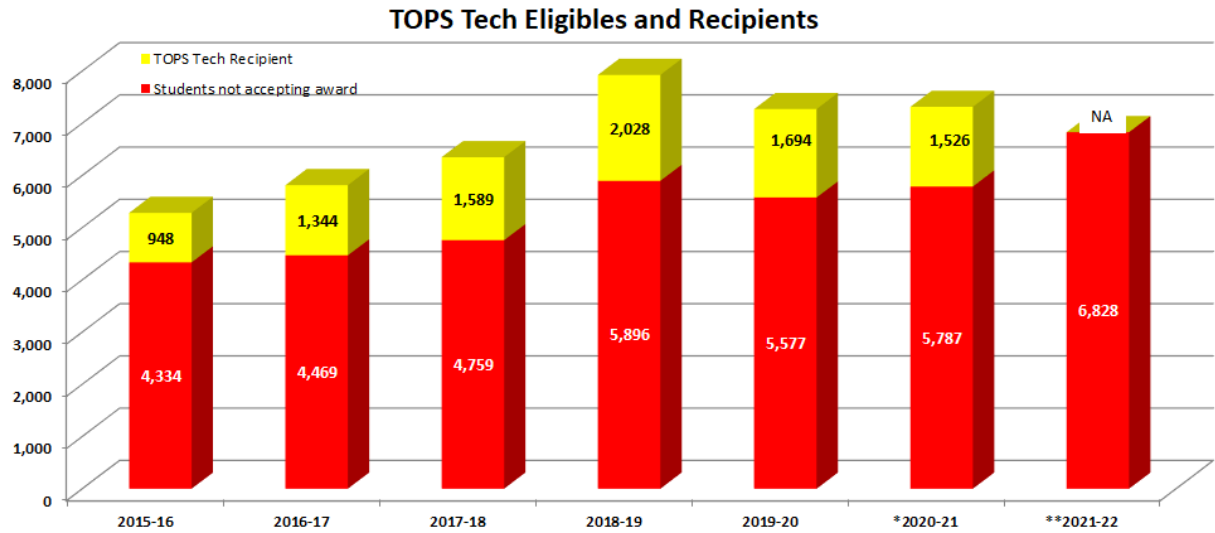
Appendix B:
Act 587 from 2014 Regular Legislative Session

<http://legis.la.gov/Legis/ViewDocument.aspx?d=911152>

Appendix C:
Act 227 from 2015 Regular Legislative Session

<https://legis.la.gov/legis/ViewDocument.aspx?d=954697>

Appendix D: TOPS Tech Analysis



*Students have until the first college semester following the first anniversary of the date they graduate from high school to accept a TOPS award. Therefore, the data reported in the chart above for the class of 2020-21 represent only those students in the 2020-21 high school graduating cohort who accepted a TOPS award by the spring 2022 semester. The remaining cohort of eligible students has until the fall 2022 semester to accept a TOPS award. Also, no institutions have billed for fall 2022 tuition payments therefore, more students will become recipients when bills are received for eligibles.

**Students have until the first college semester following the first anniversary of the date they graduate from high school to accept a TOPS award. No institutions have billed for fall 2022 tuition payments. Therefore, the data reported in the chart above for the class of 2021-22 represent only those students in the 2021-22 high school graduating cohort are eligible. Eligible students has until the fall 2023 semester to accept a TOPS award.

SOURCE:

LOSFA Award System

Data as of 8-24-22

Appendix E:
TOPS Core Curriculum



TOPS Core Curriculum

For the *Opportunity, Performance and Honors Awards*
For High School graduates of 2018 and thereafter

Units	Courses ^{1*}
ENGLISH = 4 Units	
1 Unit	English I
1 Unit	English II
1 Unit from the following:	English III, A.P. English Language Arts and Composition, or I.B. English III (Language A or Literature and Performance)
1 Unit from the following:	English IV, A.P. English Literature and Composition, or I.B. English IV (Language A or Literature and Performance)
MATH = 4 Units	
1 Unit	Algebra I
1 Unit	Geometry
1 Unit	Algebra II
	Integrated Mathematics I, Integrated Mathematics II, and Integrated Mathematics III may be substituted for the Algebra I, Geometry, and Algebra II sequence
1 Unit from the following:	Algebra III; Advanced Math - Functions and Statistics, Advanced Math - Pre-Calculus, Pre-Calculus, or I.B. Math Methods I (Mathematical Studies SL); Calculus, A.P. Calculus AB, or I.B. Math Methods II (Mathematics SL); A.P. Calculus BC; Probability and Statistics or A.P. Statistics; I.B. Further Mathematics H.L.; I.B. Mathematics H.L.; A.P. Computer Science A
SCIENCE = 4 Units	
1 Unit	Biology I
1 Unit	Chemistry I
2 Units from the following:	Earth Science; Environmental Science; Physical Science; Agriscience I and Agriscience II (one unit combined); Chemistry II or A.P. Chemistry or I.B. Chemistry II; A.P. Environmental Science or I.B. Environmental Systems; Physics I, A.P. Physics I, A.P. Physics B, or I.B. Physics I; A.P. Physics C: Electricity and Magnetism, A.P. Physics C: Mechanics, or I.B. Physics II, or A.P. Physics II; Biology II or A.P. Biology or I.B. Biology II or Human Anatomy and Physiology
SOCIAL STUDIES = 4 Units	
1 Unit from the following:	U.S. History, A.P. U.S. History, or I.B. U.S. History
1 Unit from the following:	Civics, Government, A.P. U.S. Government and Politics: Comparative, or A.P. U.S. Government and Politics: United States
2 Units from the following:	Western Civilization, European History, or A.P. European History; World Geography, A.P. Human Geography, or I.B. Geography; World History, A.P. World History, or I.B. World History; History of Religion; I.B. Economics, Economics, A.P. Macroeconomics, A.P. Microeconomics; A.P. Psychology, or African American History
FOREIGN LANGUAGE = 2 Units	
	Foreign Language, both units in the same language, which may also include the following A.P. and I.B. courses: A.P. Chinese Language and Culture, AP French Language and Culture, AP German Language and Culture, A.P. Italian Language and Culture, A.P. Japanese Language and Culture, A.P. Latin, A.P. Spanish Language and Culture, IB French IV, IB French V, I.B. Spanish IV, I.B. Spanish V, Mandarin Chinese I-IV, Hindi I – IV, Portuguese I-IV, Vietnamese I-IV
ART = 1 Unit	

1 Unit from the following:	Performance course in Music, Dance or Theatre; Fine Arts Survey; Art I, II, III, and IV; Talented Art I, II, III, and IV; Talented Music I, II, III and IV; Talented Theater Arts I, II, III, and IV; Speech III and Speech IV (one unit combined); AP Art History; A.P. Studio Art: 2-D Design; A.P. Studio Art: 3-D Design; A.P. Studio Art: Drawing; A.P. Music Theory; I.B. Film Study I; I.B. Film Study II; I.B. Music I; I.B. Music II; IB Art Design III; IB Art Design IV; I.B. Theatre I, Drafting, Media Arts I - IV; Photography I, Photography II, or Digital Photography
TOTAL = 19 Units	
Please see reverse side for Core (substitute) equivalents to the TOPS Core Curriculum	

*Computer science as an option for Foreign Language will be considered at the December 2022 Joint BESE/BoR meeting.

Core Curriculum Course(s)	Recently Approved Equivalent (Substitute) Course(s)
Art	Digital Image & Motion Graphics, Digital Storytelling, Engineering Design & Development, Sound Design
Environmental Science	Environmental Awareness
World Geography	Physical Geography
Probability & Statistics	Statistical Reasoning
Physical Science	Principles of Engineering
Calculus	Differential Calculus I Integral Calculus I

¹ **GIFTED COURSES:** Any core curriculum course that is taken by a student who has been identified as gifted pursuant to State Board of Elementary and Secondary Education (BESE) policy and that is taken in fulfillment of the student's Individualized Education Plan shall be considered a "Gifted Course" and shall fulfill the core curriculum.

