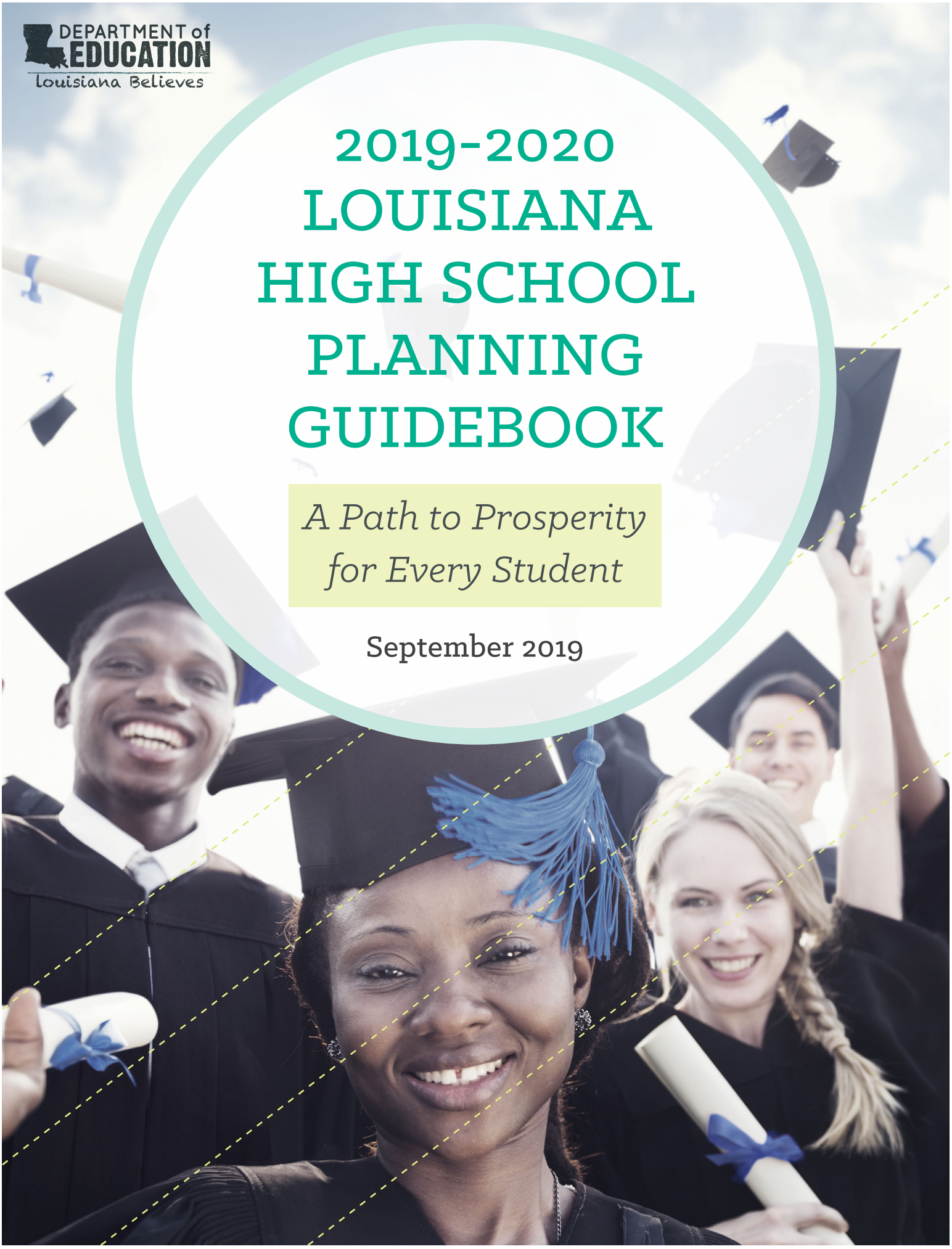
DEPARTMENT of EDUCATION
Louisiana Believes

2019-2020 LOUISIANA HIGH SCHOOL PLANNING GUIDEBOOK

A Path to Prosperity for Every Student

September 2019



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INTRODUCTION

More Louisiana students than ever before are graduating with the academic courses, career credentials, and financial support they need to be successful after high school. In fact, the **Class of 2018 was the highest achieving in state history**.

The state's high school cohort graduation rate ***increased from 78.2 percent in 2017 to 81.4 percent in 2018.*** *The graduation rate has improved 9.1 percentage points since 2012, a faster pace over time than the national growth of only 4.6 percentage points.* ***Louisiana graduated 40,124 students last year, up from 39,395 in 2017.***

50.4 percent of the Class of 2018 *earned early college credit or a statewide industry-based credential—a* ***12.9 percent increase since 2013.***

The Class of 2018 saw growth in the number of students who were eligible for TOPS scholarships. ***16,289 students were eligible for a TOPS award in 2012, and 21,280 students were eligible for the award in 2018—a 31 percent increase.***

A record 25,083 public high school graduates from the Class of 2018 *enrolled in college in the fall immediately following graduation,* ***an increase of 1,566 over the Class of 2017 and an increase of 4,626 over the Class of 2012.***

A record 15,756 students in the Class of 2017 *demonstrated their readiness for college and a career by scoring a* ***21 or above on the ACT®.***

10,918 students in the Class of 2018 earned credit-qualifying scores *on Advanced Placement® (AP) exams—an* ***increase of 40 percent since 2015.***

Louisiana's comprehensive plan to prepare students for college and career success includes a system of related policies and programs to provide all students with pathways to future prosperity. This **guidebook** *is designed to consolidate those policies and programs and provide educators with the resources they need to ensure all students are successful—from the time they arrive on the high school campus until the day they graduate.*

Access the complete list of Louisiana Department of Education guidebooks at
https://www.louisianabelieves.com/resources/about-us/louisiana's-guidebooks

PLAN FOR STUDENT SUCCESS

The high school experience opens doors for young adults—sparking interests, presenting opportunities, and expanding possibilities. To maximize this experience, students must have a smooth, well-planned transition to high school; to ensure their success until graduation, all students must have access to a range of academic opportunities and behavioral supports.

Creating a Layered Continuum of Behavioral Support

Schools that sustain a high level of performance for all students employ a layered continuum of academic, social-emotional, and behavioral support. In a multi-tiered system of support (MTSS), educators identify student needs early and provide real-time interventions based on data. MTSS prioritizes alignment of resources and support for students, teachers, and staff.

MTSS includes universal screening of all students for social and emotional needs, collaborative data-based decision making to guide more intensive screening and referrals, evidence-based interventions for students who have difficulty in routine instructional settings or who struggle with social-emotional behaviors, and frequent progress monitoring to assess interventions and facilitate necessary adjustments.

School systems should identify and implement a system of behavioral intervention response that aligns with the MTSS framework. The system should include the five components of MTSS: (1) team-driven shared leadership; (2) data-based problem solving and decision making; (3) layered continuum of supports; (4) evidence-based practices; and (5) family, school, and community partnering.

Building a High-Quality Academic Program

A curriculum defines how and what educators will teach to ensure their students learn a set of standards.

Selecting and implementing a high-quality curriculum has a significant impact on the quality of student learning. That curriculum must be connected to the standards-aligned assessments students take and the training teachers receive. When curriculum, assessments, and professional development work together, students are more likely to reach the expectations of the academic standards.

