

Louisiana Believes

High School Student Planning Guide

Focus: Developing Advanced & Basic College and
Workplace Skills

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High School Student Planning Guide

Welcome

- You are being placed in broadcast mode as you join the session to reduce background noise.
- No need to worry as there is no audio being shared at the moment. To access audio during the presentation, please dial **1-800-832-0736** and use room number **2834406**.
- If you have any issues, please contact Tristen Guillory via the **Q & A box** to the right of the screen or email tristen.guillory@la.gov.
- We will begin shortly. Thank you.

Lots of Stuff in Motion

Common Core Standards Jump Start
Advanced Placement Bulletin 741 Compass Early
Childhood Networks TOPS Choice Letter Grades
Progress Points Transition Plan SLTs Course Choice
MFP PARCC ACT WorkKeys Graduation Index Dual
Enrollment Act I Curriculum Guidebooks
Instructional Reviews Technology Footprint
Compensation Teacher Leaders Network Teams
CLEP District Planning Guide Teacher Prep Programs

The Stuff of Long-term Success

The stuff of change in our education system can be and should be the stuff of a powerful, long-term strategy to sustain our progress that has three simple elements:

- **Nationally valid credentials** for our students from early childhood thorough the college and workforce
- **Tools for educators** to plan in supporting students to reach those credentials
- **Local, collaborative processes** to unlock creativity of institutions and people closest to kids.

Our job now, as leaders, is to bring it all together

Bringing High School, College, and the Workforce Together

- **The challenge**: The economy and workforce allow for more pathways than just four-year college degrees. But the economy and the workforce also require nationally valid credentials, through college or other education programs.
- **Progress**: We now have a system that creates incentives for nationally valid pathway credentials of a wide variety: [ACT/WorkKeys](#), [TOPS Core](#), and [TOPS Tech Core](#) for *college and workforce admission*; dual enrollment courses, [AP courses](#), and basic industry credentials for *college and workforce preparation*; and dual enrollment/[CLEP tests](#), [AP tests](#), and advanced credentials for *validation*.
- **The future**: Students will participate in at least one of two [pathways](#), TOPS University and Jump Start TOPS Tech, both of which provide rewards for schools, align with TOPS and TOPS Tech, and validate students on national benchmarks.
- **Bring it all together**: Make sure students and families have regular meetings with career and college counselors; choose paths with them that reward students and schools; use the [Supplemental Course Allocation](#) and [Career Development Fund](#) to offer course choices leading to college and industry credit.

Overview

The [High School Student Planning Guide](#) includes a series of five chapters which show administrators, counselors, and teachers how to use key policies, programs, and resources to help students and schools achieve their goals.

Guidebook Topics

- **Planning for struggling students** through Individual Graduation Plan guidance and providing high school courses necessary to complete fundamental freshman course requirements in a [Transitional 9th Grade](#).
- **Focusing 9th and 10th grade students on** mastering a set of **foundational academic skills** in core subjects instead of committing them to a single [graduation path](#) too early in high school, before they have had the chance to explore and discover their true interests.
- **Developing basic and advanced college and workplace skills** in the 11th and 12th grades to prepare students for college and career success, and ensure they are competitive in any workplace or academic environment.
- **Counseling and supporting** student access to graduation pathways they discover are right for them, utilizing assessments, data, new sources of funding, **the [Supplemental Course Academy](#)**, and the [Statewide Counselor Assistance Center](#).
- **Earning recognition for school excellence** through an [accountability system](#) that rewards schools for helping students successfully pursue their college and career aspirations.

1) Planning for Struggling Students

- Middle School Credit Opportunities
- Arriving on the High School Campus
- Individual Graduation Plans
- Pupil Progression Plans
- Transitional 9th Grade

2) Focusing on 9th and 10th Grade Students

- Components of College and Career Counseling
- Indicators for student placement
- [Supplemental Course Academy](#)

2) Focusing on 9th and 10th Grade Students (Continued)

- Student Organizations
- Common Fundamental Coursework
- Carnegie Credit and Credit Flexibility

3) Developing Advanced and Basic College and Workplace

- Select the initial Pathway
- Identify Students Interests
- Research Credential and Career Opportunities
- Identify Appropriate Coursework

3) Developing Advanced and Basic College and Workplace (Continued)

- Distinguish Among the Various Potential Secondary Pathways
- Pursue Postsecondary Coursework Options while in High School
- Postsecondary Pursuits
- Complete the Federal Student Aid [FAFSA](#)

4) Counseling and Supports

- [Louisiana Connect](#)
- [LA Counselor Assistance Center](#)
- [Counselor Support Toolbox](#)
- [Data Resources](#)

5) Seeking Rewards

- High School Transitioning & Accountability Measures
- [EOC and ACT Assessments](#)
- Graduation and Diploma Strength
- [Data Resources](#)

Focus: Developing Advanced and Basic College and Work Place Skills

TOPS University Pathway

- Ensures that students going to four-year colleges have taken a true college preparatory curriculum while in high school and have every chance possible to receive [TOPS](#)
- Students are rewarded for completing more rigorous AP[®], IB[®], and dual enrollment coursework with [increased weights](#) in the calculation of the TOPS GPA
- The TOPS GPA determines eligibility for the [TOPS award](#) and additional financial support during college

Jump Start TOPS Tech Pathway

- Students of all interests and capabilities can graduate high school by earning [credentials](#) that provide new opportunities for a successful adulthood.
- Students who complete a Jump Start TOPS Tech Pathway will have attained an industry credential and will also be prepared to continue to post-secondary opportunities.

