

2023-2024 Pupil Progression Plan

Local Education Agency:

Caddo Parish Public Schools

Background and Purpose

Louisiana state law (R.S. 24.4) requires local education agencies (LEAs) to establish a comprehensive Pupil Progression Plan based on student performance on the Louisiana Educational Assessment Program with goals and objectives that are compatible with the Louisiana Competency-Based Education Program and which supplements the minimum standards approved by the State Board of Elementary and Secondary Education (BESE). **The plan shall address student placement and promotion** and shall require the student’s mastery of grade-appropriate skills before he or she can be recommended for promotion.

The law states that “particular emphasis shall be placed upon the student’s proficiency in grade-appropriate skills which may be considered in promotion and placement; however, each local school board shall establish a policy regarding student promotion and placement.” The law goes on to require the state Department of Education to establish, subject to the approval of BESE, the level of achievement on the fourth and eighth grade LEAP test_in mathematics, English language arts, science, and social studies_needed for students to advance to grades five and nine. BESE must also determine the nature and application of various intervention options to be used when students fail to meet the minimum academic standards approved by the board.

BESE established minimum standards in [*Bulletin 1566 – Pupil Progression Policies and Procedures*](#).

The purpose of this document is to assist LEAs in developing their required Pupil Progression Plan in accordance with applicable laws and regulations, and to codify LEA policies and procedures related to student placement and promotion. In each section of this document, language that conforms to applicable laws and regulations has been pre populated. Space is provided for LEAs to add any additional local policies and procedures that fulfill the mandate of the law and support students in acquiring proficiency in grade-appropriate skills. Once completed, submitted to the Louisiana Department of Education, and published locally, teachers shall determine promotion or placement of each student on an individual basis. LEAs may review promotion and placement decisions in order to ensure compliance with their established policy, and reviews may be initiated by a school’s governing body, the local superintendent, or a student’s parent or legal custodian.

Questions about this document should be directed to PPP@La.Gov

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I. Placement of students in kindergarten and grade 1

Kindergarten

Beginning with the 2022-2023 school year, the parent or legal guardian of a child who resides in Louisiana and who is age five by September thirtieth of the calendar year in which the school year begins through age eighteen shall send the child to a public or nonpublic school, as defined by R.S. 17:236, unless the child's parent or legal guardian opted to defer enrollment of his child in kindergarten pursuant to R.S. 17:151.3 (D) or the child graduates from high school prior to his eighteenth birthday. A child below the age of five who legally enrolls in school shall also be subject to the provisions of this Subpart.

Additional LEA policies: Kindergarten Placement

Students who have not attended kindergarten will be initially placed in kindergarten and administered the locally developed tests aligned to the kindergarten grade level standards within one week of enrollment. They must meet the same standards in language arts and mathematics as those students who attended kindergarten in order to be placed in first grade.

In compliance with Act 146, kindergarten students are given the DRDP-K at the beginning of the school year. Results of this screening are used in placement and for planning instruction. The results of the screening are not used to exclude any student who meets the age requirements from entering kindergarten.

Grade 1

- Any child admitted to kindergarten pursuant shall be eligible to enter first grade upon successful completion of kindergarten and shall have satisfactorily passed an academic readiness screening, provided all other applicable entrance requirements have been fulfilled.
- The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September thirtieth of the calendar year in which the school year begins.
- Any child transferring into the first grade of a public school from another state and not meeting the requirements herein for kindergarten attendance shall be required to pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade.

Additional LEA policies: First-Grade Placement

Students who have not attended kindergarten will be initially placed in kindergarten and administered the same locally developed tests within one week. They must meet the same standards in language arts and mathematics as those students who attended kindergarten in order to be placed in first grade.

II. Promotion for students in kindergarten and grades 1, 2, 5, 6, and 7

Teachers shall, on an individual basis, determine the promotion of each student according to the local Pupil Progression Plan. Particular emphasis shall be placed upon the student’s proficiency in grade-appropriate skills.

Kindergarten (LEA Policy)

Each Kindergarten student must complete the ELA and Math locally developed end-of-year assessments (aligned to Louisiana Standards).

