

Louisiana Believes

# **Pupil Progression Plan Format and Content**

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**State Superintendent of Education**

**May 2014**

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# INTRODUCTION

This guide is a supplementary tool to be used in conjunction with the Policies and Procedures in *Bulletin 1566* (Revised March 2010). The format for writing the Pupil Progression Plan (PPP) was updated (April 2011). The following information will explain the format and how to use it. Anything printed in **green** is to be included in your PPP, while anything printed in **black** is explanation. Include all district policy and responses in **blue**.

	PAGE
SECTION I – FORMAL SUBMISSION STATEMENT.....	1
INCLUDE IN THIS SECTION GENERAL PROCEDURES FOR DEVELOPMENT, APPROVAL, AND REVISION OF THE SCHOOL DISTRICT PUPIL PROGRESSION PLAN	
<ul style="list-style-type: none"><li>• a formal submission statement</li><li>• a local contact information page</li><li>• a listing of the committee of educators appointed by the superintendent</li><li>• a listing of the parents appointed by the school board</li><li>• documentation of input into the PPP by educators/parents, and</li><li>• copies of the public notice of the PPP prior to approval of PPP (dates and location)</li></ul>	
SECTION II – STATE AND DISTRICT POLICIES .....	3
I. Placement .....	3
II. Attendance Policy .....	6
III. Promotion K-8 .....	6
IV. Promotion 9-12.....	9
V. Retention Policy .....	12
VI. Acceleration .....	13
VII. Remediation .....	13
VIII. Alternative Schools/Programs/Settings .....	16
IX. Other Policies and Procedures.....	16
SECTION III – LOCAL POLICIES .....	17
APPENDIX A – DEFINITION OF TERMS .....	19
A. State	
B. Local	

# Pupil Progression Plan

for

\_\_\_\_\_ School System

for

(School Year)

Submitted to Louisiana Department of Education

\_\_\_\_\_  
(Date Submitted)

**TABLE OF CONTENTS**  
(To be completed once plan is finalized)

# SECTION I

## FORMAL SUBMISSION STATEMENT

**Include the following information in this section:**

- FORMAL SUBMISSION STATEMENT
- LEA contact information
- a listing of the committee of educators appointed by the Superintendent
- a listing of the parents appointed by the School Board
- documentation of input into the PPP by educators/parents, and
- copies of the public notice of the PPP prior to approval of PPP (dates and location)

The *formal submission statement* is a formal submission of the LEA's Pupil Progression Plan in compliance with the policies and procedures set forth by the State Board of Elementary and Secondary Education. It must be signed by both the LEA Superintendent and the President of the School Board.

### Formal Submission Statement

Assurance is hereby made to the State Department of Education that the \_\_\_\_\_ School System's Pupil Progression Plan has been developed in compliance with the State Board of Elementary and Secondary Education's Policies and Procedures (*Bulletin 1566*), (R.S. 17:24.4), with all applicable policies and standards of *Bulletin 741* and *Bulletin 1706*, and with all applicable federal, state, and local regulations. If any local policy outlined in this plan conflicts with state and/or federal guidelines and/or regulations, the state and/or federal regulations/guidelines will supersede the local policy. All documentation relative to the development of this Pupil Progression Plan shall be maintained on file by the local education agency.

Assurance is thereby made that this school system shall not discriminate in the rendering of services to and/or employment of individuals because of race, color, religion, sex, age, national origin, disability, veteran status, or any other non-merit factor.

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
School Board President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

PUPIL PROGRESSION PLAN

LEA CONTACT INFORMATION

LEA Contact Person (Primary) \_\_\_\_\_

Telephone Number ( \_\_\_\_\_ ) \_\_\_\_\_

E-mail Address \_\_\_\_\_

If Applicable:

LEA Contact Person (Secondary) \_\_\_\_\_

Telephone Number ( \_\_\_\_\_ ) \_\_\_\_\_

E-mail Address \_\_\_\_\_

\_\_\_\_\_  
(Primary Signature)

\_\_\_\_\_  
(Date)



## SECTION II

### STATE AND DISTRICT POLICIES

The *Pupil Progression Plan* is the comprehensive plan developed and adopted by each LEA. The plan is based on student performance on the Louisiana Educational Assessment Program and is aligned to state laws and BESE policies.