The Department assists local school systems in selecting high-quality curricula and aligning them with assessments and **professional development** by

- **reviewing** curricula for quality and supporting districts in accessing the best materials,
- providing **instructional resources** around high-quality curricula, and
- building **high-quality tools** to fill in the gaps when needed.

Please contact **classroomsupporttoolbox@la.gov** with questions. Visit the **LDOE Academics** and the **English Learners web page** for guidance on building quality programs for diverse learners.

Developing Robust Career-Technical Education Opportunities

Louisiana's Jump Start program is a nationally recognized model for career and technical education (CTE), requiring students to attain industry-valued credentials as part of their high school experience. Jump Start aligns Louisiana's K-12 CTE strategy with the state's economic development strategies, preparing students for the careers that will drive our state's future prosperity. Therefore, school leaders must carefully consider the resources they will need to meet the needs of their students as well as those of the larger community. All Louisiana students—whether they are on the TOPS Tech or the TOPS University Diploma track—must have the opportunity to obtain industry-based credentials that will prepare them for high-wage, high-demand careers.

REVIEW STUDENT RECORDS

Review information systems. Ensure that there are flexible classroom strategies and solid transition programs in place for students who have an **IEP**, **IAP**, **EL accommodation checklist**, and/or the designation of homeless or transient status. Provide relevant support and effective professional development for all school staff, and develop administrative procedures that increase the overall quality of students' school experience.

Review graduation plans. **Individual student planning** starts in the 8th grade and continues until graduation. Ideally, the records from the middle/junior high school will include an Individual Graduation Plan (IGP). This **form** provides information about the kinds of planning that occurred before students enter high school. Counselors should make time to meet with any students who arrive on the high school campus without an IGP.

Review placement recommendations from the middle/junior high. Research shows that students placed on a high school campus are less likely to drop out than students who are retained at the middle school. The School Building Level Committee (SBLC) at the middle school should review standardized test scores, past coursework, and student behavioral data to determine the most appropriate setting for each student. Placement in transitional ninth grade (T9) is at the discretion of the local school and/or school system where the student was enrolled in eighth grade. However, middle schools are highly encouraged to collaborate with the high school for such placement. See **page 13** of this guide for information about **Louisiana's Promotion Policy**.

DETERMINE FIRST-YEAR EXPERIENCE

Confirm or modify each student's placement for the first year experience: 9th or transitional 9th grade. For any eighth grade completer who transfers from another state or country after completing summer remediation, the school system shall determine appropriate placement **no later than October 1** of each school year. Most school systems determine eligibility for T9 based on a combination of the following data:

- benchmark assessments
- classroom evaluations
- course grades
- student growth
- IEP goals
- attendance records
- LEAP 360 diagnostics
- interim assessments
- LEAP 2025

Engage families in the high school experience and begin discussions about the range of possibilities available to students during their high school years. Provide information about opportunities to earn college credit and industry credentials; explain course recovery options when applicable. At schools with approved **Jobs for America's Graduates (JAG)** programs, inform parents about this national dropout prevention model.

Visit the **Graduation Pathways for Students with Disabilities** web page or the **Students with Disabilities Library** for tools to support planning an effective high school experience for students eligible for alternate diploma pathways. Refer to the **Louisiana Special Education Guidance for High School Students** for the policies that impact students with disabilities.

PLAN FOR STUDENT SUPPORT AND/OR BEHAVIORAL INTERVENTION

Develop a comprehensive counseling structure and support team.

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

Select an appropriate behavior intervention to integrate into the MTSS framework of behavioral response.

Students with chronic behavior problems face significant challenges in the classroom. Students who display problematic behaviors often exhibit other high-risk indicators such as excessive absenteeism, lack of engagement, academic difficulties in multiple content areas, and grade retention. Schools must consider these students in their school planning, and they must provide academic, behavioral, and mental health interventions and supports so that students can continue their academic pursuits. By extension, educators require professional development on classroom management, positive behavioral supports, conflict resolution, cross-cultural competence, restorative practices, and adolescent development.

All school personnel should understand effective, evidence-based approaches that promote a positive school climate and culture. The primary objective of all behavioral intervention practice is to ensure that students receive **appropriate, evidence-based interventions** so that they can make progress toward graduation, postsecondary education, and career success.

Select an appropriate social-emotional learning (SEL) curricula to integrate into the MTSS framework of behavioral response.

In addition to teaching core academics, schools should provide skill-building practices that promote positive social and emotional behaviors. Social-emotional learning (SEL) is the process of learning to manage emotions, set and achieve positive goals, learn and apply interpersonal skills, and make responsible decisions. The **Collaborative for Academic, Social and Emotional Learning (CASEL)**, posits five core competencies for helping students become successful adults: (1) self-awareness, (2) self-management, (3) social awareness, (4) relationship skills, and (5) responsible decision-making. For many students, school is the primary environment for developing them.

Social-emotional development involves coordination across systems and requires support, policy, and engagement with families and communities. The LDOE **Social-Emotional Learning Curricula and Strategies** document provides educators with a portfolio of vetted, evidence-based curricula and strategies to promote social-emotional learning.

The Department is committed to enhancing school climate and improving behavioral intervention practice throughout the state. The LDOE **Student Behavior and Discipline** web page contains guidance documents and presentation materials from the (inaugural) **2019 Behavioral Intervention Summit**.

Make decisions that are based on evidence.

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

Determine how often to evaluate an individual student's progress, specifying the data the support team will use to identify student progress and gaps.

Quarterly support team meetings are recommended as interim progress checks for reviewing course grades, common assessments, attendance records, and teacher/mentor evaluations.

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

- Review course schedule and student needs.
- Develop individual performance criteria as appropriate.

Consider outside resources for support.

Identify students who are eligible for vocational rehabilitation services from **Louisiana Rehabilitation Services** (LRS). LRS can provide pre-employment transition services (Pre-ETS), career interest identification, soft skills training, job development, job coaching, and job placement.

Educate school personnel and families about graduation options for all students.

Students who are eligible to take the LEAP Connect (alternate assessment) are able to pursue an alternate pathway to a high school diploma. This pathway mirrors the requirements of the traditional graduation pathway and consists of academic, assessment, workforce readiness, and transition components that the student must meet in order to receive a diploma. The diploma looks identical to a regular high school diploma, and the student's transcript will identify whether the student took Carnegie unit courses or applied credit courses.

SELECT APPROPRIATE ACADEMIC EXPERIENCES

In Louisiana, school systems purchase instructional materials that they determine are best for their local communities. To support this process, educators and experts from across the state have reviewed a large body of resources to determine how well they align with state **standards**. To make the evaluation results understandable and accessible, the Department designates these programs with tiers and provides the **curricular resources annotated reviews** online. The Department also provides the following resources:

- **Teacher toolbox**
- **Grade-specific libraries**
- **English Language Arts (ELA) Guidebooks**
- **Math planning resources**
- **Social studies planning resources**
- **Science planning resources**

Once a school system has selected its resources, principals must support teachers with quality professional development around those materials. Using the **curriculum implementation scale** as a guide, principals should observe teachers, review classroom assessment data, and look at student work to determine the level of support teachers need to implement the curriculum effectively. The LDOE Curriculum Implementation Series provides school leaders with strategies and resources for developing a quality professional development plan:

- **Curriculum Implementation, Part 1**
- **Curriculum Implementation, Part 2**
- **Curriculum Implementation, Part 3**

PROVIDE RELEVANT CAREER AND TECHNICAL EXPERIENCES

In order to provide students with the greatest range of opportunity, schools must offer state-of-the-art career and technical education facilities, equipment, and instruction. Students who attain a high-demand credential during high school will be better prepared for continued success—regardless of the **graduation pathway** they ultimately pursue. Micro-Enterprise, Pre-Engineering, Digital Design and Emergent Media, and Environmental Protection and Sustainability are just a few of the high-demand **Jump Start pathways** that schools can make available to students. The **Jump Start Graduation Pathways Master Spreadsheet** provides the most current information about all approved pathways.