The School Building-Level Committee (SBLC) shall review the records of any student scoring below a 67% in either ELA or Math. Using a **preponderance of evidence**, including performance on classroom assignments, course grades, and benchmark assessments, the SBLC shall make a final promotion/retention decision.

Any student who is determined to be retained must have documentation adhering to the retention policy.

Grades 1 -5 (LEA Policy)

Promotion and retention for grades 1-5 are local decisions based on a **preponderance of evidence** from student learning throughout the school year. Performance on classroom assignments, course grades, and benchmark assessments are examples of items school systems can use when making a local decision. Struggling students should continue to be identified early and receive intensive support to ensure growth and the ability to stay on track academically.

All promotion/retention decisions shall flow through the **School Building Level Committee (SBLC)** process. The SBLC includes the principal or designee, parent(s)/guardian(s), teacher(s), and any other personnel relevant to the decision.

To promote from one grade to the next, students should pass one course from each of the following two categories:

- | | |
|--------------------------|--------------------------|
| <u>Category 1</u> | <u>Category 2</u> |
| Reading | Science |
| Language Arts | Social Studies |
| Math | |

Any student failing to meet the criteria for promotion shall be reviewed by the SBLC for a final decision at the end of the school year. The recommendation for promotion will be based on attendance, test data, classroom performance, staff recommendations, and other relevant data. Students who can be successful in the next grade with appropriate supports may be promoted with intervention.

Any student who is determined to be retained must have documentation adhering to the retention policy outlined in this plan.

III. Promotion of students in grade 3

Each LEA shall identify third grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Third grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual literacy plan that adheres to the following requirements:

- The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses relative to literacy, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in literacy. All participants shall sign the documented plan, using a template provided by the department, and shall meet to review progress at least once more before the next administration of the LEAP assessment.
- The student shall be provided with focused literacy interventions and supports based on the science of reading designed to improve foundational literacy.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive on-grade level instruction and focused literacy interventions based on the science of reading during the summer.
- Each LEA shall adopt a written policy pertaining to the development of the individual student literacy plan. This policy shall be included in the Pupil Progression Plan of the IEA and could include the following specific student supports: daily targeted small-group interventions, before and after school literacy intervention provided by a teacher or tutor with specialized literacy training, and at-home literacy programs that include literacy workshops for the parents and legal guardians of students and web-based or parent-guided home literacy activities.
- The Department may audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.
- The LDOE will provide to each LEA a roster of third grade students who have been identified for the purposes of this section. Such a roster will assist the LEA in making final determinations relative to students' required individual academic plans.
- The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
- The individual literacy plan shall continue to be in effect until such time as the student achieves a score of "Basic" in each of the core academic subjects that initially led to the development of the student's individual plan.

IV. Promotion of students in grade 4

Each LEA shall identify fourth grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Fourth grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual academic improvement plan that adheres to the following requirements:

- The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.
- The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive grade-level instruction during the summer.
- Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
- The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

The LDOE will provide to each LEA a roster of fourth grade students who have scored below the "Basic" achievement level in at least two core academic subjects. Such a roster will assist the LEA in making final determinations relative to students' required individual academic plans.

- The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
- The individual academic improvement plan shall continue to be in effect until such time as the student achieves a score of "Basic" in each of the core academic subjects that initially led to the development of the student's individual academic plan.

V. Promotion and support of students in grade 8 and high school considerations

Regular Grade 8 Promotion

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 into the LEA from another state or country, the LEA shall review the student’s academic record to determine appropriate placement in ninth grade or transitional ninth grade. Such placement shall occur no later than October 1 of each school year.

Grade 8 Promotion Waivers

An LEA, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing or unable to attend LEAP summer remediation, including summer remediation required for placement in transitional ninth grade, because of one or more of the following extenuating circumstances as verified through appropriate documentation:

- *Physical Illness*—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.
- *Custody Issues*—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation

Transitional 9th Grade

Any first-time eighth grade student who does not meet the passing standard set forth in BESE Bulletin 1566, §703, and any student not eligible for any waiver pursuant to §707 of the bulletin, after completing summer remediation, may be placed on a high school campus in transitional ninth grade.