#### I. Placement

##### A. Kindergarten and First Grade Entrance and Screening Requirements

1. Every child, as a prerequisite to enrollment in any first grade of a public school, shall meet one of the following criteria (Bulletin 741 §1107 B.):
  - a. Have attended a full-day public or private kindergarten for a full academic year; or
  - b. Have satisfactorily passed academic readiness screening administered by the LEA at the time of enrollment for first grade.
    - ▶ Name the academic readiness screening instrument used for those students who are entering first grade without attending a full-day public or private kindergarten for a full academic year. (This must be consistent with the instrument used for students being promoted from kindergarten.)
2. The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade. (Bulletin 741 §1111 C.)
  - a. 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. (Bulletin 741 §1111 D.)
  - b. Each local educational governing authority, by rule, may provide for a child of younger age to enter kindergarten, provided that such child has been evaluated and identified as gifted in accordance with the regulations of the DOE for such evaluation. Any child admitted to kindergarten pursuant to this paragraph shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled. (Bulletin 741 §1111 C.1.)
    - ▶ Describe the LEA's policy on early entrance into kindergarten for those students identified as gifted, if applicable.

- c. Any child transferring into the first grade of a public school from out-of-state and not meeting the requirements herein for kindergarten attendance shall be required to satisfactorily pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade. (Bulletin 741 §1111 C.2.)

▶ Name the academic readiness screening instrument used for those students from out-of-state who are entering first grade and not meeting the requirements herein for kindergarten attendance.

3. Each LEA shall require that every child entering kindergarten for the first time be given a nationally recognized readiness screening. The results of this screening shall be used in placement and for planning instruction. The pupil progression plan for each LEA shall include criteria for placement. (Bulletin 741 §325 C.)

▶ Name the nationally recognized readiness screening instrument used for every child entering kindergarten for the first time.

## **B. Transfer Students**

1. A student transferred from a state-approved school, in- or out-of-state, public or nonpublic, shall be allowed credit for work completed in the previous school. When a student transfers from one school to another, a properly certified transcript, showing the student's record of attendance, achievement, immunization, and the units of credit earned, shall be required. (Bulletin 741 §707)
  - a. Records, including evaluation information for exceptional students transferring from another system, shall be reviewed by pupil appraisal and approved by the Supervisor of Special Education before the student is enrolled in a special education program.
  - b. Students in grades five and nine transferring to the public school system from any in-state nonpublic school (state-approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, shall be required to pass the English Language Arts and Mathematics portions of the state-selected LEAP placement test.
2. Local school officials from any state-approved school receiving a student from an unapproved school, in- or out-of-state, approved home study programs, or foreign schools will determine the placement and/or credits for the student through screening, evaluations, and/or examinations. (Bulletin 741 §707)
  - a. The LEA may require the student to take an examination on any subject matter for which credit is claimed.
  - b. The school issuing the high school diploma shall account for all credits required for graduation, and its records will show when and where the credit was earned.

- c. Students in grades five and nine transferring to the public school system from any in-state nonpublic school (state-approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, shall be required to pass the English Language Arts and Mathematics portions of the state-selected LEAP placement test.
- d. The LEA PPP shall govern whether exceptions to High Stakes Testing Policy will be considered for nonpublic and home schooled students who do not participate in both spring and summer administrations of the LEAP test and/or do not attend summer remediation.
  - ▶ Describe the placement policies for nonpublic and home schooled students in fourth and eighth grades who do not participate in both spring and summer administrations of the LEAP test and/or do not attend summer remediation.
  - ▶ Describe the placement policies for transfer students entering transitional 9<sup>th</sup> grade.
  