Beginning with students entering the 9th grade in 2014-2015 and graduating in the 2017-2018 school year and thereafter, the calculation of the TOPS Core Curriculum grade point average (GPA) will use a five- (5.00) point scale for grades earned in certain designated Advanced Placement (A.P.) courses; International Baccalaureate (I.B.) courses; Gifted courses; Dual Enrollment courses, Honors courses and Articulated courses offered for college credit by the Louisiana School for the Math, Science and the Arts used to complete the TOPS Core Curriculum. The courses currently designated to be calculated on the 5.00 point scale can be viewed at <https://www.osfa.la.gov/5scale>. For the designated courses, five quality points will be assigned to a letter grade of "A", four quality points will be assigned to a letter grade of "B", three quality points will be assigned to a letter grade of "C", two quality points will be assigned to a letter grade of "D", and zero quality points will be assigned to a letter grade of "F". Note that students earning credit in courses graded on the five (5.00) point scale may earn a grade point average on the TOPS Core Curriculum that exceeds 4.00.



This core curriculum is accurate as of the date of publication and includes courses listed in TOPS statute.

Louisiana Office of Student Financial Assistance (LOSFA) A program of the Board of Regents
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Updated: 07/21/2021

**Appendix F: 2022 High School Grads TOPS Eligible
by School and Parish**

TOPS Status For 2022 High School Grads by School

Data as of 8/15/2022

ACT Code	School Name	Parish	School Type	Students Processed (1)	TOPS Eligible					TOPS Recipients				
					Total	Honors	Performance	Opportunity	Tech	Total	Honors	Performance	Opportunity	Tech
190000	ABBEVILLE HIGH SCHOOL	VERMILION	P	60	28	2	4	9	13	-	-	-	-	-
192142	ABRAMSON SCI ACADEMY	ORLEANS	P	41	21	-	4	8	9	-	-	-	-	-
991619	ACADEMIC RECOVERY OMBUDSMAN	CADDO	P	1	-	-	-	-	-	-	-	-	-	-
191731	ACADEMY OF OUR LADY	JEFFERSON	N	92	73	9	11	31	22	-	-	-	-	-
191070	ACADEMY OF THE SACRED HEART	SAINT LANDRY	N	10	9	1	6	1	1	-	-	-	-	-
191985	ACADEMY OF THE SACRED HEART	ORLEANS	N	30	30	15	12	3	-	-	-	-	-	-
191947	ACADIANA CHRISTIAN SCHOOL	IBERIA	N	13	11	1	2	5	3	-	-	-	-	-
191414	ACADIANA HIGH SCHOOL	LAFAYETTE	P	243	152	6	24	51	71	-	-	-	-	-
977012	ACADIANA RENAISSANCE CHARTER ACADEMY	LAFAYETTE	P	-	-	-	-	-	-	-	-	-	-	-
190318	AIRLINE HIGH SCHOOL	BOSSIER	P	240	174	33	45	63	33	-	-	-	-	-
190035	ALBANY HIGH SCHOOL	LIVINGSTON	P	94	56	4	7	17	28	-	-	-	-	-
190038	ALEXANDRIA SENIOR HIGH SCHOOL	RAPIDES	P	272	146	29	33	47	37	-	-	-	-	-
191449	ALFRED M BARBE HIGH SCHOOL	CALCASIEU	P	261	224	33	57	79	55	-	-	-	-	-
ALTELG	ALTERNATE ELIGIBLE (2)			23	22	4	9	7	2	-	-	-	-	-
991579	AMIKIDS ACADIANA	ACADIA	P	-	-	-	-	-	-	-	-	-	-	-
190075	AMITE HIGH SCHOOL	TANGIPAHOA	P	68	26	-	2	6	18	-	-	-	-	-
190090	ANACOCO HIGH SCHOOL	VERNON	P	31	22	5	4	7	6	-	-	-	-	-
190261	ANGLES ACADEMY	EAST BATON ROUGE	N	-	-	-	-	-	-	-	-	-	-	-
190105	ARCADIA HIGH SCHOOL	BIENVILLE	P	3	1	-	1	-	-	-	-	-	-	-
191777	ARCHBISHOP CHAPELLE HIGH SCH	JEFFERSON	N	91	81	16	23	28	14	-	-	-	-	-
191763	ARCHBISHOP HANNAN HIGH SCHOOL	SAINT TAMMANY	N	122	115	43	32	33	7	-	-	-	-	-
191778	ARCHBISHOP RUMMEL HIGH SCHOOL	JEFFERSON	N	86	76	16	20	24	16	-	-	-	-	-
191722	ARCHBISHOP SHAW HIGH SCHOOL	JEFFERSON	N	69	51	10	15	17	9	-	-	-	-	-
