

# Louisiana Believes

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## Transitional 9<sup>th</sup> Grade Overview 2015

# Purpose of Program

- Research reveals that nearly 40% of overage 8<sup>th</sup> graders who were retained subsequently drop out of school.
- Transitional 9<sup>th</sup> Grade (T9) is intended to provide support beyond academic remediation.
- Struggling students need multi-faceted, intense and customized support in all areas to achieve social, emotional and academic success.
- T9 supports struggling students who would benefit from pursuing grade-level work while receiving remediation on a high school campus.

# OVERVIEW

- Middle School Credit Opportunities
- Arriving on the High School Campus
- Identify Students
- Plan for Support
- Select Appropriate Curriculum
- Schedule Student Coursework
- Counselor Tools and Support
- Accountability Implications

# Middle School Credit Opportunities

- LEAs may permit students to earn Carnegie credit as **middle school and high school students** in two ways:
  1. Passing a course in which the student is enrolled and meeting instructional time requirements, as set forth in the Carnegie Credit and Credit Flexibility section
  2. Demonstrating proficiency, as set forth in the Carnegie Credit and Credit Flexibility section

# Arriving on the High School Campus

- It is critical for districts and schools to:
  1. Ensure a smooth, well planned transition for all students
  2. Plan proper supports for struggling students who need additional academic remediation
- The High School Planning Guide is intended to help counselors:
  1. Support school-wide student planning through the Individual Graduation Plans (IGP)
  2. Implement Transitional 9<sup>th</sup> grade for appropriate students

# Identify Students

- Identify non-proficient 8<sup>th</sup> grade students and areas in which they are proficient or non-proficient
  - Summer remediation
    - Face-to-face
    - On-line
- Determine placement of non-proficient students
  - Placement into Transitional 9<sup>th</sup> grade is local school's/school system's discretion

# Identify Students

- Placement into Transitional 9<sup>th</sup> grade is local school's/school system's discretion
  - SBLC review scores, coursework, behavioral data to determine most appropriate setting for each student
  - Middle Schools and High Schools are encouraged to make this decision collaboratively
- The Louisiana Department of Education will provide LEAs data on appropriate numbers of T9 students

# Plan for Student Support

- **Create a customized counseling structure (e.g., a support team) to support each Transitional 9<sup>th</sup> grade student**
  - College Board's National Office for School Counselor Advocacy (NOSCA)
  - Career counseling beginning in middle school and accelerating in high school to help:
    1. Identify possible careers
    2. Attain competencies/certifications to secure entry-level employment
    3. Build habits and life skills to be productive adults



# Plan for Student Support

- Career Counseling should:
  - Encourage all teachers in each pathway to become de facto career counselors
  - Retain career counseling (in-person or on-line)
  - Form (or expand) career-technical students organizations (CTSOs) in targeted job sectors
  - Develop region-wide teacher PD modules
  - Recruit “near-peer” mentors
  - Hold multi-school district industry mentoring events

# Plan for Student Support

- **Determine how often this structure should 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

# Plan for Student Support

- **Evaluate student growth and identify next steps**
  - **Review** academic data to determine if student is progressing
  - **Assess** whether student has socially acclimated to the high school campus and matured in his/her academic life
  - **Plan** ongoing counseling and mentoring
  - **Create** an Individualized Graduation Plan (IGP) that will support the student in the 9<sup>th</sup> grade cohort based on his/her ongoing needs

# Plan for Student Support

- **Provide Career Readiness Course Opportunities**
- Career Development includes:
  - Developing an understanding of different career opportunities;
  - Learning the foundational academic skills necessary to attain and succeed in employment;
  - Developing the behavioral skills necessary to attain and succeed in employment;
  - Learning about different college options (schools, programs, schedules);
  - Developing individual plans to guide learning and career searches, during and after high school

# Plan for Student Support

- **Provide Career Readiness Course Opportunities**
- A Middle School/Transitional 9<sup>th</sup> Grade opportunity:
  - **Career Exploration:** career fairs, career presentations, Career Awareness course (including Financial Literacy, student interest testing)
  - **College Awareness:** school posters, college representative presentations, college campus visit(s)

# Select Appropriate Curriculum

- Identify curriculum being used
- Identify strengths and weaknesses using reviews and assessment alignment
- Math and ELA Supplements: Guidebooks, Eagle, other tools
- Schedule the program: How to communicate to teachers and where to find strong professional development for them

# Select Appropriate Curriculum

- Communication with parents as partners in their child's education is essential for student success
- Invest parents and plan for parent interactions:
  - Understanding assessment data
  - Communicating diploma pathways
  - Communicating TOPS requirements
  - Understanding student scheduling/IGPs

# Schedule Student Coursework

Exemplar struggling student school schedule:

Subject	Foundational Skills Core/T9 Credits	Example Courses
English	2	English I, English II
Math	2	Algebra I, Geometry
Physical Education	1.5	Physical Education
Health	0.5	Health
Science	2	Biology I, Environmental Science, Physical Science
Social Studies	2	Civics, U.S. History
Remedial Courses (if applicable)	2	Remedial English/Remedial Math
Electives	2	Career Readiness, Agriculture, Business, Family and Consumer Science, Art, Choir, Etc.
<b>Total</b>	<b>14</b>	



# Counselor Tools and Supports

- Individual Graduation Plans
  - By the end of 8<sup>th</sup> grade, every student shall begin to develop an Individual Graduation Plan (IGP) to guide coursework
- Pupil Progression Plans
  - At the conclusion of the 2014-2015 school year, due to a delay in test scores resulting from the administration of new assessments, placement decisions for 4<sup>th</sup> and 8<sup>th</sup> grade students shall be made according to local pupil progression plans.

# Counselor Tools and Supports

- **Community Service Endorsement**
  - LEAs may allow students to earn a community service diploma endorsement by completing documented community service according to the following schedule:

Grade	Service Requirement
9	10 hours
10	20 hours
11	25 hours
12	25 hours
<b>Total</b>	<b>80 hours</b>

# Accountability Implications

- Inclusion in High School Graduation Cohort
  - Students in T9 are not included in the high school's graduation cohort during their first year on a high school campus
  - Following one year in T9, these students enter the high school cohort, the same year in which they would enter the cohort had they been held back in 8<sup>th</sup> grade
  - A student is automatically enrolled in 9<sup>th</sup> grade the year after T9—this means that students who drop out after T9 WILL be in the graduation cohort.

# Accountability Implications

- Dropout Credit Accumulation Index (DCAI)
- Note: Credit accumulation for T9 is for the T9 academic year only (T9 students do not have 2 years to earn credits for DCAI)

Carnegie Course Credits (earned by 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

- EOC Exams
  - T9 students are encouraged to take EOCs.
    - If they score below proficient, then they may retest without penalty to the school.
    - If they score proficient, then the score shall count toward the high school, just as it would for an 8<sup>th</sup> grader who was successful on an EOC.