  - ▶ Describe the policies for the placement of all students, including kindergarteners, transferring from all other systems and the provisions for awarding credit for elementary students (K–8) and secondary students (9–12), including:
    - Approved schools within the state (public/nonpublic)
    - Approved out-of-state schools (public/nonpublic)
    - Home Study and Unapproved schools (public/nonpublic)
      - Provisions for LEAP/*i*LEAP Students
      - Names of the entrance tests used to determine grade placement
      - The procedure used for determining Carnegie credit for high school students
  - ▶ List the placement test(s) administered to the above-mentioned transfer students, if applicable.

### C. Limited English Proficient (LEP) Students

1. The requirements of Title VI of the Civil Rights Act of 1964 are as follows:
  - a. Establish procedures to identify language minority students.
    - ▶ Describe the procedures the LEA has established to identify language minority students.
  - b. Establish procedures to determine if language minority students are Limited English Proficient.

- ▶ Describe the procedures the LEA has established to determine if language minority students are Limited English Proficient.
- c. 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.
  - ▶ Describe the procedures for age-appropriate placement and the specialized language services or program the LEA will use to address the linguistic and cultural needs of the Limited English Proficient student.
- d. Establish procedures to monitor former Limited English Proficient students for two years.
  - ▶ Describe the procedures the LEA has established to monitor former Limited English Proficient students for two years.
- e. No LEP student shall be retained solely because of limited English proficiency.

*Title VI of the Civil Rights Act of 1964: Title VI prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English. (See: Louisiana District and School Administrators English Language Learners Program Handbook)*

#### **D. Review of Placement**

1. Review of promotion and placement decisions may be initiated by the local school superintendent and/or parent or guardian (R.S. 17:24.4 G.).
2. Each local school board may adopt policies whereby it may review promotion and placement decisions, in order to ensure compliance with its local plan (R.S. 17:24.4 G.).

▶ Describe the LEA's policy that addresses how promotion and placement decisions are monitored periodically to determine that the LEA's policies are being implemented uniformly across the system. Explain how, upon request, an individual, such as a parent, teacher, principal, superintendent, etc., could initiate an individual review.

## **II. Attendance Policy**

- A. Elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year. In order to be eligible to receive grades, high school students shall be in attendance a minimum of 30,060 minutes (equivalent to 83.5 six-hour school days), per semester or 60,120 minutes (equivalent to 167 six-hour school days) a school year for schools not operating on a semester basis.

## **III. Promotion K – 8**

Based upon local school board policy pursuant to these guidelines, each teacher shall, on an individualized basis, determine promotion or placement of each student [R.S. 17:24.4 (G)]. 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.

#### **A. Requirements of the Louisiana Educational Assessment Program**

1. A Pupil Progression Plan shall require the student's proficiency on certain tests as determined by the BESE before he or she can be recommended for promotion. (R.S. 17:24.4)
2. In addition to completing a minimum of 23 or 24 Carnegie units of credit as required by BESE, the student shall meet assessment requirements to earn a standard high school diploma. (Bulletin 741 §2318 and §2319)
3. At the conclusion of the 2013-2014 school year, a student who is a first-time fourth or eighth grader must score at or above the Basic achievement level on the English Language Arts or Mathematics components of the LEAP and at or above the Approaching Basic Achievement level on the other (hereafter referred to as the passing standard) to be promoted to the fifth or ninth grade, respectively. (Bulletin 1566 §701)
  - a. LEAs may promote any first-time fourth grade student who did not receive sufficient instruction needed to achieve the passing standard on the transitional state assessment, but who has demonstrated readiness for fifth grade content through evidence of student learning, to the fifth grade. Each LEA shall include guidance in its local pupil progression plan outlining the evidence of student learning used to make such promotion decisions, including but not limited to performance on classroom assignments or benchmark assessments.
  - b. LEAs may promote any first-time eighth grade student who fails to achieve the passing standard to transitional ninth grade, pursuant to requirements set forth in (Bulletin 1566 §503 (B)(1)(d)).
4. All placement and promotion requirements for 4<sup>th</sup> and 8<sup>th</sup> graders shall be aligned with current BESE guidelines as outlined in the *High Stakes Testing Policy*. (Bulletin 1566 §701)
5. Students with disabilities participating in LEAP must be provided with accommodations as noted in the students' IEPs. (Bulletin 1566 §701)