190188	ARLINGTON PREPARATORY ACADEMY	EAST BATON ROUGE	P	4	-	-	-	-	-	-	-	-	-	-
191049	ASCENSION CHRISTIAN HIGH	ASCENSION	N	23	20	4	5	8	3	-	-	-	-	-
190700	ASCENSION DIOCESAN REGIONAL	ASCENSION	N	24	21	3	8	8	2	-	-	-	-	-
191488	ASCENSION EPISCOPAL SCH	LAFAYETTE	N	50	50	11	18	15	6	-	-	-	-	-
191905	ASSUMPTION HIGH SCHOOL	ASSUMPTION	P	167	81	4	12	27	38	-	-	-	-	-
190135	ATLANTA HIGH SCHOOL	WINN	P	9	7	-	1	1	5	-	-	-	-	-
191855	AVOYELLES HIGH SCHOOL	AVOYELLES	P	77	40	2	-	5	33	-	-	-	-	-
191681	AVOYELLES PUB. CHARTER SCHOOL	AVOYELLES	P	53	53	8	16	21	8	-	-	-	-	-
190145	BAKER HIGH SCHOOL	EAST BATON ROUGE	P	-	-	-	-	-	-	-	-	-	-	-
190155	BASILE HIGH SCHOOL	EVANGELINE	P	39	26	-	5	11	10	-	-	-	-	-
190165	BASTROP HIGH SCHOOL	MOREHOUSE	P	69	26	1	3	10	12	-	-	-	-	-
190197	BATON ROUGE INTERNATIONAL SCHOOL	EAST BATON ROUGE	N	2	1	-	-	-	1	-	-	-	-	-
190179	BATON ROUGE MAGNET HIGH SCHOOL	EAST BATON ROUGE	P	347	322	117	93	96	16	-	-	-	-	-
190115	BEAU CHENE HIGH SCHOOL	SAINT LANDRY	P	115	56	2	12	19	23	-	-	-	-	-
190172	BEEKMAN CHARTER SCHOOL	MOREHOUSE	P	62	40	3	3	11	23	-	-	-	-	-
190182	BELAIRE HIGH SCHOOL	EAST BATON ROUGE	P	79	11	-	1	2	8	-	-	-	-	-
190255	BELL CITY HIGH SCHOOL	CALCASIEU	P	32	27	1	7	3	16	-	-	-	-	-
190257	BELLE CHASSE HIGH SCHOOL	PLAQUEMINES	P	185	114	13	27	45	29	-	-	-	-	-
192006	BENJAMIN FRANKLIN HIGH SCHOOL	ORLEANS	P	222	210	98	69	42	1	-	-	-	-	-
190287	BENS FORD CHRISTIAN SCHOOL	WASHINGTON	N	11	10	-	5	2	3	-	-	-	-	-
190270	BENTON HIGH SCHOOL	BOSSIER	P	261	181	34	48	57	42	-	-	-	-	-
191071	BERCHMAN'S ACADEMY OF THE SACRED HEART	SAINT LANDRY	N	13	12	4	4	4	-	-	-	-	-	-
190282	BERWICK HIGH SCHOOL	SAINT MARY	P	82	68	12	13	27	16	-	-	-	-	-
191312	BETHEL CHRISTIAN SCHOOL	JEFFERSON DAVIS	N	-	-	-	-	-	-	-	-	-	-	-
192587	BETHEL CHRISTIAN SCHOOL	LINCOLN	N	-	-	-	-	-	-	-	-	-	-	-
190285	BIENVILLE HIGH SCHOOL	BIENVILLE	P	-	-	-	-	-	-	-	-	-	-	-
191350	BLOCK HIGH SCHOOL	CATAHOULA	P	30	19	-	1	2	16	-	-	-	-	-
190290	BOGALUSA HIGH SCHOOL	WASHINGTON	P	76	19	-	1	3	15	-	-	-	-	-
190040	BOLTON HIGH SCHOOL	RAPIDES	P	59	31	8	5	7	11	-	-	-	-	-
191776	BONNABEL MAGNET ACADEMY HIGH SCHOOL	JEFFERSON	P	110	47	2	3	12	30	-	-	-	-	-
190022	BOOKER T WASHINGTON HIGH SCHOOL (KIPP)	ORLEANS	P	54	24	-	4	7	13	-	-	-	-	-
192675	BOOKER T WASHINGTON NEW TECHNOLOGY HS	CADDO	P	128	21	-	1	3	17	-	-	-	-	-
190325	BOSSIER HIGH SCHOOL	BOSSIER	P	89	34	1	2	8	23	-	-	-	-	-
190345	BREAUX BRIDGE SENIOR HIGH SCH	SAINT MARTIN	P	137	70	4	5	19	42	-	-	-	-	-
191503	BRIARFIELD ACADEMY	EAST CARROLL	N	12	11	4	-	5	2	-	-	-	-	-
190193	BRIGHTER HORIZON SCHOOL OF BATON ROUGE	EAST BATON ROUGE	N	1	1	1	-	-	-	-	-	-	-	-
190201	BRIGHTON SCHOOL	EAST BATON ROUGE	N	6	3	-	2	1	1	-	-	-	-	-
190183	BROADMOOR HIGH SCHOOL	EAST BATON ROUGE	P	104	26	-	2	3	21	-	-	-	-	-
192015	BROTHER MARTIN HIGH SCHOOL	ORLEANS	N	183	178	46	57	53	22	-	-	-	-	-
190365	BRUSLY HIGH SCHOOL	WEST BATON ROUGE	P	136	80	7	19	33	21	-	-	-	-	-
190370	BUCKEYE HIGH SCHOOL	RAPIDES	P	102	67	11	13	20	23	-	-	-	-	-
190375	BUNKIE NEW TECH HIGH SCHOOL	AVOYELLES	P	76	43	-	6	8	29	-	-	-	-	-
192680	C E BYRD HIGH SCHOOL	CADDO	P	286	221	49	50	87	35	-	-	-	-	-
190104	C.F. ROWLEY ALTERNATIVE SCHOOL	SAINT BERNARD	P	3	-	-	-	-	-	-	-	-	-	-
192103	CABRINI HIGH SCHOOL	ORLEANS	N	52	41	7	9	19	6	-	-	-	-	-
192679	CADDO PARISH MAGNET HIGH SCH	CADDO	P	208	180	76	42	55	7	-	-	-	-	-
190048	CADDO VIRTUAL ACADEMY	CADDO	P	15	11	-	1	1	9	-	-	-	-	-