LEAs shall follow the guidelines set forth in §703 to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA’s eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA’s eighth graders placed in transitional ninth grade exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the prior school year, the local superintendent of that LEA shall provide a written justification to the state superintendent.

The initial decision to place a student in the transitional ninth grade or to retain a student in the eighth grade shall be made by the school in which the student is enrolled in the eighth grade, in consultation with the student's parents.

The LEA shall admit transitional ninth grade students, subject to any admissions requirements approved by the school's governing authority or charter authorizer.

For any student who recently completed the eighth grade from another state or country and is transferring into the LEA after summer remediation has taken place, the LEA shall review the student's academic record to determine appropriate placement in ninth grade or transitional ninth grade. Students placed in the transitional ninth grade shall complete the remediation program offered by the LEA. Such placement shall occur no later than October 1 of each school year.

After one full year of transitional ninth grade, students shall be included in the ninth grade graduation cohort for high school accountability purposes.

Students enrolled in transitional ninth grade shall receive appropriate academic supports in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such academic supports shall be included in the student's individual graduation plan (IGP). Progress pursuant to such specified academic supports shall be reviewed at least once throughout the school year in order to determine effectiveness and any needed adjustments.

High school promotion and transition considerations

Instructional Minutes: When awarding credit based on instructional time, LEAs 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, LEAs shall provide a minimum of 3,983 instructional minutes, and students shall be in attendance for a minimum of 3,758 minutes.

Individual Graduation Planning: By the end of the eighth grade, every student (with the assistance of his parent or other legal custodian and school guidance personnel, counselor) or IEP team (when applicable) shall begin to develop an [Individual Graduation Plan](#) (IGP). An IGP guides the next academic year's coursework, assisting students in exploring educational and career possibilities and in making appropriate secondary and postsecondary education decisions as part of an overall career/post secondary plan.

Financial Aid Planning: Louisiana requires public school students graduating spring 2018 and beyond to take one of the following steps as part of their Individual Graduation Plan:

- [Complete the FAFSA](#); or
- [Complete the Louisiana TOPS form](#); or
- Certify a waiver in writing to the LEA (sample: [non-participation LEA form/Letter](#)); or
- Receive a waiver through the district hardship waiver process.

Early Graduation: Each LEA shall develop an early graduation program allowing students to accelerate their academic progress, complete all state graduation requirements, and receive a high school diploma in less than four years.

- The early graduation program may include distance education (§2326), dual enrollment (§2327), and Carnegie credit and credit flexibility (§2314).
- LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.

Credit Recovery Courses and Units

1. Beginning in 2020-2021, the LEA credit recovery program and policy will be included in the local pupil progression plan submitted to LDE.
2. Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually. The school system must annually report to LDE the rationale for any student:
 - a. receiving more than two credit recovery credits annually; and/or
 - b. applying more than seven total credit recovery Carnegie units towards graduation requirements.
3. Students earning Carnegie credits in a credit recovery course must have previously taken and failed the field. Previously attempted coursework is considered an academic record and must be recorded on the official transcript.
4. Completed credit recovery courses must be recorded and clearly labeled on the official transcript.
5. Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333.A of this Part.
6. Credit recovery courses must be aligned with state content standards and include a standards aligned pre-assessment to identify unfinished learning and a standards aligned post-assessment to demonstrate course proficiency for content identified as non-proficient.
7. Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record or certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.

8. The end-of-course exam weight in a student's final grade determined by the LEA must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-of-course exam, but have failed the course, may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

NCAA Update

Nontraditional courses are taught online or through distance learning, hybrid/blended, independent study, individualized instruction, correspondence or similar means.

Generally, for a nontraditional course to count as an NCAA-approved core course, it must meet all of the following requirements:

- The course must meet all [requirements for an NCAA-approved core course](#).
- All students in the course must have regular instructor-led interaction for the purpose of instruction, evaluation and assistance for the duration of the course. This may include, for example, exchanging emails between the student and teacher, online chats, phone calls, feedback on assignments and the opportunity for the teacher to engage the student in individual or group instruction.
- The course must have a defined time period for completion. For example, it should be clear how long students are required to be enrolled and working in the course and how long a school would permit a student to work on a single nontraditional course.
- Student work (e.g., exams, papers, assignments) must be available for evaluation and validation.
- The course should be clearly identified as nontraditional on the student's official high school transcript.