6. Students eligible for services under Section 504 of the Rehabilitation Act of 1973 should have accommodations as noted on their individual accommodation plan (IAP).
7. Students with disabilities who participate in the LEAP Alternate Assessment, Level 1 (LAA 1) shall have promotion decisions determined by the School Building Level Committee (SBLC). (Bulletin 1566 §505 A.)
8. LEP students shall participate in statewide assessment. The SBLC shall be granted the authority to waive the state's grade promotion policy for a LEP student. A LEP student who was granted a waiver at the 4<sup>th</sup> grade level is ineligible for a waiver at the 8<sup>th</sup> grade level. (Bulletin 1566 §707 E)

▶ Describe the LEA's criteria for determining if a first-time fourth grader will be placed in fifth grade, if the student is determined to be non-proficient. Identify which resources will be utilized to make the placement decision and who will make the decision.

▶ Describe the LEA's plan for intervention and remediation for the non-proficient student for the summer and school year.

▶ Describe the LEA's criteria for determining if a first-time eighth grader will be placed in transitional ninth grade, if the student is determined to be non-proficient. Identify which resources will be utilized to make the placement decision and who will make the decision.

▶ Describe how you will address remediation for transitional 9th grade students during the summer and school year while ensuring credit accumulation and exposure to 9th grade level ELA and math content.

▶ Describe the function of the SBLC as it relates to student promotion and retention.

▶ Describe how the SBLC determines the progression of students with disabilities participating in the LEAP Alternate Assessment, Level 1. List the specific criteria that will be used by the SBLC.

## **B. High Stakes Testing Policy**

1. The decision to retain a student in the fourth or eighth grade more than once as a result of his/her failure to achieve the passing standard on the English Language Arts and Mathematics components of LEAP shall be made by the LEA in accordance with the local Pupil Progression Plan. (See Chapter 7 of Bulletin 1566 for additional policies regarding High Stakes Testing.)

▶ Describe the LEA's procedure for determining if a 4<sup>th</sup> or 8<sup>th</sup> grade student will receive a *Mastery/Advanced* waiver from the High Stakes Testing Policy. (Bulletin 1566 §707 A.)

▶ Describe the LEA's procedure for determining if an 8<sup>th</sup> grade student is granted the U/B waiver from the High Stakes Testing Policy. (Bulletin 1566 §707 B.)

▶ Describe the LEA's criteria for determining if an 8<sup>th</sup> grade student will receive a *AB/AB* waiver from the High Stakes Testing Policy. (Bulletin 1566 §707 C.)

▶ Describe the LEA criteria that determine if a student is retained in 4<sup>th</sup> grade more than once as a result of failure to score at or above the required *Basic/Approaching Basic* achievement level on LEAP.

▶ Describe the criteria that determine to what grade a student will be promoted if he/she has repeated the 4<sup>th</sup> grade at least once as a result of failure to pass LEAP and if he/she will be 12 years old on or before September 30<sup>th</sup> of the next school year. (Bulletin 1566 §703 C.)

▶ Describe the LEA's criteria for determining which 4<sup>th</sup> grade student(s) will be granted a Twenty Point Appeal, as outlined in the High Stakes Testing Policy. Describe the criteria used by the SBLC to grant the appeal. (Bulletin 1566 §707 D.)

▶ Describe the fourth grade transitional program required for students who meet the criteria. (Bulletin 1566 §703 B.)

