

# Louisiana Believes

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## High School Student Planning Guide

Focus: Planning for Struggling Students

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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, 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.
- 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 9<sup>th</sup> Grade](#).
- **Focusing 9<sup>th</sup> and 10<sup>th</sup> 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 11<sup>th</sup> and 12<sup>th</sup> 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 9<sup>th</sup> Grade



## 2) Focusing on 9<sup>th</sup> and 10<sup>th</sup> Grade Students

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

## 2) Focusing on 9<sup>th</sup> and 10<sup>th</sup> 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: Planning for Struggling Students

## Middle School Credit Opportunities

Middle school students may earn high school credits if the course content meets [Louisiana Core Academic Standards](#) and is at the high school level. Credit may be earned in two ways:

1. By passing a course that meets instruction time requirements or
2. By demonstrating proficiency

## Arriving on the High School Campus

The 9<sup>th</sup> grade transition is a critical time for high school students, often determining the likelihood of graduation.

# 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\*.

*\*New IGP Policy as a result of legislation is outlined in the Student Planning Guide*

## Pupil Progression Plans

The **PPP** is a comprehensive plan developed and adopted by each LEA. The plan is based on student assessment performance and is aligned to state laws and BESE policies. *Submission deadline:* September 5, 2014

### **Submit to:**

**Louisiana Department of Education  
Office of Student Opportunity  
Attn: Tristen Guillory  
College Readiness Coordinator  
1201 North Third Street  
Baton Rouge, LA 70802**

# Students Struggling Academically: Policy highlights

In December 2013, **BESE** adopted policy to allow student placement in transitional 9th grade to improve the likelihood of high school graduation. Highlights include:

- **Remediation and retesting:**
  - Students identified as non-proficient must participate in 50 hours of summer remediation and take the applicable retest.
  - If students pass the retest, they shall be placed in 9<sup>th</sup> grade.
- **Local decision-making:**
  - Placement in transitional 9th grade is at the discretion of the school where the student was enrolled in 8th grade.
  - Schools are highly encouraged to use the transitional 9th grade placement option as data show that students placed on a high school campus are less likely to drop out.
- **Inclusion in high school graduation cohort:**
  - Students placed in transitional 9th grade shall not be included in the high school graduation cohort during their first year on the high school campus.
  - Students can take on-grade courses and accrue credits even if they are receiving remediation for unfinished learning in a Math or ELA area in which they were non-proficient.
  - EOC test scores earned by students in transitional 9th grade will be transferred or banked the same as students who take EOC exams in middle school.

# Policy highlights of transitional 9<sup>th</sup> grade

**If a student is proficient and passes course,**



**the student shall be promoted to 9<sup>th</sup> grade.**

**If a student is non-proficient and qualifies for an existing waiver,**



**the student shall be promoted to 9<sup>th</sup> grade.**

**If a student is non-proficient and does not qualify for an existing waiver,**



**the student may be placed in transitional 9<sup>th</sup> grade.**

# Transitional 9<sup>th</sup> Grade Plan of Action

**IDENTIFY** the students in need



**PLAN** for student support



**PLAN** for student's academic pathway



**EVALUATE** student growth

# Accountability Implications

## Dropout/Credit Accumulation

To encourage a successful transition to high school, LEAs should allow students access to Carnegie credits early and often.

CARNEGIE COURSE CREDITS (earned by the end of 9 <sup>th</sup> grade)	DCAI POINTS PER STUDENT
6	150 pts.
5.5	125 pts.
5	100 pts.
4.5	75 pts.
4	50 pts.
3.5	25 pts.
3 or less	0 pts.
3 year 8 <sup>th</sup> grade student	0 pts.
Dropout	0 pts.



# Accountability Implications (Continued)

## Transitional 9<sup>th</sup> Grade

Offering remediation in an age-appropriate setting is critical to the success of low-performing students. Thus, BESE has implemented a few critical policies to support the creation of high-quality transitional 9<sup>th</sup> grade programming.

- **Dropout Credit Accumulation Index** – students in T9 will be counted as 9<sup>th</sup> graders for the [DCAI](#) and will earn Carnegie credits
- **Cohort Graduation Rate** – students in T9 will not enter the graduation cohort until the year following transition 9<sup>th</sup> grade
- **End of Course (EOC) exams** – students in T9 are encouraged to take [EOCs](#). If a student scores below proficient, then the student may retest without penalty to the school. If the student score proficient, then the score will count toward the high school, just as it would for an 8<sup>th</sup> grader who was successful on an EOC.

# High School Student Planning Guide

## Q & A

You may now submit questions using the **discussion notes box** on the right hand side of your screen.

# Contact Information

For more information on the *High School Student Planning Guide* or for a copy of today's presentation, please contact:

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or

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