Accountability Implications

The graduation index in the accountability system is the core measure of the extent to which high schools have prepared students for college or a career .

| GRADUATION INDEX POINTS AWARDED | STUDENT RESULT (2013-14 Graduates) |
|---------------------------------|---|
| 150 pts. | <p>Four-year graduate with any diploma achieving an advanced statewide Jump Start credential OR having at least one test score at the following levels: AP® score of 3 or higher, IB® score of 4 or higher, or CLEP® score of 50.</p> <p><i>Four-year graduates achieving both an advanced statewide Jump Start credential AND a qualifying test score listed above will generate 160 points.</i></p> |
| 110 pts. | <p>Four-year graduate with any diploma achieving a basic statewide Jump Start credential OR having at least one passing course grade for TOPS credit of the following type: Advanced Placement®, college credit, dual enrollment*, or International Baccalaureate®.</p> <p><i>Four-year graduates achieving both a basic statewide Jump Start credential AND a passing course grade for TOPS credit will generate 115 points.</i></p> |
| 100 pts. | Four-year graduate with any diploma (includes Career Diploma student with a regional Jump Start credential) |
| 75 pts. | Five-year graduate with any diploma |
| 50 pts. | Six-year graduate with any diploma |
| 25 pts. | HiSET® (formerly GED) |
| 0 pts. | Non-graduate without HiSET® |

* For the basic credential 110 point reward, dual enrollment must count for TOPS Core Curriculum starting with 2014-15 graduates.

Counselors Need to Work With Students To:

1. Select an Initial Pathway

- Review academic records and [PLAN[®]](#) scores
- Identify potential coursework to enhance the students' curricular options

2. Identify Students Interests

- [PLAN[®] World-of-Work Map](#)
- [Louisiana Workforce Commission tools](#)
- [Louisiana Build Your Future](#)

3. Research Credential and Career Opportunities

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

Counselors Need to Work with Students To: (Continued)

4. Identify Appropriate Coursework

- [Jump Start](#) offers students flexibility by choosing a pathway and spending time in the junior and senior year taking courses designed by regional teams of industry leaders, economic development organizations, technical colleges, and school districts with sequences of in- and out-of-school courses and apprenticeships designed to yield work-ready graduates.
- The [TOPS University Pathway](#) will allow students to continue to pursue core academic credits that mirror the [TOPS Core curriculum](#).

5. Distinguish Among the Various Potential Secondary Pathways

- [Louisiana's Community and Technical Colleges](#)
- [Four-year State Universities](#)
- [Private and Out-of-State Universities](#)

Counselors Need to Work with Students To: (Continued)

6. Pursue Postsecondary Coursework Options while in High School

- Advanced Placement[®] - offers students the opportunity to earn college credit by demonstrating mastery of rigorous content through high school-based courses.
- International Baccalaureate[®] - offer rigorous educational options to students with the potential to earn college credit while still in high school.
- CLEP[®] - a computer-based credit by exam opportunity that offers the chance for students to be awarded college credit for knowledge gained through dual enrollment coursework.
- Dual Enrollment - the simultaneous enrollment of a student at both high school and college in which the student receives credit on both their high school and college transcripts for the same course.

Counselors Need to Work with Students To: (Continued)

7. Postsecondary Pursuits

Students should follow the Junior/Senior year college planning steps that are outlined in the [LELA College Planning Guide](#), Louisiana's non-profit resource for college planning and support for statewide outreach initiatives to help assure their path to college.

8. Complete the application Federal Student Aid (FAFSA)

To apply for [TOPS](#), students must complete the Free Application for [Federal Student Aid \(FAFSA\)](#) or the TOPS Online [Application](#). The [FAFSA](#) must be completed by students who qualify for federal grant aid and by students who are seeking other forms of financial aid

High School Student Planning Guide

Q & A

You may now submit questions using the **Q & A box** on the right hand side of your screen.

Guidebook Printing Requests

- All of the [High School Student Planning Guidebooks](#) are interactive documents, but may be downloaded and printed with your preferred method.
- For convenience, the Department has provided reprint forms for every guidebook via State Printing. You may download a form below, provide quantity and contact information, and send electronically to Diane.McMahon@la.gov with State Printing for an accurate quote.
- There is no minimum or maximum quantities, but please be aware that cost per book decreases with larger requests.

Contact Information

For more information on the *High School Student Planning Guide*, please contact:

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