A nontraditional course may not be approved for any of the following reasons:

- Does not have teacher-based instruction.
- Does not require regular and ongoing instructor-led interaction between the student and teacher.
- Does not require students to complete the entire course.
- Does not prepare students for four-year college class work.
- Does not have official student grade records.
- Does not meet NCAA core-course requirements.

Note: See Nontraditional Courses (NCAA Bylaw 14.3.1.2.2) for a [complete list of requirements](#).

If a nontraditional course or program at your school/district has not yet been reviewed by the NCAA, please contact Eligibility Center Customer Service staff at 877-622-2321, 8:30 a.m. to 5:00 p.m. Eastern time Monday-Friday to begin the review process. For information on how

COVID-19 has impacted nontraditional and online classes, visit on.ncaa.com/COVID19_Spring2023.

Information for school administrators

If a nontraditional course or program at your school has not yet been reviewed by the NCAA, please contact the [NCAA Eligibility Center](#) to begin the review process.

Additional LEA Policies: High School

High School Course Credit

Any student in grades 9-12 who has completed the course and earns Basic, Mastery or Advanced (LEAP 2025) or Good or Excellent (EOC) and has not passed academically may be eligible for principal recommendation to receive Carnegie credit for the course as long as the course has been completed in its entirety.

Early Graduation Plans

- A senior will be given priority for placement in courses necessary for graduation before students seeking early graduation.
- Principal approval will be required for courses completed through distance learning and dual enrollment.
- Consideration for early graduation will be made after a student has attended a minimum of two years of high school
- Before early graduation will be considered, the student, parent, guardian and/or custodian along with a school counselor shall meet to discuss the student's progress and determine what is in the student's best interest.
- The early graduation decision must be documented on the Individual Graduation Plan (IGP) and supporting documentation should include evidence of the student meeting.
- The District SBLC Committee may convene to make placement decisions for students as needed.

VI. Placement of transfer students

- The local school board shall establish written policies for the placement of students transferring from all other systems and home schooling programs (public, nonpublic, both in and out-of-state, and foreign countries).
- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or Louisiana resident transferring from any out-of-state school, shall be administered the English language arts and mathematics portions of the LEAP placement test. Students who have scored below the “basic” achievement level shall have placement and individual academic supports addressed in the same manner as non-transfer students in accordance with §701 and §703.
- Any child transferring into the first grade of a public school from out of state and not meeting the requirements for kindergarten attendance shall be required to pass an academic readiness screening administered by the school system prior to the time of enrollment for the first grade, in accordance with the state law.

Additional LEA policies

- A student who has transferred from a public school, in- or out-of-state, or a nonpublic school, shall be granted credit for work completed in the previous school. A properly certified transcript shall be required with the student’s record of attendance, levels of achievement, history of immunization, and units of credit earned.
- Evaluation information for exceptional students transferring from another school system shall be reviewed by pupil appraisal and approved by a supervisor of special education before the student is enrolled in a special education program.
- Students without documentation of previous school information shall be initially placed in the age-appropriate grade level. The school will administer the standard screeners and assessments given to students at the beginning of the year (literacy screener and curriculum-based assessments; i.e, Math and ELA diagnostics). The SBLC shall convene within 15 school days to review available data to identify interventions and supports.
- Schools shall review the records of any students enrolling in 9th grade for the first time enrolling from out-of-state, home-study, or non-public and make a T9 or 9th grade placement decision. Any changes in T9 placement must occur prior to October 1.
- The student's progress will be monitored during the first reporting period. Adjustments in placement may be made by the School Building Level Screening Committee (SBLC). Proposed grade placement changes identified after October 1 shall be reviewed by district leaders.