TOPS Status For 2022 High School Grads by School

Data as of 8/15/2022

190518	CALDWELL PARISH HIGH SCHOOL	CALDWELL	P	77	42	3	5	4	30	-	-	-	-	-
192704	CALVARY BAPTIST ACADEMY	CADDO	N	43	38	6	6	15	11	-	-	-	-	-
190400	CALVIN HIGH SCHOOL	WINN	P	17	15	1	1	4	9	-	-	-	-	-
190190	CAPITOL HIGH SCHOOL	EAST BATON ROUGE	P	-	-	-	-	-	-	-	-	-	-	-

ACT Code	School Name	Parish	School Type	Students Processed (1)	TOPS Eligible						TOPS Recipients					
					total	honors	performance	opportunity	tecn	total	honors	performance	opportunity	tecn		
192678	CAPTAIN SHREVE HIGH SCHOOL	CADDO	P	247	174	16	30	79	49	-	-	-	-	-		
190420	CARENCREO HIGH SCHOOL	LAFAYETTE	P	139	73	1	7	16	49	-	-	-	-	-		
191815	CARROLL HIGH SCHOOL	OUACHITA	P	90	26	-	3	6	17	-	-	-	-	-		
190430	CASTOR HIGH SCHOOL	BIENVILLE	P	28	10	-	5	1	4	-	-	-	-	-		
192230	CATHOLIC HIGH OF POINTE COUPEE	POINTE COUPEE	N	34	29	6	4	14	5	-	-	-	-	-		
190195	CATHOLIC HIGH SCHOOL	EAST BATON ROUGE	N	229	214	82	66	57	9	-	-	-	-	-		
191948	CATHOLIC HIGH SCHOOL	IBERIA	N	74	61	11	14	24	12	-	-	-	-	-		
190435	CECILIA HIGH SCHOOL	SAINT MARTIN	P	84	54	4	10	16	24	-	-	-	-	-		
192588	CEDAR CREEK SCHOOL	LINCOLN	N	25	23	9	6	7	1	-	-	-	-	-		
190440	CENTERVILLE HIGH SCHOOL	SAINT MARY	P	32	23	3	2	4	14	-	-	-	-	-		
191870	CENTRAL CATHOLIC HIGH SCHOOL	SAINT MARY	N	21	16	2	4	6	4	-	-	-	-	-		
190205	CENTRAL HIGH SCHOOL	EAST BATON ROUGE	P	244	145	29	24	64	28	-	-	-	-	-		
191352	CENTRAL HIGH SCHOOL	CATAHOULA	P	2	2	-	-	-	2	-	-	-	-	-		
191600	CENTRAL LAFOURCHE HIGH SCHOOL	LAFOURCHE	P	211	172	26	46	56	44	-	-	-	-	-		
190146	CENTRAL PRIVATE SCHOOL (CENTRAL COMM.)	EAST BATON ROUGE	N	18	16	5	5	5	1	-	-	-	-	-		
191059	CENTRAL SCHOOL CORPORATION	DESOTO	N	2	2	-	1	1	-	-	-	-	-	-		
190445	CHALMETTE HIGH SCHOOL	SAINT BERNARD	P	388	186	16	33	66	71	-	-	-	-	-		
190475	CHOUDRANT HIGH SCHOOL	LINCOLN	P	38	25	1	5	5	14	-	-	-	-	-		
190577	CHRIST EPISCOPAL SCHOOL	SAINT TAMMANY	N	26	26	10	6	7	3	-	-	-	-	-		
991601	CHRISTIAN ACRES ALTERNATIVE SCHOOL	MADISON	P	-	-	-	-	-	-	-	-	-	-	-		
190480	CHURCH POINT HIGH SCHOOL	ACADIA	P	79	45	4	6	13	22	-	-	-	-	-		
191172	CLAIBORNE ACADEMY	CLAIBORNE	N	15	11	3	2	3	3	-	-	-	-	-		
192984	CLAIBORNE CHRISTIAN SCHOOL	OUACHITA	N	15	13	2	4	6	1	-	-	-	-	-		
192044	COHEN COLLEGE PREP	ORLEANS	P	15	2	-	-	1	1	-	-	-	-	-		
190074	COLLEGIATE BATON ROUGE	EAST BATON ROUGE	P	22	1	-	-	1	-	-	-	-	-	-		
972916	CONCORDIA EDUCATION CENTER	CONCORDIA	P	6	1	-	-	-	1	-	-	-	-	-		
191730	CONQUERING WORD CHRISTIAN ACDMY	JEFFERSON	N	-	-	-	-	-	-	-	-	-	-	-		
991691	CONQUERING WORD CHRISTIAN ACDMY - EASTBANK	ORLEANS	N	-	-	-	-	-	-	-	-	-	-	-		
190530	CONVERSE HIGH SCHOOL	SABINE	P	50	38	3	6	7	22	-	-	-	-	-		
191220	COVENANT CHRISTIAN ACADEMY	TERREBONNE	N	21	14	2	5	4	3	-	-	-	-	-		
190575	COVINGTON HIGH SCHOOL	SAINT TAMMANY	P	208	137	18	38	44	37	-	-	-	-	-		
192097	CRESCENT CITY CHRISTIAN SCHOOL	JEFFERSON	N	15	4	-	1	3	-	-	-	-	-	-		
190028	CRISTO REY BATON ROUGE HIGH SCHOOL	EAST BATON ROUGE	N	33	10	-	1	1	8	-	-	-	-	-		
190605	CROWLEY HIGH SCHOOL	ACADIA	P	56	32	3	7	11	11	-	-	-	-	-		
190870	D'ARBONNE WOODS CHARTER SCHOOL	UNION	P	59	30	3	5	10	12	-	-	-	-	-		
191048	DAVID THIBODAUX STEM MAGNET ACADEMY	LAFAYETTE	P	151	110	8	23	52	27	-	-	-	-	-		
192020	DE LA SALLE HIGH SCHOOL	ORLEANS	N	64	49	7	12	16	14	-	-	-	-	-		
190680	DE RIDDER HIGH SCHOOL	BEAUREGARD	P	106	60	9	12	19	20	-	-	-	-	-		
190630	DELAMBRE HIGH SCHOOL	IBERIA	P	57	41	3	11	15	12	-	-	-	-	-		
190634	DELHI CHARTER	RICHLAND	P	35	17	1	2	4	10	-	-	-	-	-		
190638	DELHI HIGH SCHOOL	RICHLAND	P	1	-	-	-	-	-	-	-	-	-	-		
190092	DELORES TAYLOR ARTHUR SCHOOL FOR YOUNG MEN	ORLEANS	P	-	-	-	-	-	-	-	-	-	-	-		
190901	DELTA CHARTER SCHOOL, MST	CONCORDIA	P	20	15	1	2	6	6	-	-	-	-	-		
190655	DENHAM SPRINGS SENIOR HIGH SCH	LIVINGSTON	P	399	289	39	65	83	102	-	-	-	-	-		
190670	DEQUINCY HIGH SCHOOL	CALCASIEU	P	51	37	3	7	10	17	-	-	-	-	-		
190685	DESTREHAN HIGH SCHOOL	SAINT CHARLES	P	231	144	22	34	54	34	-	-	-	-	-		
190695	DODSON HIGH SCHOOL	WINN	P	19	17	1	3	1	12	-	-	-	-	-		
190705	DONALDSONVILLE HIGH SCHOOL	ASCENSION	P	80	18	-	2	7	9	-	-	-	-	-		
190725	DOWNSVILLE CHARTER SCHOOL	UNION	P	12	5	-	-	3	2	-	-	-	-	-		
191585	DOYLE HIGH SCHOOL	LIVINGSTON	P	70	44	6	9	16	13	-	-	-	-	-		
190730	DOYLINE HIGH SCHOOL	WEBSTER	P	16	6	2	1	1	2	-	-	-	-	-		
192019	Dr. M.L.K. CHARTER SCHOOL FOR SCIENCE & TECH	ORLEANS	P	26	1	-	-	-	1	-	-	-	-	-		
190993	DUTCHTOWN HIGH SCHOOL	ASCENSION	P	507	374	74	107	148	45	-	-	-	-	-		
191446	EARLY COLLEGE ACADEMY	LAFAYETTE	P	70	63	26	26	10	1	-	-	-	-	-		
191045	EAST ASCENSION HIGH SCHOOL	ASCENSION	P	278	168	16	30	70	52	-	-	-	-	-		
190683	EAST BEAUREGARD HIGH SCHOOL	BEAUREGARD	P	25	14	3	2	4	5	-	-	-	-	-		
191286	EAST FELICIANA HIGH SCHOOL	EAST FELICIANA	P	48	16	-	2	5	9	-	-	-	-	-		
192825	EAST IBERVILLE HIGH SCHOOL	IBERVILLE	P	17	15	1	3	8	3	-	-	-	-	-		
191780	EAST JEFFERSON HIGH SCHOOL	JEFFERSON	P	137	50	4	8	12	26	-	-	-	-	-		
192530	EAST SAINT JOHN HIGH SCHOOL	SAINT JOHN THE BAPTIST	P	158	53	2	8	17	26	-	-	-	-	-		
192235	EBARB HIGH SCHOOL	SABINE	P	17	11	-	1	4	6	-	-	-	-	-		
190249	EBR READINESS SUPERINTENDENT ACADEMY	EAST BATON ROUGE	P	-	-	-	-	-	-	-	-	-	-	-		
190024	EBR VIRTUAL ACADEMY	EAST BATON ROUGE	P	33	4	-	1	2	1	-	-	-	-	-		
192023	ECOLE CLASSIQUE	JEFFERSON	N	7	4	-	1	2	1	-	-	-	-	-		
192032	EDNA KARR HIGH SCHOOL	ORLEANS	P	171	62	2	4	20	36	-	-	-	-	-		
192850	EDWARD D WHITE CATHOLIC HIGH	LAFOURCHE	N	121	107	30	29	44	4	-	-	-	-	-		
976159	EDWARD J. SAM ACCELERATED SCHOOL OF LAFAYETTE	LAFAYETTE	P	43	7	-	-	4	3	-	-	-	-	-		
190017	EINSTEIN CHARTER HIGH SARAH TOWLES REED	ORLEANS	P	44	8	-	1	6	1	-	-	-	-	-		
192021	ELEANOR MCMAN SECONDARY SCHOOL	ORLEANS	P	122	37	-	3	12	22	-	-	-	-	-		

TOPS Status For 2022 High School Grads by School

Data as of 8/15/2022

190086	IDEA BRIDGE	EAST BATON ROUGE	P	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
190083	IDEA INNOVATION	EAST BATON ROUGE	P	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
191261	INDEPENDENCE HIGH SCHOOL	TANGIPAHOA	P	52	12	1	1	1	9	-	-	-	-	-	-	-	-	-
	INDIAN BIBLE ACADEMY	ALLEN	N	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
192141	INTERNATIONAL HIGH SCHOOL	ORLEANS	P	5	5	-	3	2	-	-	-	-	-	-	-	-	-	-