In addition to providing access to relevant credentials, schools must give students the opportunity to learn about careers early and often. To prepare students for their options in high school, Louisiana middle schools expose students to several career exploration activities. Activities might include career interest inventories, job shadowing, field trips, guest speakers, community service activities, and other experiences that are designed to introduce students to the occupations that are in-demand in Louisiana. Students may have also taken a career development course in middle school.

All students can benefit from taking a high school-level career readiness course; students who choose a Jump Start pathway are required to complete at least one. **Quest for Success (QFS)**. (QFS) is Louisiana's innovative career exploration course that prepares students for career and life success. Now available statewide, this high school-level course is beneficial to students in either diploma pathway. Students explore their interests, develop essential workforce skills, and research careers and industry sectors. Written by leading educators from across the state, the course is a product of the **Louisiana Educator Voice Fellowship**, a partnership between the Louisiana Department of Education and the national nonprofit organization **America Achieves**.

Schools with certain programs have additional career readiness course options. **Jobs for America's Graduates (JAG)** is a state-based national nonprofit organization dedicated to preventing dropouts among young people who have serious barriers to graduation and/or employment. The program includes a for-credit class that trains students in career development, job attainment, job survival, basic skills, leadership, and self-development. Louisiana is one of 34 states in the **JAG National Network**. Agriscience arms students with knowledge of agricultural, scientific principles, agrifinance, agribusiness, and food science. Students of agriscience also learn about the history of the field and the science applications involved in that industry sector. Two of the **courses** in the **Agriculture Tech pathway** include career development lessons and activities that apply to a wide variety of careers.

FOCUS ON CORE ACADEMICS: 9TH AND 10TH GRADES

OVERVIEW

During the first two years of high school, students should focus on building on the knowledge and skills they gained in previous grades. Every 9th and 10th grade student will take core academic classes to pursue a diploma. At the completion of the 10th grade year, a student may choose a Jump Start TOPS Tech Pathway, the TOPS University Pathway, or both. Students, families, and educators collaborate to make these decisions based on a student's interests, capabilities, and ambitions. These decisions are updated annually in the student's **Individual Graduation Plan** (IGP).

FOCUS ON 9TH & 10TH GRADE STUDENTS

- ✓ Determine Appropriate Placement
- ✓ Plan for Student Engagement
- ✓ Schedule Student Coursework
- ✓ Select Initial Student Pathway

STEP 1: Determine Appropriate Placement

Academic Considerations

- Data indicators for student placement can include information from a variety of sources:
  - » statewide assessments
  - » student growth measure
  - » teacher SLT data
  - » benchmark assessments
  - » state-released practice tests
  - » classroom assessments
  - » IEP goals
  - » course grades
  - » IGPs

Career Considerations

- **Readiness** – Does the student have the necessary skills to be successful in the workplace?
- **Interests** – What are the student's hobbies outside of school?
- **Strengths** – What does the student perceive to be strengths and abilities?

STEP 2: Plan for Student Engagement

COLLEGE AND CAREER OPPORTUNITIES

Offer 9th and 10th grade college and career readiness activities that will allow students to engage with experts within the school and the community.

Career Awareness

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

College Awareness

- Campus Visits
- College Fairs
- Financial Literacy Activities

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

STUDENT ORGANIZATIONS

Provide student organizations to support a variety of interests and endeavors.

- **National Beta Club** is an organization that promotes the ideals of academic achievement, character, leadership, and service among students.
- **4-H** helps students develop citizenship, leadership, responsibility, and life skills through experiential learning programs and a positive youth development approach. Though typically thought of as an agriculturally-focused organization, 4-H focuses on citizenship, healthy living, science, engineering, and technology programs.

- The **National FFA Organization** makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.
- **Jobs for America's Graduates (JAG)** is a state-based, national nonprofit organization dedicated to preventing dropouts among young people who are most at risk.
- **Distributive Education Clubs of America (DECA)** enhances the preparation for college and careers by providing co-curricular programs that integrate into classroom instruction, applying learning in the context of business, connecting to business and the community, and promoting competition.

STEP 3: Schedule Student Coursework

COMMON COURSEWORK

Louisiana's 9th and 10th grade students take common coursework, irrespective of the diploma pathway they ultimately select. Per **Bulletin 741**, student scheduling shall be individually appropriate and flexible to allow entry into and exit from courses and course sequences that are available for meeting curricular requirements.

SUBJECT	COMMON COURSEWORK FOR 9TH AND 10TH GRADE STUDENTS
English	2
Math	2
Physical Education	1.5
Health	.5
Science	2
Social Studies	2
Total	**10**

SUPPLEMENTAL COURSES

Schools that cannot offer all the necessary courses for every student should consider leveraging the resources of the **Course Choice Program**. The Supplemental Course Allocation gives school districts and other public schools an allocation related to the cost of high school credit courses. Course Choice course offerings are individualized to the needs of secondary students and provided outside the traditional secondary school. Offerings include

- career and technical preparation course classes
- academic work required to achieve TOPS
- advanced coursework not available at the school
- dual enrollment courses from Louisiana postsecondary institutions
- intensive remediation for students who are not on track for graduation

Refer to the **Course Choice Reporting System** for Course Choice offerings.

INDIVIDUAL GRADUATION PLANS

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

There is also a **fillable IGP** form designed for students who are assessed on **LEAP Connect**. The IGP is based on the student's academic record, talents, interests, and postsecondary goals. With the assistance of his/her family and the school counselor, each student shall be allowed to choose the high school curriculum framework and related graduation requirements that best meets his/her postsecondary goals. The IGP is reviewed annually and updated or revised in conjunction with the student's **IEP**.

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

CARNEGIE CREDIT AND CREDIT FLEXIBILITY

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

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

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

When awarding Carnegie credit based on demonstrated proficiency, school systems, on behalf of any student or group of students, must **report** the following information to the Department:

- the name of the examination used to measure proficiency, if nationally recognized, or a copy of the examination used to measure proficiency if locally developed, or a listing of requirements to demonstrate proficiency by portfolio submission; and
- the score required to demonstrate proficiency or a listing of requirements to demonstrate proficiency through portfolio submissions.

Proficiency in a course with a state-administered LEAP 2025 exam must be demonstrated using the LEAP 2025 exam. The Department may require revisions to assessments in order to ensure they adequately measure proficiency.

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

STEP 4: Select the Initial Student Pathway

By the end of the tenth grade, each student's **Individual Graduation Plan (IGP)** (or IEP if applicable) will be updated to include the recommended sequence of courses for successful completion of a chosen pathway. Pathway selection should be based on the student's postsecondary goals, academic record, talents, and interests. IGPs should be developed for all students, including those with disabilities.