VII. Support for students

School year support

- The LEA will develop an individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.
- The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:
 - The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
 - The student completes summer remediation.
 - Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
 - The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.
 - Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

The LEA will offer, at no cost, extended, on-grade level instruction through summer remediation to students who did not take the spring LEAP tests or who failed to meet the standard set forth in §701 and §703 of BESE Bulletin 1566. The LEA will provide transportation to and from the assigned remediation summer site(s) from, at a minimum, a common pick-up point. Students with disabilities attending summer remediation will receive special support as needed.

Summer remediation

Pursuant to state law (R.S. 17:24.4), LEAs shall continue to offer summer remediation to any student not meeting promotion standards as determined by BESE. Summer remediation programs will meet all of the following requirements:

- Uses curriculum determined by the Louisiana Department of Education to fully align to Louisiana State Standards (Bulletin 141 – *Louisiana Standards for English Language Arts*, Bulletin 142 – *Louisiana Standards for Mathematics*, Bulletin 1962 – *Louisiana Science Content Standards*, and Bulletin 1964 – *Louisiana Social Studies Content Standards*).

- Utilizes teachers rated “Highly Effective” pursuant to the teacher’s most recent evaluation or have achieved a value-added rating of “Highly Effective” on the most recent evaluation.
- Limits remedial (below grade-level) instruction to only necessary and focused skills as identified from top-quality assessments and does not account for more than 35 percent of the total summer remediation instructional time.

VIII. Support Standard for Grades Kindergarten-3

- Beginning with the 2022-2023 school year and every year thereafter, each local education agency shall identify all students in kindergarten, first, second, and third grade who score below grade-level on the literacy assessment.
- The school shall notify the parents or legal custodian of students identified in writing regarding the student’s performance within 15 days of identification. Such notification shall
 - Provide information on activities that can be done at home to support the student’s literacy proficiency.
 - Provide information about supports and interventions that will be provided by the school to support the student’s literacy proficiency.
 - Provide a timeline for updates as a result of progress monitoring that includes a middle-of-year and end-of-year update.
 - Provide information about the importance of being able to read proficiently by the end of the third grade.
 - The school shall provide mid-year and end-of-the-year updates to the parent or legal custodian of students identified in subsection A.

IX. Literacy Support Standard for Grades 3 and 4

Beginning with the 2022-2023 school year, and continuing through the summer following the 2023-2024 school year, any student enrolled in third or fourth grade and scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment shall receive a minimum of 30 hours of explicit literacy instruction inclusive of targeted interventions during the summer as set forth in §705 of BESE Bulletin 1566. The literacy instruction shall be based on the science of reading.

- No tuition or fees can be charged for the attendance of an eligible student, and transportation must be offered.
- Summer learning shall be provided by an LDOE-approved tutoring vendor or by a teacher who is enrolled in or has completed the required foundational literacy skills course required per LAC 28: CXV.509 and who has achieved a rating of “Effective: Proficient” or greater on the most recent evaluation.

- Students not participating in the required summer literacy interventions may be retained in the grade level during the subsequent school year. Such retention shall be included in each local pupil progression plan. A student qualifying for summer literacy interventions who fails to participate in the program but scored Basic or higher on the ELA portion of the most recent LEAP assessment may be promoted to the next grade level.
- The LEA may waive the state policy for students scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment for students with an IEP at the discretion of the IEP team.
- Prior to retaining a student pursuant to this Section, a meeting of the SBLC committee may be called by the school or parent to determine whether retention or another option for additional student support is in the best interest of the student.

XI. Promotion and placement of certain student populations

Students with disabilities

- Students with disabilities attending summer remediation shall receive special supports as needed.
- IEP teams shall determine promotion to the next grade level for a student with a disability who fails to meet state or local established performance standards for the purposes of promotion. Such determination shall be made only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the local requirements for promotion or has not scored at or above the basic achievement level on the English language arts or mathematics components of the required state assessment and at or above the approaching basic achievement level on the other (Bulletin 1530 §403).

English learners

- The requirements of Title VI of the Civil Rights Act of 1964 are as follows:
 - Establish procedures to identify language minority students.
 - Establish procedures to determine if language minority students are Limited English Proficient.
 - Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.
- Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. Increasing the expectations for the academic content that students must

master in grades K-12 requires a parallel increase in expectations for English language acquisition.