ACT Code	School Name	Parish	School Type	Students Processed (1)	TOPS Eligible					TOPS Recipients				
					total	honors	performance	opportunity	tecn	total	honors	performance	opportunity	tecn
191270	TOTA HIGH SCHOOL	ACADIA	P	101	80	7	24	23	26	-	-	-	-	-
191280	IOWA HIGH SCHOOL	CALCASIEU	P	80	62	4	7	22	29	-	-	-	-	-
192045	ISIDORE NEWMAN SCHOOL	ORLEANS	N	35	32	16	7	8	1	-	-	-	-	-
190210	ISTROUMA HIGH SCHOOL	EAST BATON ROUGE	P	74	7	-	-	2	5	-	-	-	-	-
972953	J G JONES YOUTH SHLTR-DET CTR	BOSSIER	P	-	-	-	-	-	-	-	-	-	-	-
991615	JAKE DROST SCHOOL FOR EXCEPTIONAL CHILDREN	CALCASIEU	P	-	-	-	-	-	-	-	-	-	-	-
193083	JCFA LAFAYETTE	LAFAYETTE	P	-	-	-	-	-	-	-	-	-	-	-
191302	JEANERETTE HIGH SCHOOL	IBERIA	P	41	11	-	-	5	6	-	-	-	-	-
190012	JEFFERSON CHAMBER FOUNDATION ACAD - EAST	JEFFERSON	P	13	5	-	1	3	1	-	-	-	-	-
191162	JEFFERSON CHAMBER FOUNDATION ACADEMY	JEFFERSON	P	3	2	-	-	-	2	-	-	-	-	-
190088	JEFFERSON RISE CHARTER SCHOOL	JEFFERSON	P	43	19	2	1	8	8	-	-	-	-	-
190088	JEFFERSON VIRTUAL HIGH SCHOOL	JEFFERSON	P	27	11	-	-	4	7	-	-	-	-	-
190204	JEHOVAH-JIREH CHRISTIAN ACADEMY	EAST BATON ROUGE	N	6	2	-	-	1	1	-	-	-	-	-
191310	JENA HIGH SCHOOL	LASALLE	P	86	57	2	12	24	19	-	-	-	-	-
191330	JENNINGS HIGH SCHOOL	JEFFERSON DAVIS	P	99	60	4	7	20	29	-	-	-	-	-
192050	JESUIT HIGH SCHOOL	ORLEANS	N	198	178	88	34	56	-	-	-	-	-	-
191375	JEWELL M SUMNER HIGH SCHOOL	TANGIPAHOA	P	91	47	2	4	11	30	-	-	-	-	-
192053	JOHN CURTIS CHRISTIAN SCH	JEFFERSON	N	52	35	5	6	10	14	-	-	-	-	-
191724	JOHN EHRET HIGH SCHOOL	JEFFERSON	P	238	131	3	17	44	67	-	-	-	-	-
192143	JOHN F. KENNEDY HIGH SCHOOL (KIPP)	ORLEANS	P	5	1	-	-	-	1	-	-	-	-	-
191448	JOHN PAUL THE GREAT ACADEMY	LAFAYETTE	N	10	9	2	1	3	3	-	-	-	-	-
190408	JOHNSON BAYOU HIGH SCHOOL	CAMERON	P	-	-	-	-	-	-	-	-	-	-	-
191335	JONESBORO-HODGE HIGH SCHOOL	JACKSON	P	43	24	1	-	2	21	-	-	-	-	-
192309	JS CLARK LEADERSHIP ACADEMY	SAINT LANDRY	P	19	10	-	-	1	9	-	-	-	-	-
191360	KAPLAN HIGH SCHOOL	VERMILION	P	64	42	4	12	17	9	-	-	-	-	-
190046	KENNER DISCOVERY HEALTH SCIENCES ACADEMY	JEFFERSON	P	118	61	4	9	28	20	-	-	-	-	-
191385	KENTWOOD MAGNET HIGH SCHOOL	TANGIPAHOA	P	17	3	-	-	1	2	-	-	-	-	-
191390	KILBOURNE HIGH SCHOOL	WEST CARROLL	P	12	9	-	2	5	2	-	-	-	-	-
191400	KINDER HIGH SCHOOL	ALLEN	P	63	55	6	9	19	21	-	-	-	-	-
191164	KNIGHTS ACADEMY & HIGH SCHOOL	JEFFERSON	N	-	-	-	-	-	-	-	-	-	-	-
191727	L W HIGGINS HIGH SCHOOL	JEFFERSON	P	145	43	-	3	20	20	-	-	-	-	-
192113	L. B. LANDRY HIGH SCHOOL	ORLEANS	P	99	15	-	1	4	10	-	-	-	-	-
191460	LA GRANGE SENIOR HIGH SCHOOL	CALCASIEU	P	98	59	3	8	17	31	-	-	-	-	-
192280	LA SALLE HIGH SCHOOL	LASALLE	P	34	26	1	3	13	9	-	-	-	-	-
191410	LACASSINE HIGH SCHOOL	JEFFERSON DAVIS	P	33	18	5	3	4	6	-	-	-	-	-
191439	LAFAYETTE CHRISTIAN ACADEMY	LAFAYETTE	N	62	53	4	18	21	10	-	-	-	-	-
191425	LAFAYETTE HIGH SCHOOL	LAFAYETTE	P	378	236	64	39	76	57	-	-	-	-	-
190082	LAFAYETTE RENAISSANCE CHARTER ACADEMY	LAFAYETTE	P	-	-	-	-	-	-	-	-	-	-	-
191445	LAKE ARTHUR HIGH SCHOOL	JEFFERSON DAVIS	P	42	28	1	8	7	12	-	-	-	-	-
191466	LAKE CHARLES COLLEGE PREP	CALCASIEU	P	73	36	1	3	4	28	-	-	-	-	-
191657	LAKESHORE HIGH SCHOOL	SAINT TAMMANY	P	169	121	23	34	38	26	-	-	-	-	-
190018	LAKESIDE CHRISTIAN ACADEMY	SAINT TAMMANY	N	-	-	-	-	-	-	-	-	-	-	-
192705	LAKESIDE JUNIOR-SENIOR HIGH SCHOOL	WEBSTER	P	50	28	2	4	5	17	-	-	-	-	-
190415	LAKEVIEW HIGH SCHOOL	NATCHITOCHE	P	44	17	-	5	3	9	-	-	-	-	-
191545	LEESVILLE HIGH SCHOOL	VERNON	P	140	79	6	10	26	37	-	-	-	-	-
190222	LIBERTY HIGH SCHOOL	EAST BATON ROUGE	P	235	196	23	34	88	51	-	-	-	-	-
192104	LIFE OF CHRIST ACADEMY/ALT	ORLEANS	N	-	-	-	-	-	-	-	-	-	-	-
192049	LIGHT CITY CHRISTIAN ACADEMY	ORLEANS	N	-	-	-	-	-	-	-	-	-	-	-
190021	LIGHTHOUSE CHRISTIAN HIGH	VERMILION	N	-	-	-	-	-	-	-	-	-	-	-
191055	LINCOLN PREPARATORY SCHOOL	LINCOLN	P	31	7	-	2	1	4	-	-	-	-	-
192965	LIVE OAK HIGH SCHOOL	LIVINGSTON	P	292	213	30	44	78	61	1	-	1	-	-
190071	LIVING SCHOOL	ORLEANS	P	-	-	-	-	-	-	-	-	-	-	-
190034	LIVINGSTON COLLEGIATE ACADEMY	ORLEANS	P	11	8	-	1	4	3	-	-	-	-	-
191590	LIVONIA HIGH SCHOOL	POINTE COUPEE	P	80	46	3	10	17	16	-	-	-	-	-
191605	LOGANSPOUT HIGH SCHOOL	DESOTO	P	32	13	1	2	6	4	-	-	-	-	-
191630	LORANGER HIGH SCHOOL	TANGIPAHOA	P	130	61	6	8	13	34	-	-	-	-	-
191635	LOREAUVILLE HIGH SCHOOL	IBERIA	P	74	48	5	6	19	18	-	-	-	-	-
974451	LOUIS MILLER TERREBONNE CAREER AND TECHNICAL HIGH	TERREBONNE	P	-	-	-	-	-	-	-	-	-	-	-
190225	LOUISIANA NEW SCHOOL ACADEMY	EAST BATON ROUGE	N	-	-	-	-	-	-	-	-	-	-	-
190379	LOUISIANA SCH FOR AGR SCIENCES	AVOUELLES	P	62	44	4	9	15	16	-	-	-	-	-
191917	LOUISIANA SCH MATH SCI ARTS	NATCHITOCHE	P	82	80	61	18	1	-	-	-	-	-	-
190212	LOUISIANA STATE SCH FOR DEAF	EAST BATON ROUGE	P	1	1	-	-	1	-	-	-	-	-	-
190211	LOUISIANA STATE SCH FOR VISUALLY IMPAIRED	EAST BATON ROUGE	P	6	3	-	1	-	2	-	-	-	-	-
192135	LOUISIANA VIRTUAL CHARTER ACADEMY	EAST BATON ROUGE	P	100	44	8	6	11	19	-	-	-	-	-
192690	LOYOLA COLLEGE PREPARATORY SCHOOL	CADDO	N	70	61	24	16	15	6	-	-	-	-	-
190245	LSU LABORATORY HIGH SCHOOL	EAST BATON ROUGE	P	114	106	40	45	14	7	-	-	-	-	-
192041	LUSHER CHARTER SCHOOL	ORLEANS	P	164	158	58	47	44	9	-	-	-	-	-