STEP 5: Evaluate student growth and identify next steps.

- Review academic data to determine if the student is progressing.
- Assess whether the student has acclimated to the high school campus both socially and academically.
- Plan ongoing counseling and mentoring.
- Revise the **Individual Graduation Plan** based on student's ongoing needs.

DEVELOP ADVANCED COLLEGE & WORKPLACE SKILLS: **11TH AND 12TH GRADES**

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

Students on the TOPS University Pathway are rewarded for completing more rigorous AP®, IB®, Cambridge AICE, and dual enrollment courses because these courses receive additional weight in the calculation of the TOPS GPA: **TOPS weighted GPA Grid.** The TOPS GPA determines not only a student's eligibility for the TOPS award but also determines if the student is qualified to receive additional financial support during college.

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

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

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

- ✓ Identify student interests
- ✓ Identify appropriate coursework
- ✓ Distinguish among various secondary pathways
- ✓ Explore Postsecondary Opportunities
- ✓ Assist families with financial aid planning

Students selecting the **TOPS University Pathway** will continue to pursue core academic credits that mirror the **TOPS Core curriculum**. Upon completion of all core course credits, students may graduate from high school early or pursue AP®, IB®, CLEP®, Cambridge AICE, or dual enrollment credits. Students graduating on the TOPS University Pathway may also complete Jump Start courses as electives and earn an industry credential. TOPS University Pathway requirements can be found on the **Graduation Requirements** web page.

Students pursuing the **Jump Start TOPS Tech Pathway** may earn basic or advanced credentials in statewide or regional career areas or equivalent credentials earned through dual enrollment coursework. Students graduating with a Jump Start TOPS Tech Career Diploma will be required to attain Jump Start statewide or regional credentials. See the **Graduation Requirements** web page for details.

Jump Start is a dynamic, adaptive program structured to evolve and grow at the pace of business. The three basic tenets of Jump Start are 1) collaboration—among districts and regional teams; 2) sharing—of best practices and innovations across districts; and 3) certification—for Jump Start students so they have the high-value industry credentials they need to attain high-wage jobs.

Indicators for Student Placement

Benchmark, **LEAP 2025/EOC** and **WorkKeys®** test results can be used to provide guidance for placement in the appropriate diploma pathway.

- **Benchmark Data:** School districts that use benchmark assessments and common assessments can use that data to guide students to the pathway where they will be most successful.
- **LEAP 2025/EOC Data:** Students' LEAP 2025/EOC results may be used as a guidepost over time to select pathways for students.
- **ACT Scores and WorkKeys Results:** These standardized tests provide schools with nationally normed data that can inform several decisions.
- **Teacher/Parent Feedback:** Both teacher feedback and parental input are essential in successful placement of students in the best pathway. Schools and districts can work to develop forms that are effective at communicating best placement to school counselors.

Step 1: Identify Student Interests

The ACT **World-of-Work Map** can assist students with identifying careers. This is a system that summarizes and displays basic similarities and differences between occupations. It is visual and interactive, designed to engage users in the process of career exploration. Through the **Louisiana Build Your Future** website, students can research the requirements for working in a craft profession. They can research wages, learn about skills and training required for various trades, and view and apply for current job openings.

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

Step 2: Identify Appropriate Coursework

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

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

Step 3: Explore Postsecondary Opportunities

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

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

Private and Out-of-State Universities: Using the **ACT® College Search Tool** students can explore private school and out-of-state college options.

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

Step 4: Pursue Authentic Workplace Experiences and Early College Credit

Workplace-based learning experiences help students learn about career paths, master key workplace behaviors, improve communication skills, and gain exposure to industry. Workplace-based learning can include in-person or virtual workplace experiences. Jump Start seeks to help every Louisiana student gain the skills they need to attain employment in high-growth job sectors. Examples include job location visits, internships, and guest speakers—face-to-face or via the internet.

Early College Credit

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

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

The new cohort graduation index recognizes a score of 3 or higher on at least one AP® exam as the highest level of achievement earned by a cohort graduate.

The International Baccalaureate (IB®) program is recognized among the world's higher education institutions. For students, success in the IB often results in advanced standing, course credit, scholarships, and other admissions-related benefits. To offer **IB programs**, a school must become authorized as an **IB World School**.

The College-Level Examination Program (CLEP®) is a credit-by-examination program that offers students the chance to earn college credit based on prior learning by getting qualifying scores in **Composition and Literature**, **World Languages**, **History and Social Sciences**, **Science and Mathematics**, and **Business** categories. The 33 examinations are administered year-round at authorized CLEP® testing centers.

In the **dual enrollment** (DE) model, students enroll in high school and college simultaneously and receive credit on both their high school and college transcripts. Taught by a college instructor or an approved high school educator, these courses are offered by technical, community, and four-year colleges.

By using **SCA funds**, schools give students the potential to complete college sooner and at a lower cost.

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

View a list of **TOPS-aligned dual enrollment courses**.

Cambridge International **Advanced Subsidiary (AS) Levels and Advanced (A) Levels** are subject-based qualifications usually taken in the final two years of high school. The Cambridge curriculum was created specifically for an international student body with content suited for a wide variety of schools. Cambridge International AS Level is typically a one-year program of study; Cambridge International A Level Assessments are offered at the end of each program of study. The program is administered by Cambridge Assessment International Education, a part of the University of Cambridge, and the **international curriculum** is recognized by universities and employers worldwide.

Step 5: Assist Families with the Financial Aid Planning Process

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

See **page 13** of this guidebook for information about Louisiana's financial aid planning requirement.

FINANCIAL AID

Louisiana Office of Student Financial Assistance (LOSFA)

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

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

Louisiana Department of Education Counselor Assistance Center

The Counselor Assistance Center is a resource to support students, parents, and professional school counselors. All stakeholders have direct access to a licensed professional school counselor. Email **ldefinancialaid@la.gov**.

Office of Federal Student Aid

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

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

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

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

Statewide Professional School Counselor Collaboration Sessions

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

Student FAFSA Completion Data

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

LELA

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

RESOURCES FOR PRINCIPALS AND COUNSELORS

LOUISIANA PROMOTION POLICY

General Requirements

Each local pupil progression plan shall contain written policies relative to regular placement and alternatives to regular placement. Each plan shall provide details on academic supports for struggling students, including but not limited to grade-level instruction that is aligned with state academic content standards. Based upon local school board policy pursuant to these policies and procedures, each teacher shall, on an individualized basis, determine promotion or placement of each student. Local school board policies relative to pupil progression will apply to students placed in regular education programs as well as to exceptional students and to students placed in alternative programs. Placement decisions for exceptional students must be made in accordance with the least restrictive environment requirements of state and federal laws.

Promotion and Support Standard for Grades 3 through 7

At the end of each school year, local education agencies identify third and fourth grade students who have scored below "basic" achievement level in at least two core academic subjects and therefore do not demonstrate the requiste skills that would enable them to successfully transition to the next grade level. Fourth grade students who have not met such an acceptable level of performance may be retained or promoted, but in either case, shall be provided with an **individual academic improvement plan**.