- Establish procedures to monitor former Limited English Proficient students for two years.
- Ensure that no LEP student shall be retained solely because of limited English proficiency.

Grading Guidelines

A first-year Non-English speaking student may be allowed up to one school year before being assigned grades according to the student's level of proficiency in content classes. **A student who cannot understand the language of instruction should not be assigned failing grades in content area subjects.** Students will be held to the following expectations:

- pay attention in class
- follow directions
- bring required materials
- participate in class activities such as cooperative learning
- complete homework assignments within reasonable guidelines
- show progress

Elementary

After the completion of one year, the student should be assigned grades according to his/her English language proficiency and specified LEP accommodations. **A student cannot be assigned a failing grade without consistently being accommodated according to their LEP accommodations.** If a LEP student is able to perform the skills in a particular subject (e.g., math), he/she should be given a grade in that subject following the regular grading scale. In assigning grades for content courses, teachers should weigh end-of-semester or end-of-school year evaluations more heavily than those given at the beginning of the school year. Performance assessment and an assessment portfolio can be used as documentation for assigning a grade.

Middle and High School

Student level of proficiency should be considered for placement in content-area classrooms. The most difficult subjects are the mainstream courses that rely heavily on English language skills and/or how well the student understands the American culture such as social studies, English/ language arts, history, or geometry.

LEP students with no measurable proficiency in English will be:

- Placed in mainstream subjects where the reliance on understanding English is not solely connected to achievement
- Instructed in simplified methods according to the English Language Learners' (ELLs) English proficiency

- Introduced to extensive visual learning materials, i.e. KWL charts, VENN diagrams, etc.
- Evaluated in terms of their English language progression as outlined in the Louisiana State Standards and individual LEP accommodations.
**** If accommodations are not provided to an LEP student, a failing grade is not to be assigned.**

LEP students with **some** measurable proficiency in English will be:

- Instructed with lessons developed according to the ELLs' level of English proficiency
- Evaluated according to the child's level of English proficiency as outlined in the Louisiana State Standards and individual LEP accommodations
**** If accommodations are not provided to an LEP student, a failing grade is not to be assigned.**

Retention Considerations for English Language Learners

- Due to the complexity of learning the English language and content at the same time, caution needs to be used when considering retention for second language learners. Consideration should be given to the following:
 - Length of time in English instruction - the general guideline indicates no retention if instruction length is less than one or two years.
 - Prior implementation of problem-solving interventions and a review of the effectiveness of the interventions
 - Current student attendance data
 - Prior attendance data
 - The quantity of English language services

Retention is not recommended for English language learners as research has shown that it takes up to seven years to become proficient in an academic environment. English language services, LEP accommodations, and differentiation should be provided to meet the needs of the student in an age-appropriate classroom.

XI. Alternative education placements

Alternative schools/programs serve students who are not succeeding in the traditional educational setting and offer a venue that aids in preventing these students from dropping out of school. Alternative schools/programs provide educational and other services to students who have a variety of behavioral and other needs that cannot be adequately met in a traditional school setting. (Refer to Bulletin 741, §2903 and Bulletin 131)

Additional LEA policies

- Caddo Virtual Academy, Pathways, AMI Kids, and Ombudsman Education Services are the four approved alternative school/program settings operating in the LEA.
- Each school serves different groups of students and their unique needs.
- These schools shall adhere to the guidelines of the local Pupil Progression Plan.
- Details related to each are available at www.caddoschools.org.

XII. Due process related to student placement and promotion

Regular education students

Due Process involving placement may be initiated by an individual student, parent/guardian, or any school personnel. A student, parent/guardian, or school staff member should first contact the teacher to request a conference. Decisions rendered at said conference may be appealed by the student, parent/guardian, or teacher to the school principal, who may convene the School Building Level Committee (SBLC) to review placement. Upon the request of any of the concerned parties, a district committee appointed by the superintendent may be consulted for a final decision.

Students with disabilities

Due Process procedures for exceptional students must be consistent with those described in the approved Individuals with Disabilities Education Act (IDEA) Part B, Application and *Louisiana Bulletin 1706*.