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191640	LUTCHER HIGH SCHOOL	SAINT JAMES	P	106	77	4	18	28	27	-	-	-	-	-
192026	LUTHERAN HIGH SCHOOL	JEFFERSON	N	9	7	-	1	5	1	-	-	-	-	-
190059	LYCEE FRANCAIS DE LA NOUVELLE - ORLEANS	ORLEANS	P	-	-	-	-	-	-	-	-	-	-	-
192831	MADISON HIGH SCHOOL	MADISON	P	54	16	1	2	3	10	-	-	-	-	-
190229	MADISON PREPARATORY ACADEMY	EAST BATON ROUGE	P	119	46	-	2	19	25	-	-	-	-	-
190056	MADISON STEAM ACADEMY	MADISON	N	-	-	-	-	-	-	-	-	-	-	-

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					Total	Honors	Performance	Opportunity	1ecb	Total	Honors	Performance	Opportunity	1ecb
192047	MAGNET ACAD FOR CULTURAL ARTS	SAINT LANDRY	P	37	24	5	6	7	8	-	-	-	-	-
190058	MAGNOLIA SCHOOL OF EXCELLENCE	CADDO	P	8	3	-	-	1	2	-	-	-	-	-
191650	MAMOU HIGH SCHOOL	EVANGELINE	P	79	48	3	8	13	24	-	-	-	-	-
191660	MANDEVILLE HIGH SCHOOL	SAINT TAMMANY	P	358	277	78	65	107	27	-	-	-	-	-
191665	MANGHAM HIGH SCHOOL	RICHLAND	P	36	18	-	1	6	11	-	-	-	-	-
191675	MANSFIELD HIGH SCHOOL	DESOTO	P	69	26	-	4	8	14	-	-	-	-	-
191685	MANY HIGH SCHOOL	SABINE	P	66	52	7	6	7	32	-	-	-	-	-
191720	MARKSVILLE HIGH SCHOOL	AVOUELLES	P	55	31	-	1	3	27	-	-	-	-	-
191740	MAUREPAS HIGH SCHOOL	LIVINGSTON	P	22	18	2	3	8	5	-	-	-	-	-
192090	MCDONOGH 35 SENIOR HIGH SCHOOL	ORLEANS	P	-	-	-	-	-	-	-	-	-	-	-
190215	MCKINLEY SENIOR HIGH SCHOOL	EAST BATON ROUGE	P	138	49	2	7	18	22	-	-	-	-	-
190253	MENTORSHIP STEAM ACADEMY	EAST BATON ROUGE	P	90	31	-	1	14	16	-	-	-	-	-
191775	MERRYVILLE HIGH SCHOOL	BEAUREGARD	P	32	20	1	1	6	12	-	-	-	-	-
190031	MESSIAH MONTESSORI	TERREBONNE	N	-	-	-	-	-	-	-	-	-	-	-
191782	METAIRIE PARK COUNTRY DAY SCH	JEFFERSON	N	27	24	7	3	10	4	-	-	-	-	-
191785	MIDLAND HIGH SCHOOL	ACADIA	P	32	20	2	5	6	7	-	-	-	-	-
191800	MINDEN HIGH SCHOOL	WEBSTER	P	101	63	6	11	18	28	-	-	-	-	-
191845	MONTEREY HIGH SCHOOL	CONCORDIA	P	28	20	3	2	6	9	-	-	-	-	-
191850	MONTGOMERY HIGH SCHOOL	GRANT	P	14	11	-	1	4	6	-	-	-	-	-
190084	MOREHOUSE MAGNET SCHOOL	MOREHOUSE	P	-	-	-	-	-	-	-	-	-	-	-
191865	MORGAN CITY HIGH SCHOOL	SAINT MARY	P	79	54	8	7	17	22	-	-	-	-	-
190033	MORRIS JEFF COMMUNITY SCHOOL	ORLEANS	P	40	25	1	6	9	9	-	-	-	-	-
192105	MOUNT CARMEL ACADEMY	ORLEANS	N	220	216	66	62	79	9	-	-	-	-	-
191895	MOUNT HERMON HIGH SCHOOL	WASHINGTON	P	22	12	1	2	3	6	-	-	-	-	-
190133	MOUNT OLIVE CHRISTIAN SCHOOL	CLAIBORNE	N	1	-	-	-	-	-	-	-	-	-	-
191109	MUSLIM ACADEMY	JEFFERSON	N	9	3	-	-	-	3	-	-	-	-	-
191920	NATCHITOCHES CENTRAL HIGH SCH	NATCHITOCHES	P	207	122	7	21	50	44	-	-	-	-	-
191924	NATCHITOCHES PARISH TECHNICAL AND CAREER CENTER	NATCHITOCHES	P	13	-	-	-	-	-	-	-	-	-	-
191940	NEGREET HIGH SCHOOL	SABINE	P	35	33	3	6	6	18	-	-	-	-	-
191825	NEVILLE HIGH SCHOOL	OUACHITA	P	185	137	16	26	52	43	-	-	-	-	-
190067	NEW HARMONY HIGH INSTITUTE	ORLEANS	P	-	-	-	-	-	-	-	-	-	-	-
191967	NEW IBERIA SENIOR HIGH SCHOOL	IBERIA	P	199	96	12	27	33	24	-	-	-	-	-
192591	NEW LIVING WORD SCHOOL	LINCOLN	N	-	-	-	-	-	-	-	-	-	-	-
192140	NEW ORLEANS ACCELERATED HIGH SCHOOL	ORLEANS	P	3	1	-	1	-	-	-	-	-	-	-
192109	NEW ORLEANS CENTER FOR CREATIVE ARTS	ORLEANS	P	49	40	6	10	15	9	-	-	-	-	-
192112	NEW ORLEANS CHARTER SCIENCE & MATH HS	ORLEANS	P	61	27	-	2	9	16	-	-	-	-	-
192136	NEW ORLEANS MILITARY AND MARITIME ACAD	ORLEANS	P	73	25	1	2	14	8	-	-	-	-	-
192940	NORTH CADDO HIGH SCHOOL	CADDO	P	52	27	1	2	2	22	-	-	-	-	-
192320	NORTH CENTRAL HIGH SCHOOL	SAINT LANDRY	P	29	7	-	-	3	4	-	-	-	-	-
192795	NORTH DESOTO HIGH SCHOOL	DESOTO	P	149	82	10	25	29	28	-	-	-	-	-
190015	NORTH VERMILION HIGH SCHOOL	VERMILION	P	117	83	9	16	35	23	-	-	-	-	-
192775	NORTH WEBSTER HIGH SCHOOL	WEBSTER	P	79	48	7	5	11	25	-	-	-	-	-
190217	NORTHDALE SUPERINTENDENT'S ACADEMY	EAST BATON ROUGE	P	11	1	-	-	1	-	-	-	-	-	-
192996	NORTHEAST BAPTIST SCHOOL	OUACHITA	N	7	6	1	3	1	1	-	-	-	-	-
991692	NORTHEAST CLAIBORNE CHARTER (JUNCTION CITY)	CLAIBORNE	P	11	5	1	2	1	1	-	-	-	-	-
193060	NORTHEAST HIGH SCHOOL	EAST BATON ROUGE	P	43	9	1	2	3	3	-	-	-	-	-
190583	NORTHLAKE CHRISTIAN SCHOOL	SAINT TAMMANY	N	44	36	8	9	12	7	-	-	-	-	-
190293	NORTHSHORE CHARTER SCHOOL	WASHINGTON	P	-	-	-	-	-	-	-	-	-	-	-
192747	NORTHSHORE HIGH SCHOOL	SAINT TAMMANY	P	289	193	46	57	60	30	-	-	-	-	-
190614	NORTHSIDE CHRISTIAN SCHOOL	ACADIA	N	11	9	1	3	3	2	-	-	-	-	-
191437	NORTHSIDE SENIOR HIGH SCHOOL	LAFAYETTE	P	94	22	-	-	6	16	-	-	-	-	-
192305	NORTHWEST HIGH SCHOOL	SAINT LANDRY	P	89	45	2	9	14	20	-	-	-	-	-
190330	NORTHWOOD HIGH SCHOOL	RAPIDES	P	36	21	-	-	5	16	-	-	-	-	-
192692	NORTHWOOD HIGH SCHOOL	CADDO	P	164	67	4	6	28	29	-	-	-	-	-
190615	NOTRE DAME HIGH SCHOOL	ACADIA	N	82	75	13	29	23	10	-	-	-	-	-
190077	OAK FOREST ACADEMY	TANGIPAHOA	N	47	43	3	17	14	9	-	-	-	-	-
192265	OAK GROVE HIGH SCHOOL	WEST CARROLL	P	44	28	1	11	10	6	-	-	-	-	-
190795	OAK HILL HIGH SCHOOL	RAPIDES	P	55	32	5	7	9	11	-	-	-	-	-
192255	OAKDALE HIGH SCHOOL	ALLEN	P	46	39	5	4	10	20	-	-	-	-	-
192275	OBERLIN HIGH SCHOOL	ALLEN	P	19	13	1	3	1	8	-	-	-	-	-
190491	OLD BETHEL CHRISTIAN ACADEMY	CALDWELL	N	4	2	-	1	1	-	-	-	-	-	-
192285	OPELOUSAS CATHOLIC SCHOOL	SAINT LANDRY	N	29	24	2	4	13	5	-	-	-	-	-
192300	OPELOUSAS SENIOR HIGH SCHOOL	SAINT LANDRY	P	125	50	4	8	11	27	-	-	-	-	-
191107	OPEN DOOR CHRISTIAN ACADEMY	LIVINGSTON	N	4	4	1	-	1	2	-	-	-	-	-
191829	OUACHITA CHRISTIAN SCHOOL	OUACHITA	N	54	54	12	26	13	3	-	-	-	-	-
191830	OUACHITA PARISH HIGH SCHOOL	OUACHITA	P	182	121	7	30	30	54	-	-	-	-	-