Promotion and Support Standard for Grade 8

Eighth grade students shall score at least at the "basic" achievement level in either English language arts or mathematics and "approaching basic" in the other subject in order to be promoted to the ninth grade. Students who do not meet the promotion standard after taking the eighth grade state assessments may be placed on a high school campus in the transitional ninth grade. For any student who recently completed the eighth grade and is transferring from another state or country, the school system shall review his or her academic record to determine appropriate placement: ninth grade or transitional ninth grade. Such placement shall occur no later than October 1 of each school year.

FINANCIAL AID POLICY

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

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

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

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

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

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

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

PLANNING SUPPORTS

Resources for Building a Master Schedule

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

Funding*

- **Supplemental Course Academy**
- **MFP Career Development Fund**
- **Carl Perkins**
- **TOPS Tech Early Start**

* Districts and schools are not limited to spending these funds on Jump Start courses and capabilities. Each school system determines what is best for its students, and which Jump Start investments help them achieve their goals and improve/sustain school performance.

REDESIGN RESOURCES

Cross State High School Collaborative

The **Cross State High School Redesign Collaborative (CSHSC)** is a joint effort of seven participating states **(Illinois, Louisiana, Massachusetts, Mississippi, New Mexico, New York, and Ohio)** and supported by the Everyone Graduates Center at Johns Hopkins University School of Education, the Council of Chief School Officers, and Civic Enterprises. Since May of 2018, participating schools and partners are using ESSA to redesign high schools to support their communities in the 21st century. CSHSC resources are not limited to the partnering schools. An array of resources are freely available on the CSHSC web site, and the Department provides support via **CollegeReadiness@la.gov**.

COUNSELING SUPPORTS

Louisiana Department of Education Counselor Assistance Center

The Counselor Assistance Center is a resource to support students, parents, and school counselors. All stakeholders have direct access to a licensed professional school counselor by emailing **ldefinancialaid@la.gov**.

Counselor Support Toolbox

A variety of school-level professional school counselor tools is available via the Department's **Counselor Support Toolbox**.

JUMP START OPPORTUNITIES

CAREER AND TECHNICAL EDUCATION (CTE) LEADERSHIP ACADEMY

The Career and Technical Education (CTE) Leadership Academy is a highly-demanding professional development program for current and aspiring CTE leaders. CTE Leadership Academy participants include district and school leaders/administrators, teachers and counselors, from Louisiana and other states. This intensive hands-on program enables participants to master critical analytical and communication skills that dramatically expand high-quality CTE opportunities for their students, schools and districts. Participants graduate with a deeper understanding of creating a galvanizing program vision, funding high-quality pathways, forming critical industry partnerships, developing community supports, and much, much more. Register on the **www.lacteleaders.com** website to learn about the Academy's in-person and online training opportunities, and to download implementation resources.

STEM PATHWAYS

Louisiana STEM Pathways better prepare students to pursue opportunities in Science, Technology, Engineering and Mathematics (STEM). STEM pathways prepare students for a range of postsecondary opportunities in both the TOPS University and TOPS Tech pathways.

JUMP START SUMMERS

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

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

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

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

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

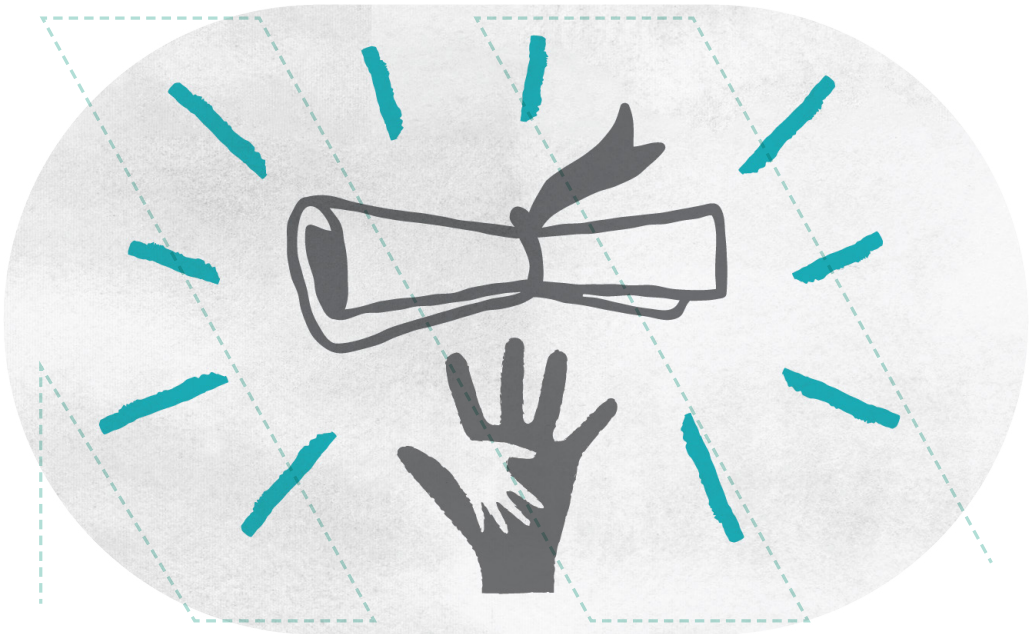
ALTERNATE PATHWAYS TO A HIGH SCHOOL DIPLOMA FOR STUDENTS WITH DISABILITIES

While most students with disabilities will pursue a traditional pathway to a high school diploma, some are eligible for alternate pathways.

- Under Act 833 (2014), certain students with disabilities can pursue a standard high school diploma by meeting standard graduation requirements through alternate means.
- Students who are assessed with LEAP Connect can pursue a diploma by meeting alternate requirements.

The **Graduation Pathways for Students with Disabilities Resources** document can assist both educators and families with planning and implementing a successful high school experience for students with disabilities.

STUDENT PARTICIPATING IN ALTERNATE ASSESSMENT (SAMPLE SCHEDULE)			
Subject	**Course**	**Course Credit (for purposes of graduation)**	**Carnegie Credit**
English	Applied English 1	1	0
Math	Applied Math 1	1	0
Physical Education	Physical Education		1.5
Transition	Foundational Skills	1	
Transition	Employment Sampling	1	
Science	Applied Science 1	1	0
Social Studies	Applied Social Studies 1	1	0
Electives	Band		2



ACCOUNTABILITY GUIDANCE

INCLUSION IN HIGH SCHOOL GRADUATION COHORT

Students placed in Transitional 9th Grade shall not be included in the high school's graduation cohort during their first year on the high school campus. These students can enroll in high school-level classes, including career education courses, that parents and schools deem appropriate, with a goal of keeping them on track for on-time graduation. Following one year in Transitional 9th Grade, students shall enter the same cohort as if they had they been held back in eighth grade. For instance, a student who enters T9 in 2018-2019 will be in the 2022-2023 cohort—a year later than the students who entered in 9th grade directly after 8th, who will be in the 2021-2022 cohort.

