

Louisiana Believes

High School Student Planning Guide Focusing on 9th and 10th Grade Students

Ken Bradford, Assistant Superintendent
Tristen Guillory, College Readiness Coordinator
Office of Student Opportunities



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](tel:1-800-832-0736) and use room number [2834406](tel: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](#)

Focusing on 9th and 10th Grade Students

Beginning in 2014-15 and thereafter, every 9th and 10th grade student will take core academic coursework to work towards a diploma.

At the conclusion of 10th grade, a student may choose to work toward a [Jump Start TOPS Tech Pathway](#) or pursue the [TOPS University Pathway](#).

Decisions are made with counseling and guidance, based on the student's interests, capabilities and ambitions.

Counselor Tools and Supports

Individual Graduation Plans

Each student should develop an [IGP](#) by the end of grade 8 to guide coursework and to assist the student in exploring educational and career possibilities as part of an overall career/postsecondary plan.

College and Career Counseling

The College Board's National Office for School Counselor Advocacy (NOSCA), provides resources for individual student planning for college and career readiness.

Indicators for student placement include:

- ACT[®] [Plan[©]](#) and [Explore[©]](#)
- Benchmark Data
- [EOC Data](#)
- Teacher/Parent Feedback

Supplemental Courses and Funding

Supplemental Course Academy

[Supplemental Course Academy \(SCA\)](#) gives school districts and other public schools an allocation related to the cost of high school credit courses. SCA course offerings are individualized to the needs of secondary students and provided outside the traditional secondary school.

Funding

The 2014-15 MFP provides schools with a variety of funding sources:

- [Supplemental Course Academy](#)
- [MFP Career Development Fund](#)
- [Carl Perkins](#)
- [Jump Starting Jump Start Grant Funding](#) (new applications due in October, 2014)
- [TOPS TECH EARLY START](#)

Student Organizations and Fundamental Coursework

Student Organizations

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

Common Fundamental Coursework

Irrespective of the diploma pathway chosen, Louisiana's 9th and 10th grade students will take common fundamental coursework. Each student will be required to complete 2 units of English, Math, Science, Social Studies and health & PE in these grades.

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

Carnegie Credit and Credit Flexibility

Carnegie Credit

To issue Carnegie credit, LEAs shall provide the following:

- 7.965 instructional minutes for one Carnegie credit
- 3.983 instructional minutes for one-half Carnegie credit

Carnegie Credit Based on Proficiency

LEAs must notify LDE of the following on behalf of any student:

- Name of proficiency exam or a copy of the examination
- If not locally developed or nationally recognized, the score required to demonstrate proficiency or a listing of requirements for portfolio submissions.

**Proficiency in a course with a state-administered end-of-course exam must be demonstrated using the end-of-course exam.*

***LEAs shall determine whether to award the letter grade earned on the proficiency assessment(s) or a P (pass) when a student demonstrates proficiency.*

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:

Tristen.Guillory@la.gov
College Readiness Coordinator

or

Ken.Bradford@la.gov
Assistant Superintendent
Louisiana Department of Education