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192710	SICILY ISLAND HIGH SCHOOL	CATAHOULA	P	18	15	-	2	1	12	-	-	-	-	-
991893	SIHAF K-12 LEARNING ACADEMY	CADDO	N	-	-	-	-	-	-	-	-	-	-	-
190493	SILLIMAN INSTITUTE	EAST FELICIANA	N	25	22	2	10	8	2	-	-	-	-	-
192735	SIMPSON HIGH SCHOOL	VERNON	P	19	13	1	-	4	8	-	-	-	-	-
192740	SIMSBORO HIGH SCHOOL	LINCOLN	P	29	14	-	2	3	9	-	-	-	-	-
192745	SINGER HIGH SCHOOL	BEAUREGARD	P	10	4	-	1	1	2	-	-	-	-	-
192739	SLAUGHTER COMMUNITY CHARTER SCHOOL	EAST FELICIANA	P	27	18	3	6	5	4	-	-	-	-	-
192750	SLIDELL HIGH SCHOOL	SAINT TAMMANY	P	181	129	18	18	42	51	-	-	-	-	-

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					Total	Honors	Performance	Opportunity	Recn	Total	Honors	Performance	Opportunity	Recn
192139	SOPHIE B WRIGHT LEARNING ACADEMY	ORLEANS	P	71	37	-	4	19	14	-	-	-	-	-
191625	SOUTH BEAUREGARD HIGH SCHOOL	BEAUREGARD	P	65	48	9	10	13	16	-	-	-	-	-
190602	SOUTH CAMERON HIGH SCHOOL	CAMERON	P	14	10	-	2	-	8	-	-	-	-	-
190985	SOUTH LAFOURCHE HIGH SCHOOL	LAFOURCHE	P	159	117	23	26	37	31	-	-	-	-	-
192448	SOUTH PLAQUEMINES HIGH SCHOOL	PLAQUEMINES	P	53	21	3	2	7	9	-	-	-	-	-
191245	SOUTH TERREBONNE HIGH SCHOOL	TERREBONNE	P	132	94	10	24	31	29	-	-	-	-	-
190200	SOUTHERN UNIVERSITY LAB SCHOOL	EAST BATON ROUGE	P	39	16	-	-	5	11	-	-	-	-	-
991836	SOUTHERN UNIVERSITY LAB VIRTUAL SCHOOL	EAST BATON ROUGE	P	5	5	1	1	2	1	-	-	-	-	-
191838	SOUTHSIDE ALTERNATIVE HIGH SCHOOL	OUACHITA	P	5	-	-	-	-	-	-	-	-	-	-
190041	SOUTHSIDE HIGH SCHOOL	LAFAYETTE	P	339	271	36	66	97	72	-	-	-	-	-
192699	SOUTHWOOD HIGH SCHOOL	CADDO	P	158	54	1	3	16	34	-	-	-	-	-
192765	SPRINGFIELD HIGH SCHOOL	LIVINGSTON	P	69	38	4	9	9	16	-	-	-	-	-
192601	ST AMANT HIGH SCHOOL	ASCENSION	P	461	327	37	95	108	87	-	-	-	-	-
192526	ST JOHN ALTERNATIVE SCHOOL	SAINT JOHN THE BAPTIST	P	-	-	-	-	-	-	-	-	-	-	-
192210	ST KATHERINE DREXEL PREPARATORY SCHOOL	ORLEANS	N	-	-	-	-	-	-	-	-	-	-	-
191154	ST THOMAS AQUINAS DIOCESAN	TANGIPAHOA	N	47	39	12	9	14	4	-	-	-	-	-
190186	ST. MICHAEL THE ARCHANGEL	EAST BATON ROUGE	N	114	90	24	20	42	4	-	-	-	-	-
191610	STANLEY HIGH SCHOOL	DESOTO	P	29	15	3	2	5	5	-	-	-	-	-
192780	STARKE HIGH SCHOOL	CALCASIEU	P	11	8	-	-	5	3	-	-	-	-	-
998084	STEM MAGNET ACADEMY OF POINTEE COUPEE	POINTEE COUPEE	P	-	-	-	-	-	-	-	-	-	-	-
192793	STERLINGTON HIGH SCHOOL	QUACHITA	P	96	73	14	18	18	23	-	-	-	-	-
190066	STPPS VIRTUAL SCHOOL	SAINT TAMMANY	P	-	-	-	-	-	-	-	-	-	-	-
192055	STREHLE COMMUNITY SCHOOL	JEFFERSON	P	7	2	-	-	1	1	-	-	-	-	-
192805	SULPHUR HIGH SCHOOL	CALCASIEU	P	224	179	24	42	58	55	-	-	-	-	-
192810	SUMMERFIELD HIGH SCHOOL	CLAIBORNE	P	-	-	-	-	-	-	-	-	-	-	-
192833	TALLULAH ACADEMY-DELTA CHRISTIAN SCHOOL	MADISON	N	9	5	-	2	3	-	-	-	-	-	-
190081	TANGIPAHOA ALTERNATIVE PROGRAMS	TANGIPAHOA	P	-	-	-	-	-	-	-	-	-	-	-
190242	TARA HIGH SCHOOL	EAST BATON ROUGE	P	95	19	1	-	4	14	-	-	-	-	-
192630	TENSAS ACADEMY	TENSAS	N	7	6	2	-	3	1	-	-	-	-	-
192769	TENSAS HIGH SCHOOL	TENSAS	P	28	5	-	-	2	3	-	-	-	-	-
191250	TERREBONNE HIGH SCHOOL	TERREBONNE	P	168	125	19	23	42	41	-	-	-	-	-
191421	TEURLINGS HIGH SCHOOL	LAFAYETTE	N	131	116	36	23	43	14	-	-	-	-	-
190962	THE BOWLING GREEN SCHOOL	WASHINGTON	N	30	25	7	4	10	4	-	-	-	-	-
190051	THE CHRISTIAN ACADEMY OF LOUISIANA	WEST BATON ROUGE	N	4	4	-	1	2	1	-	-	-	-	-
190244	THE DUNHAM SCHOOL	EAST BATON ROUGE	N	53	49	19	17	9	4	-	-	-	-	-
192080	THE LOUISE MCGEHEE SCHOOL	ORLEANS	N	17	15	6	5	3	1	-	-	-	-	-
193086	THE NET 2 CHARTER HIGH SCHOOL	ORLEANS	P	11	1	-	-	-	1	-	-	-	-	-
190010	THE NET CHARTER HIGH SCHOOL	ORLEANS	P	11	-	-	-	-	-	-	-	-	-	-
192860	THIBODAUX HIGH SCHOOL	LAFOURCHE	P	230	152	23	35	40	54	-	-	-	-	-
191122	THOMAS JEFFERSON SENIOR HIGH	JEFFERSON	P	76	73	24	16	26	7	-	-	-	-	-
190019	THRIVE ACADEMY	EAST BATON ROUGE	P	-	-	-	-	-	-	-	-	-	-	-
192865	TIOGA HIGH SCHOOL	RAPIDES	P	192	96	6	18	36	36	-	-	-	-	-
991590	TRAVIS HILL SCHOOL AT YOUTH STUDY CENTER	ORLEANS	P	1	-	-	-	-	-	-	-	-	-	-
193061	TRINITY CHRISTIAN ACADEMY (ZACHARY)	EAST BATON ROUGE	N	-	-	-	-	-	-	-	-	-	-	-
190027	TRINITY HIGH SCHOOL	RAPIDES	N	-	-	-	-	-	-	-	-	-	-	-
191544	U.S. YOUTH SERVICES (RED RIVER ACADEMY)	RAPIDES	N	-	-	-	-	-	-	-	-	-	-	-
190826	UNION CHRISTIAN ACADEMY	UNION	N	11	7	-	2	2	3	-	-	-	-	-
190875	UNION PARISH HIGH SCHOOL	UNION	P	77	27	-	1	5	21	-	-	-	-	-
192347	UNIVERSITY ACADEMY OF CENLA (CENLA CHRISTIAN AC.)	RAPIDES	N	37	32	6	10	10	6	-	-	-	-	-
190196	UNIVERSITY VIEW ACADEMY, INC.	EAST BATON ROUGE	P	258	134	17	29	50	38	-	-	-	-	-
192195	URSULINE ACADEMY	ORLEANS	N	54	46	11	8	19	8	-	-	-	-	-
190087	V. B. GLENCOE CHARTER SCHOOL	SAINT MARY	P	-	-	-	-	-	-	-	-	-	-	-
191230	VANDEBILT CATHOLIC HIGH SCHOOL	TERREBONNE	N	127	110	33	34	39	4	-	-	-	-	-
192885	VARNADO HIGH SCHOOL	WASHINGTON	P	31	9	-	1	-	8	-	-	-	-	-
190020	VERMILION CATHOLIC HIGH SCHOOL	VERMILION	N	39	35	11	11	11	2	-	-	-	-	-
192900	VIDALIA HIGH SCHOOL	CONCORDIA	P	52	29	5	4	9	11	-	-	-	-	-
192925	VILLE PLATTE HIGH SCHOOL	EVANGELINE	P	93	40	2	6	5	27	-	-	-	-	-
192930	VINTON HIGH SCHOOL	CALCASIEU	P	34	26	2	5	9	10	-	-	-	-	-
192853	VIRTUAL ACADEMY OF LAFOURCHE	LAFOURCHE	P	21	13	2	2	4	5	-	-	-	-	-
192945	WALKER HIGH SCHOOL	LIVINGSTON	P	357	236	24	57	72	83	-	-	-	-	-
991572	WARE YOUTH CENTER	RED RIVER	P	-	-	-	-	-	-	-	-	-	-	-
192205	WARREN EASTON SENIOR HIGH	ORLEANS	P	157	59	-	7	17	35	-	-	-	-	-
191495	WASHINGTON/MARION MAGNET HS	CALCASIEU	P	63	45	1	4	4	36	-	-	-	-	-
192970	WELSH HIGH SCHOOL	JEFFERSON DAVIS	P	52	36	3	5	8	20	-	-	-	-	-