DROPOUT/CREDIT ACCUMULATION INDEX (DCAI)

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

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

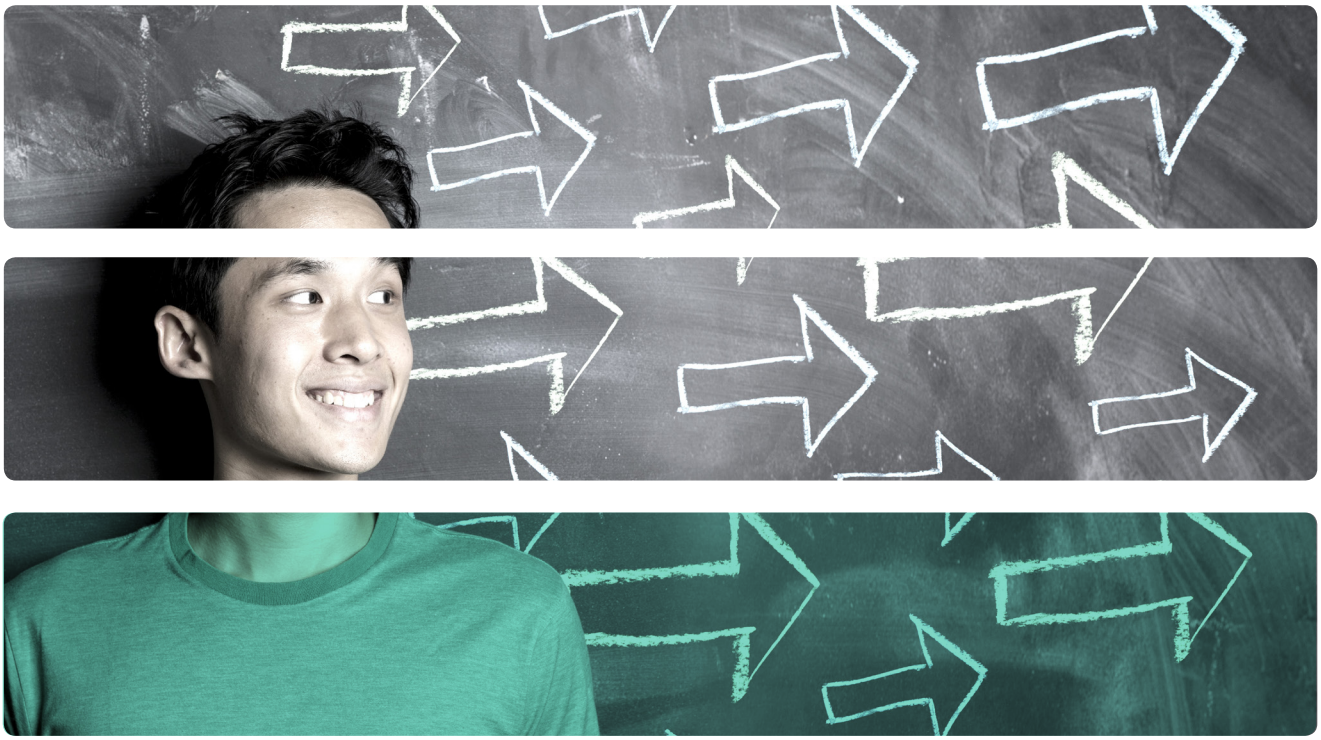
Note: Credit accumulation for transitional 9th graders includes credits earned in T9 (schools do not receive points for both the T9 and 9th grade year).

LEAP 2025: Students in T9 are required to take the assessments associated with their coursework. If they score below basic, they may retest without penalty to the school. If they score basic or higher, the score shall count toward the high school, just as it would for an 8th grader who was successful on LEAP 2025. Act 833 eligible students in grades 9-12 are required to take all assessments corresponding to the courses in which they are enrolled. Accountability points are awarded for scores of basic or higher.

GRADUATION INDEX

The strength of diploma index in the accountability system measures the extent to which high schools have prepared students for college or a career. The table below demonstrates how points are assigned in the accountability system for the achievements of both TOPS University Pathway and Jump Start TOPS Tech Pathway students.

INDEX POINTS	FALL 2019 SPS
160	**HS Diploma plus Associate's Degree**
150	**HS Diploma plus** (a) AP® score of 3 or higher, IB® Score of 4 or higher, or CLEP® score of 50 or higher **OR** (b) Advanced statewide Jump Start credential *Students achieving both (a) and (b) will generate 160 points.*
110	**HS Diploma plus** (a) At least one passing course grade for TOPS core curriculum credit of the following type: AP®, college credit, dual enrollment, or IB® **OR** (b) Basic statewide Jump Start credential *Students achieving both (a) and (b) will generate 115 points.* *Students must take the AP®/IB® exam and pass the course to earn 110 points.*
100	**Four-year graduate** (includes Career Diploma student with a regional Jump Start credential)
75	**Five-year graduate with any diploma** *Five-year graduates who earn an AP score of 3 or higher, an IB score of 4 or higher, a CLEP score of 50 or higher, or an Advanced statewide Jump Start credential will generate 140 points. Five-year graduates who earn an Associate's Degree will generate 150 points.*
50	**Six-year graduate with any diploma**
40	**HiSET® plus Jump Start credential**
25	**HiSET®**
0	**Non-graduate without HiSET**



ACCOUNTABILITY FAQS

PREPARING 8TH GRADE STUDENTS: T9, DCAI, and Graduation Cohort

1. What happens if state assessments indicate that an 8th grader is not ready to enter 9th grade?

Schools should refer to the transitional 9th grade policy in their Pupil Progression Plan for guidance.

2. Do the credits earned by transitional 9TH graders count toward DCAI?

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

3. Do credits earned after the t9 year count toward DCAI?

Carnegie credits that are earned through the end of a student's transitional 9th grade year count in the school's dropout credit accumulation index. Credits earned by the transitional 9th grader during their first time in 9th grade are not included towards DCAI.

4. Do LEAP 2025 scores earned in T9 get "banked"?

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

5. When does a student in transitional 9TH grade enter the graduation grade cohort?

A student enters the graduation 9th grade cohort the year after transitional 9th grade, regardless of grade level..

6. What happens if a student drops out in T9?

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

LEAP 2025

1. Do students in a Jump Start pathway have to take the same tests and/or courses?

All students will take a core/foundational set of academic classes in the 9th and 10th grade. All students must take the corresponding LEAP 2025 test for any course that has one. All Louisiana students must take a high-school level English and math test regardless of courses taken or graduation pathway, by their third year of high school.

2. What happens if a student transfers from a nonpublic or out-of-state school? Do they take LEAP 2025?

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

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

3. Which score counts if a student retakes a LEAP 2025 test?

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

ACT® AND WORKKEYS®

1. Which scores are used to calculate accountability points?

Accountability points are based on the highest ACT score that is taken by the April test date of the student's 12th grade year. For students who take both the ACT and WorkKeys, accountability points are based on the score that yields the higher number of index points. Students who repeat the 12th grade are not included in the ACT index if their highest score was used in a prior year. Note: The ACT/WorkKeys concordance table has changed. Please visit the **Assessment Library** for the most current information.

2. What if a student takes the ACT® many times?

The school and district are held accountable for the highest ACT® score a student earns through April of their 12th grade year.