▶ Describe the locally-mandated attendance requirements for summer remediation that are used as a criterion for exceptions to High Stakes Testing Policy. (Bulletin 1566 §707)

### C. Elementary Program of Studies Requirements

1. The elementary grades shall provide a foundation in fundamentals of English Language Arts, Mathematics, Social Studies, Science, Arts, Health, and Physical Education. (Bulletin 741 §2313)
2. Each elementary school shall provide 63,720 minutes of instructional time per year. (Bulletin 741 §333)
3. Each LEA will provide instruction aligned to BESE-approved standards or locally-developed and approved curriculum. (Bulletin 741 §2301)
4. Elementary schools shall offer an articulated **foreign language** program for 30 minutes daily in grades four through six and 150 minutes per week in grades seven and eight. (Bulletin 741 §2313)

► List detailed and specific LEA promotion requirements by grade level for K-8. If promotion criteria for 4<sup>th</sup> and 8<sup>th</sup> grade students exceed the state requirements of passing LEAP, list any additional requirements.

► Describe the elementary foreign language program for academically able students in grades 4–8.

○ Explain the local definition of the term “grade level” or “on grade level.”

## **IV. Promotion 9 – 12**

### **A. Carnegie Credit and Credit Flexibility**

1. Students may earn Carnegie credit as middle school and high school students in two ways:
  - a. By passing a course in which the student is enrolled and meeting instructional time requirements, as set forth below; or
  - b. By demonstrating proficiency as set forth below.
2. When awarding credit based on instructional time, LEAs shall provide a minimum of 7,965 minutes for one Carnegie credit, and student’s 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 minutes, and students shall be in attendance for a minimum of 3,758 minutes.
3. When awarding Carnegie credit based on demonstrated proficiency, LEAs must inform the LDE of the following on behalf of any student or group of students:
  - a. the name of the examination used to measure proficiency, if nationally recognized, or
  - b. a copy of the examination used to measure proficiency, if locally developed or not nationally recognized and the score required to demonstrate proficiency; or
  - c. a listing of requirements to demonstrate proficiency through portfolio submissions.
4. Students enrolled in a course for the first time, which is not a credit recovery course or part of an accelerated program, shall only earn credit according to the pathway in Paragraph A.1. of this Section once the school year has begun.
  - a. If a student fails a course, but meets the standard of proficiency on the end-of-course exam, the student may retain that score to be factored into their final grade in either a credit recovery course or a repeat of the traditional course.
5. Proficiency in a course with a state administered End of Course exam must be demonstrated using the End of Course exam.



6. The LDE may require revisions of assessments in order to ensure that they adequately measure proficiency.
7. Students meeting the requirements for Carnegie credit based on proficiency shall have the course title, the year proficiency was demonstrated, and the unit of credit earned entered on their transcript.
  - a. LEAs shall determine whether to award the letter grade earned on the proficiency assessment(s) or a P (pass) when a student demonstrates proficiency.
    - ▶ List detailed and specific LEA Carnegie unit requirements and promotion requirements by grade level for grades 9-12.
    - ▶ Describe the LEA's policy for awarding ½ unit of credit.

## **B. High School Graduation Requirements**

1. General requirements for a high school diploma and a Certificate of Achievement may be found in §2317 of Bulletin 741.
2. A Louisiana state high school diploma cannot be denied to a student who meets the state minimum high school graduation requirements; however, in those instances in which BESE authorizes an LEA to impose more stringent academic requirements, a school system diploma may be denied. (Bulletin 741 §2317)
3. Graduation requirements for the College Diploma may be found in §2318 of Bulletin 741, including the requirements for the following students:
  - a. Students who entered the ninth grade prior to 2008-2009,
  - b. Students entering the ninth grade in 2008-2009 to 2016-2017 who are completing the Louisiana Core 4 Curriculum, and
  - c. Students entering the ninth grade in 2008-2009 to 2016-2017 who decide after their second year of high school to complete the Basic Core Curriculum.
4. Graduation requirements for the Career Diploma may be found in §2319 of Bulletin 741.
  - a. A student who seeks to pursue a Career Diploma shall:
    - i. Fulfill the all the requirements for promotion to high school;
    - ii. Fulfill the course requirements for a Career Diploma found in Bulletin 741 §2319; and
    - iii. Meet the entry or admissions requirement set forth in the chosen Career Major program.
5. Students may switch from the Career Diploma pathway to the College Diploma pathway or vice versa at the end of each semester. (Bulletin 741 §2317 G. and H.)
6. All ninth graders in the College Diploma pathway will be enrolled in the LA Core 4 curriculum. (Bulletin 741 §2318 A.)