Section 504 students

Due Process procedures for qualified students with disabilities must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973.

Written documentation to the parent/guardian of the decision to retain a student and of the system's due process procedure relating to placement procedures.

- Due process procedures that are consistent with Caddo Parish Policy JFH will be utilized to provide an orderly procedure for resolution of all disputes.
- Due process procedures that are consistent with Section 504 of the Rehabilitation Act of 1973, Individuals with Disabilities Act (IDEA '97), and *Louisiana Bulletin 1706* shall be followed in addition to Caddo Parish Policy JFH.
- Due process procedures that are consistent with Section 504 of the Rehabilitation Act of 1973, Individuals with Disabilities Act (IDEA '97), the *Louisiana Bulletin 1706* shall be followed in addition to Caddo Parish Policy JFH.

XIII Additional LEA policies related to student placement and promotion

Grading Policy

Grades 1-5

At the elementary level, each grading period will be reported as a discrete unit indicating only the work accomplished during that nine weeks (ten weeks for extended school year) with equitable distribution of total points among the grading periods. Points shall be converted to a percentage at the end of each grading period, and the appropriate letter grade assigned in accordance with the Caddo Parish grading scale. Quality point values will be assigned to each letter grade according to the scale below. The final grade will be determined by dividing the sum of quality points by the number of grading periods. Letter grades only will be assigned for elementary music, art, physical education, and conduct. A resulting grade-point average of not less than .75 is required to earn a "D" letter grade. In all other cases, fractions of .5 or higher are to be rounded up to the next highest letter grade equivalent, and fractions of less than .5 are rounded off to the lower letter grade equivalent. A final percentage of at least 66.5% will also convert to a "D."

Grades 6-8

At the middle school level, each grading period will be reported as a discrete unit indicating only the work accomplished during that nine weeks (ten weeks for extended school year) with equitable distribution of total points among the grading periods. Points shall be converted to a percentage at the end of each grading period, and the appropriate letter grade assigned in accordance with the Caddo Parish grading scale. Quality point values will be assigned to each letter grade according to the scale below. The final grade will be determined by dividing the sum of quality points by the number of grading periods. Letter grades only will be assigned for elementary music, art, physical education, and conduct. A resulting grade-point average of not less than .75 is required to earn a "D" letter grade. In all other cases, fractions of .5 or higher are to be rounded up to the next highest letter grade equivalent, and fractions of less than .5 are rounded off to the lower letter grade equivalent. A final percentage of at least 66.5% will also convert to a "D."

Grading Scales

Each student is to be given a letter grade according to the following criteria:

Grading Scale for Regular Courses

| Grade | Percentage |
|--------------|-------------------|
| A | 93-100% |
| B | 85-92% |
| C | 75-84% |
| D | 67-74% |
| F | 0-66% |

Grading Scale for Enriched/Advanced Courses

(Enriched, Honors, Gifted, Advanced Placement, all Dual Enrollment, International Baccalaureate- if offered)

| Grade | Percentage |
|--------------|-------------------|
| A | 90-100% |
| B | 80-89% |
| C | 70-79% |
| D | 60-69% |
| F | 0-59% |

Grading Scale for Science/Social Studies (Grades 1-2)

Grading Scale for Health (Grades 1-5)

| Grade | Criteria |
|--------------------------|---|
| Satisfactory (S) | Students must achieve a minimum of 75% or above accuracy on assigned tasks during a nine-week period and shall have an "S" recorded. A minimum of four (4) checkpoints should be conducted throughout each nine-week period. The tasks may include, but are not limited to, the following: <ul style="list-style-type: none">● Daily assignments● Task performance● Oral Presentations● Integrated Lessons from Reading/Math |
| Needs Improvement (N) | If students achieve below the minimum score of 75% on assigned tasks during a nine-week period, an "N" shall be recorded. A minimum of four (4) checkpoints should be conducted throughout each nine-week period. |

Grading Criteria for Art, Physical Education, and Music

Each student is to be given a letter grade according to the following criteria:

| Category | Percentage |
|---|-------------------|
| <u>Participation:</u> Effort & Classroom Performance | 75% |
| <u>Skill Development</u> Evaluation & Teacher Observation | 25% |

Homework

If homework is to be considered as a portion of a student's grade, it shall not count for more than ten percent of the grade.