TOPS Status For 2022 High School Grads by School

Data as of 8/15/2022

192615	WEST FELICIANA HIGH SCHOOL	WEST FELICIANA	P	131	87	20	19	20	28	-	-	-	-	-
191165	WEST JEFFERSON HIGH SCHOOL	JEFFERSON	P	201	52	-	3	12	37	-	-	-	-	-
192995	WEST MONROE HIGH SCHOOL	OUACHITA	P	315	230	45	47	75	63	-	-	-	-	-
190388	WEST OUACHITA HIGH SCHOOL	OUACHITA	P	184	131	17	33	52	29	-	-	-	-	-
190770	WEST ST JOHN HIGH SCHOOL	SAINT JOHN THE BAPTIST	P	30	8	-	-	3	5	-	-	-	-	-
190152	WEST ST. MARY HIGH SCHOOL	SAINT MARY	P	54	16	1	-	7	8	-	-	-	-	-
191970	WESTGATE HIGH SCHOOL	IBERIA	P	115	55	3	8	18	26	-	-	-	-	-
192982	WESTLAKE HIGH SCHOOL	CALCASIEU	P	68	52	5	5	19	23	-	-	-	-	-
192304	WESTMINSTER CHRISTIAN ACADEMY	SAINT LANDRY	N	23	20	4	6	4	6	-	-	-	-	-

ACT Code	School Name	Parish	School Type	Students Processed (1)	TOPS Eligible					TOPS Recipients				
					Total	Honors	Performance	Opportunity	Recn	Total	Honors	Performance	Opportunity	Recn
190030	WESTMINSTER CHRISTIAN ACADEMY OF LAFAYETTE	LAFAYETTE	N	5	4	1	1	1	1	-	-	-	-	-
191345	WESTON HIGH SCHOOL	JACKSON	P	34	33	2	5	4	22	-	-	-	-	-
193000	WHITE CASTLE HIGH SCHOOL	IBERVILLE	P	41	13	1	4	3	5	-	-	-	-	-
193018	WINNFIELD SENIOR HIGH SCHOOL	WINN	P	67	28	4	4	15	5	-	-	-	-	-
190250	WOODLAWN HIGH SCHOOL	EAST BATON ROUGE	P	204	88	10	16	32	30	-	-	-	-	-
192703	WOODLAWN LEADERSHIP ACADEMY	CADDO	P	70	14	-	-	1	13	-	-	-	-	-
999121	WORD MINISTRIES CHRISTIAN ACADEMY	SAINT LANDRY	N	-	-	-	-	-	-	-	-	-	-	-
192707	WORD OF GOD ACADEMY	CADDO	N	14	11	2	2	6	1	-	-	-	-	-
191843	WOSSMAN HIGH SCHOOL	OUACHITA	P	91	31	-	4	14	13	-	-	-	-	-
190063	YOUNG AUDIENCES CHARTER HIGH SCHOOL	JEFFERSON	P	-	-	-	-	-	-	-	-	-	-	-
193070	ZACHARY HIGH SCHOOL	EAST BATON ROUGE	P	270	187	42	46	63	36	-	-	-	-	-
193080	ZWOLLE HIGH SCHOOL	SABINE	P	52	29	2	5	9	13	-	-	-	-	-
Total				36,091	22,993	3,868	4,972	7,408	6,745	2	-	2	-	-

Notes:
P=Public
N=Non-Public

- (1) This count includes Louisiana resident and nonresident students that graduated from high school in the indicated high school academic year (September 1st of the previous year to August 31st of the indicated year) and LOSFA received a completed FAFSA or TOPS Online Application.
- (2) Louisiana resident students that did not graduate from an eligible Louisiana High School and nonresident applicants are evaluated for TOPS eligibility under the TOPS Alternate Eligibility Criteria. Students screened under the TOPS Home study Alternate Eligibility Criteria are included in the "Home study" category, while all other students screened using the TOPS Alternate Eligibility Criteria are grouped in the "Alternate Eligibility" category. In addition, students displaced by Hurricanes Katrina and Rita were granted an exception to the TOPS core curriculum requirements and are grouped in the "Distance Diploma" category (2006-2008 graduates only).
- (3) A TOPS Recipient is a student who has received on their behalf at least one TOPS payment.
- (4) These numbers can change over time as students submit paperwork that changes their eligibility status, return from enrollment in an out-of- state postsecondary institution, enroll in school after an active-duty period in the military, or delay enrollment in a postsecondary institution among other reasons.