3. What happens if a student takes the ACT® at a different school?

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

4. How can I learn more about ACT® and WorkKeys®?

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

5. When will student performance on WorkKeys® count toward accountability results?

All Louisiana 11th graders take the ACT, a nationally recognized measure of college and career readiness. In 2014-2015, the Department began work to form a concordance table using ACT and WorkKeys, a nationally recognized workforce readiness assessment. Schools earn points for the highest composite score earned by a student through the April testing date of their senior year. Beginning in 2019-2020, Workkeys is included in the ACT index for accountability:

- Platinum on WorkKeys = 27 on ACT
- Gold on WorkKeys = 22 on ACT
- Silver on WorkKeys = 18 on ACT

GRADUATION COHORT

1. How does the accountability system account for students who enter the school after grade 9?

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

2. Are students who graduate in five or six years included in the accountability system?

Yes. The cohort graduation rate measures the extent to which students graduate on time (in four years). However, students who graduate in five years are included in the graduation index for strength of diploma. Each student who graduates in five years with a regular high school diploma may earn the school 75 points in the graduation index; students who graduate in six years earn the school 50 points. Schools earn 140 points for each student who graduates in five years with an advanced credential.

3. What happens if a student graduates early?

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

GRADUATION INDEX

1. What are TOPS core courses and how do I find information on what counts as TOPS core courses?

The Louisiana Office of Student and Financial Aid (LOSFA) maintains current lists of Taylor Opportunity Program for Students (TOPS) requirements. Visit the **TOPS** web page for more information.

2. How is HiSET® different than the GED? How can I find out more information about it?

The GED was phased out as the adult education equivalency exam and replaced by the HiSET® in January 2014. Refer to the **High School Equivalency (HSE) Guidance Document** for more information.

3. What is the CLEP® test? How can I find out more information about it?

CLEP® is a computer-based credit by exam opportunity that offers the chance for students to be awarded college credit for knowledge gained outside of the classroom. High schools may apply to **become an authorized CLEP® testing center** through an application and certification process. Visit the **CLEP® exam** web page for a list of the tests.

4. If a student earns multiple AP®, IB®, or CLEP® scores, which one is used?

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

SCHOOL PERFORMANCE SCORES

1. How can I estimate SPS?

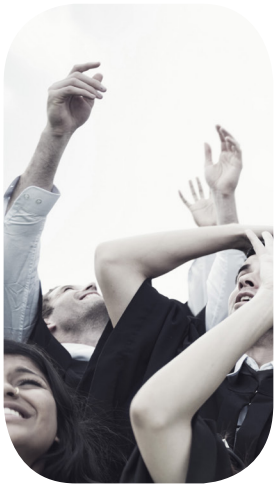
The Department recently updated the 2018-2019 SPS Calculator. The **Accountability Library** now houses two options for estimating school performance scores.

The **2018-2019 SPS Calculator** no longer includes ELP progress since this index will not be included in the SPS until 2020. In 2018-2019, the high school progress index includes points earned from growth in 2017-2018 and 2018-2019 ELA and math scores.

The **2018-2019 SPS Calculator with ELPT Simulation** is a separate calculator for estimating SPS with the ELP progress measure. Since the SPS will not include ELP progress until 2020, schools should only use this calculator for planning purposes.

2. Who do I contact when I have questions about SPS?

Please email **assessment@la.gov**.



ENGLISH LANGUAGE PROFICIENCY TEST

1. How are scores from the new English Language Proficiency Test (ELPT) going to be used in 2019-2020?

The school performance score assessment index will include a growth measure on the ELPT beginning in 2019-2020. Student progress will be determined by comparing the current year results to a student's baseline test. For students who participated in ELDA testing prior to the implementation of ELPT, the 2017-2018 ELPT scores will be used as baseline.

2. How much growth is expected of students each year?

The following table provides the expected growth for each English Learner based on the baseline score and the current year score, as well as the number of years between the two administrations. For example, a student whose baseline was established in 2017-2018 as Progressing Level 1 (at least one dimension score of 1 and at least one dimension score of 3) is expected to score at Progressing Level 2 in Year 3 (2019-2020). If the student meets the expected trajectory the school is awarded 100 points.

TRAJECTORY TO ENGLISH LANGUAGE PROFICIENCY: STUDENTS FIRST IDENTIFIED IN GRADES 6-12						
Initial ELPT Proficiency Level	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7 and Beyond**
Emerging (E)	P1	P2	P2	P3	P3	T
Progressing 1 (P1)	P2	P2	P3	P3	T	T
Progressing 2 (P2)	P2	P3	P3	T	T	T
Progressing 3 (P3)	P3	T	T	T	T	T
Transitioning (T)	N/A	N/A	N/A	N/A	N/A	N/A

3. How is the assessment index affected by the new points awarded for ELP growth?

The school is assigned points for the progress of English Learners who meet the full academic year requirement as outlined in the table below. For high school students, the points carry a minimum weight of 2 in the assessment index. For students who take more than two initial high school assessments, the weight is equal to the number of initial high school assessments taken in the current year.

ELPT PROGRESS ASSESSMENT INDEX POINTS	
Outcome	**ELP Index Points**
ELPT level exceeds trajectory	150
ELPT level meets trajectory	100
ELPT level is at least one above the prior year	80
ELPT level is the same or lower than the prior year	0

APPENDIX I: COURSE REQUIREMENTS CHART

(underlined courses are those newly approved by BESE on June 20, 2019)