High School Coursework: Mid-Term and Final Exams

If approved courses are offered at the middle school campus that award high school credit to students, a semester exam is given to* every student. The semester exams counts up to 15% of the semester grade.

HS LEAP 2025 Tests

Students enrolled in a course for which there is a HS LEAP 2025 exam must take the relevant LEAP 2025 test.

- The LEAP 2025 test score shall count as 15 percent of the student’s final grade for the course.
- For students with disabilities who meet the ACT 833 participation criteria prior to taking the first EOC test, the EOC test score shall count for 5 percent of the students’ final grade for the course.
- The grades assigned for the LEAP 2025 test achievement levels shall be in accordance with the LDOE Conversion Scales.

Mid-term and final exams

Final exams will count as 15% of the students’ final grade. If a mid-term exam is given, it will count 15% of the semester grade.

High School LEAP 2025 Course Credit

Any student in grades 9-12 who has completed the course and earns Basic, Mastery or Advanced (LEAP 2025) or Good or Excellent (EOC) and has not passed academically may be eligible for principal recommendation to receive Carnegie credit for the course as long as the course has been completed in its entirety.

Retention Policy

Checkpoints

At the end of each grading period, the SBLC shall convene to discuss students who are on track to be retained. The parent should be invited to the meeting per the guidelines in the SBLC Handbook. Interventions and supports designed to improve student performance shall be documented.

Retention Decision Review

- For all retained students, the SBLC shall convene prior to the beginning of the next school year, to review additional data received prior to the beginning of the next school year. This shall include LEAP 2025 test scores for the most recent grade completed and all data should either confirm or reverse decision to retain.
- No changes in grade placement shall be allowed after October 1.

Retention Limitations

Academics are the standard in Caddo Parish. A student may be retained until the mastery of state content standards is demonstrated. If a student has been retained one time in grades K-3 that student may not be retained a second time for failure to master academic criteria in that grade span.

Retention of Students with Passing Grades

Any parent requesting that his/her child be retained in a grade that the student successfully completed based upon the Pupil Progression Plan must make that request in writing. The request must outline compelling reasons why the child should be retained. The request must be forwarded to the SBLC and to the School Director for consideration. The request will be reviewed by the appropriate member(s) of the SBLC for a recommendation to the Principal and School Director. This option is only available Kindergarten through the 2nd grade. It is not recommended that students with passing grades be retained. Schools will notify parents of the decision by mail. The decision of the SBLC shall be final.

High School Credits

Grade classification in grades 9-12 is based on the number of years in High School and the number of Carnegie units earned.

| | | |
|------------------------|--------------------------------------|--------------------|
| T9 | 1st year in High School (unofficial) | 0-4 ½ credits |
| 9 th Grade | 1st year in High School (official) | 0-4 ½ credits |
| 10 th Grade | 2nd year in High School | 5 – 10 ½ Credits |
| 11 th Grade | 3rd year in High School | 11 – 16 ½ Credits |
| 12 th Grade | 4 th year in High School | 17 or more Credits |

Awarding of ½ Credits

One-half unit of credit may be awarded by the district for one semester of work successfully completed in a one-unit course listed on the academic and career/technical education course offerings taken in proper sequence. Caddo Career & Technology Center courses are year-long courses; no partial credit will be offered.

Carnegie Credit Courses in Middle School

LEAP 2025/EOC Courses

- Students in middle school (Grades 6-8) may only earn credit for Algebra I and/or Geometry. No English, U.S. History, or Biology credit may be awarded in middle school.
- Students who successfully complete a LEAP 2025/EOC course but scores below Basic on the EOC exam, may be required to retake the course during their first year of high school to receive additional support.

Foreign Language Courses

Any 6-8 grade student who successfully completes level 1 and 2 foreign language courses shall be required to pass a district developed placement test to enroll in a level 3 foreign language course.

XIV. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) _____ 2023-2024 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: _____

Superintendent

Board President