SUBJECTS	TOPS UNIVERSITY DIPLOMA		CAREER DIPLOMA	
	# Units	Courses	# Units	Courses
English	1	**One of the following:** English I, English Language Part 1: Cambridge IGCSE, or English Literature Part 1: Cambridge IGCSE	1	**One of the following:** English I, English Language Part 1: Cambridge IGCSE, or English Literature Part 1: Cambridge IGCSE
	1	**One of the following:** English II, English Language Part 2: Cambridge IGCSE, or English Literature Part 2: Cambridge IGCSE	1	**One of the following:** English II, English Language Part 2: Cambridge IGCSE, or English Literature Part 2: Cambridge IGCSE
	1	**One of the following:** English III, AP English Language Arts and Composition, IB Literature, IB Language and Literature, IB Literature and Performance, English Language Part 1: Cambridge AICE—AS (Honors), or Literature in English Part 1: Cambridge AICE—AS (Honors)	2	**The remaining units shall come from the following:** Technical Writing, Business English, English III, English IV, any AP or IB English course, any Cambridge AICE-AS course, or comparable Louisiana technical college courses offered by Jump Start regional teams as approved by BESE
	1	**One of the following:** English IV, AP English Literature and Composition, IB Literature, IB Language and Literature, IB Literature and Performance, English Language Part 2: Cambridge AICE—AS (Honors), or Literature in English Part 2: Cambridge AICE—AS (Honors)		
	NOTE: If a student chooses to take the A level Cambridge course, the second unit will count as an elective credit.			
Mathematics	1	Algebra I	1	Algebra I, Applied Algebra I, or Algebra I-Part 2 *(The elective course Algebra I-Part 1 is a prerequisite.)*
	1	Geometry	3	**The remaining units shall come from the following:** Geometry, Financial Literacy (formerly Financial Math), Math Essentials, Algebra II, Advanced Math-Functions and Statistics, Advanced Math—Pre-Calculus, Algebra III, Pre-Calculus, Business Math, Probability and Statistics, Statistical Reasoning, Additional Math: Cambridge IGCSE, Math 1 (Pure Math): Cambridge AICE—AS (Honors), Transition to College Mathematics, or comparable Louisiana technical college courses offered by Jump Start regional teams as approved by BESE
	1	Algebra II		
	1	**One of the following:** Algebra III, Advanced Math—Functions and Statistics, Advanced Math—Pre-Calculus, Pre-Calculus, IB Math Studies (Math Methods), Calculus, AP Calculus AB, IB Mathematics SL, AP Calculus BC, AP Statistics, IB Further Mathematics HL, IB Mathematics HL, Probability and Statistics, AP Computer Science A, Statistical Reasoning, Additional Math—Cambridge IGCSE, Math 1 (Probability and Statistics): Cambridge AICE (Honors), Math 1 (Pure Math): Cambridge AICE—AS (Honors), Math 2 (Part 1): Cambridge AICE—A Level (Honors), or Math 2 (Part 2): Cambridge AICE—A Level (Honors)		
	NOTE: The Integrated Mathematics I, II, and III sequence, including the Cambridge IGCSE Integrated Math sequence, may be substituted for the Algebra I, Geometry, and Algebra II sequence.			
Science	1	Biology I	1	Biology I
	1	Chemistry I	1	**One of the following:** Chemistry I, Physical Science, Earth Science, Agriscience II*, Environmental Science, PLTW Principles of Engineering, any AP or IB science course, Physics I: Cambridge IGCSE, Biology II: Cambridge AICE—AS (Honors), Chemistry II: AICE—AS (Honors), or Physics II: Cambridge AICE—AS (Honors)
	2	**Two units chosen from the following:** (a) Earth Science; (b) **one of** Environmental Science, Environmental Awareness; (c) **one of** Physical Science, Principles of Engineering, Principles of Engineering (LSU Partnership), or PLTW Principles of Engineering; (d) Agriscience II*; (e) **one of** Chemistry II, AP Chemistry, IB Chemistry I, IB Chemistry II, or Chemistry II: Cambridge AICE—AS (Honors); (f) **one of** AP Environmental Science, IB Environmental Systems; (g) **one of** Physics I, IB Physics I, AP Physics I, or Physics I: Cambridge IGCSE; (h) **one of** AP Physics C: Electricity and Magnetism, AP Physics C: Mechanics, IB Physics II, AP Physics II, or Physics II: Cambridge AICE—AS (Honors); (i) **one of** Biology II, AP Biology, IB Biology I, IB Biology II, Biology II: Cambridge AICE—AS (Honors), or Human Anatomy and Physiology		
	*The elective course Agriscience I is a prerequisite for Agriscience II.			
Social Studies	1	**One of the following:** U.S. History, AP U.S. History, or IB History of the Americas I	1	**One of the following:** U.S. History, AP U.S. History, or IB History of the Americas I
	1	**One of the following:** Civics, American Government, AP U.S. Government and Politics: Comparative, or AP U.S. Government and Politics: United States	1	**One of the following:** Civics, American Government, AP U.S. Government and Politics: Comparative, or AP U.S. Government and Politics: United States
	2	**Two units chosen from the following:** (a) **one of** European History, AP European History, Western Civilization, or History (European): Cambridge AICE—AS (Honors); (b) **one of** World Geography, AP Human Geography, IB Geography, Physical Geography, or Geography: Cambridge AICE—AS (Honors); (c) **one of** World History, AP World History, IB History of the Americas II, or History (International): Cambridge AICE—AS (Honors); (d) History of Religion; (e) **one of** IB Economics, Economics, AP Macroeconomics, AP Microeconomics, or Economics: Cambridge AICE—AS (Honors); or (f) AP Psychology		
Health and Physical Education	0.5	Health Education	0.5	Health Education
	1.5	Physical Education I and II; Adapted Physical Education I and II for eligible students in special education; JROTC I, II, III, or IV; or Physical Education I (1 unit) and 1/2 unit of Marching Band, extracurricular sports, Cheerleading, or Dance Team	1.5	Physical Education I and one half unit from among the following: Physical Education II, Marching Band, extracurricular sports, Cheerleading, Dance Team Adapted PE for eligible students or JROTC or may be substituted
	NOTE: JROTC I and II may be used to meet the health education requirement. Refer to §2347.			
Foreign Language	2	Two units from the same language (§2345)		
Art	1	Art (§2333), Music (§2355), Dance (§2337), Theatre (§2369), Speech III and IV (one unit combined), Fine Arts Survey, Drafting, Media Arts (§2354), Photography I/II, Digital Photography, or Digital Design (§ 2338)		
Electives/ Jump Start	3	Electives	9	Jump Start course sequence, workplace experiences, and approved credentials (a minimum of one industry-based credential is required for graduation)
Total Units	24		23	

Refer to Bulletin 741 for a comprehensive list of approved courses and the most current graduation requirements. REVISED SEPTEMBER 4, 2019

APPENDIX II: INDIVIDUAL GRADUATION PLAN FORM

BASIC INFORMATION		
Name:	**9th Grade Entry Date:**	○ **Academic Support Plan Attached** (T9 only)
High School Attending:	**Originating Middle School:**	

EDUCATION GOALS			
Diploma Type	○ TOPS University Diploma	○ Jump Start TOPS Tech (Career) Diploma	
Diploma Curriculum	○ TOPS University	○ Jump Start TOPS Tech	
Diploma Endorsements	○ Community Service Diploma Endorsement	○ State Seal of Biliteracy	○ STEM Diploma Seal
Financial Aid & Scholarships	○ TOPS Honors ○ TOPS Performance ○ TOPS Opportunity ○ TOPS Tech Early Start ○ TOPS Tech	Financial Aid:	Completion Date: _____

COLLEGE & CAREER GOALS					
Career Specialty/Occupation (Option 1):		**Career Specialty/Occupation (Option 2):**			
Career Cluster® (Option 1):	-	**Career Cluster® (Option 2):**	-		
Jump Start Graduation Pathway:	Choose one	**Jump Start Graduation Pathway:**	Choose one		
Post-High School Work Force Plans:	○ On-the-Job Training ○ Military ○ Employment	**Certifications:**	○ Statewide	○ Regional	○ Complementary

COURSE SELECTIONS FOR CHOSEN PATHWAY

Subjects	6th–8th/T9 Grade	9th Grade	10th Grade	11th Grade	12th Grade	Graduation Tracker			
						Min Req	Earned	Enrolled	Must Complete
English						4			
Mathematics						4			
Science									
Social Science									
Health						.5			
Physical Education						1.5			
Foreign Languages									
Arts									
Electives/CTE									
Electives									
Credit Totals									

EXTRACURRICULAR & EMPLOYMENT ACTIVITIES						
Extracurricular						**Awards/Industry-Based Certifications**
Employment						
Community Service						

ASSESSMENTS

Academic										Personal	
										Instrument	Scores
College & Career Readiness						ACT		ACT		ACT Engage	
										ASVAB	
						WorkKeys		WorkKeys		Skills Inventory	
LEAP 2025, End of Course	English		English I		English II	English III				Career Interest	
	Math		Algebra I		Geometry	US History				Learning Styles	
	Science				Biology					ONET Profiler	
	Social Studies				US History					Other	

Gifted & Talented Courses		AP, IB, & Cambridge Courses		CLEP Exams		Articulated Credit/Dual Enrollment Courses			
Course	**Credit**	**Course**	**Score**	**Course**	**Credit**	**Course**	**Credit**	**Course**	**Credit**

SIGNATURE APPROVALS									
	6th–8th/T9	Date	9th	Date	10th	Date	11th	Date	12th	Date
Student										
Parent										
Counselor/Advisor										

REVISED MARCH 31, 2019