7. In addition to completing a minimum of 23 or 24 Carnegie credits, students must meet the assessment requirements to earn a College diploma or a Career Diploma. (Bulletin 741 §2318 B. and §2319 B.)
  - a. Incoming freshmen prior to 2010-2011 must pass the English Language Arts and Mathematics components of the GEE or LAA 2 and either the Science or Social Studies components of the GEE or LAA 2 to earn a high school diploma.
    - i. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required components of GEE or LAA 2, if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required GEE test. (Bulletin 741 §2318 B. and §2319 B.)
  - b. Incoming freshmen in 2010-2011 and beyond must pass End-of-Course Tests in the following categories:
    - i. English II or English III
    - ii. Algebra I or Geometry
    - iii. Biology or American History
  - c. Students with disabilities identified under IDEA who meet the eligibility criteria previously used for LAA 2 participation and have entered high school in 2013-14 or before may meet the graduation assessment requirements by passing the English language areas and mathematics components of the LAA 2 and either the science or social studies component of LAA 2.
  - d. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required EOC tests, and if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required EOC test. (Bulletin 741 §2318 B. and §2319 B.)

## V. Retention Policy

- ▶ State the number of times a student may be retained in each grade or level.
- ▶ Describe any additional LEA policies that may determine student retention.
- ▶ Describe the intervention/remediation strategies to be used to prevent retention or in lieu of student retention at the lower grades.

## VI. Acceleration

- ▶ Describe the policies and procedures that address the placement of students who demonstrate that they will benefit more from the instructional program at an advanced grade level. Address criteria for both grades K–8 and grades 9–12.
- ▶ Describe the LEA criteria for acceleration, including who is involved in the decision-making process, what evaluation criteria are used, and other local policies.
- ▶ Describe any applicable policies and procedures for grade “skipping.”
- ▶ Describe any policies governing services for gifted students.

## A. Early Graduation

1. 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.
  - a. The early graduation program may include distance education (§2326), dual enrollment (§2327), and Carnegie credit and credit flexibility (§2314).
  - b. LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.
    - ▶ Describe the components and requirements of the local early graduation program.

## VII. Remediation

### A. Legal Authorization

1. R.S. 17:24.4 G provides that those students who fail to meet required proficiency levels on the state administered criterion-referenced tests of the Louisiana Educational Assessment Program shall receive remedial education programs that comply with regulations adopted by BESE.
2. R.S. 17:394–400 is the established legislation for the remedial education programs.
3. A program of remedial education shall be put into place by local parish and city school systems following regulations adopted by BESE pursuant to R.S. 17:24.4. All eligible students shall be provided with appropriate remedial instruction. (R.S. 17:395 A).

### B. Purpose

1. The intent of remedial educational programs is to improve student achievement in the grade-appropriate skills identified as deficient on the state's criterion-referenced testing program for grades 4 and 8, and the End-of-Course Tests. (R.S.17:395 B and BESE Policy).

### **C. State Mandatory Requirements**

1. Any public elementary or secondary student, including a student with a disability participating in LEAP, who does not meet the performance standards established by the Department and approved by BESE, as measured by the State criterion-referenced test, shall be provided remedial education. (R.S. 17:397)
  - a. For End-of-Course (EOC) tests, 30 hours of remediation per year shall be provided for students who do not pass.
  - b. Remediation in the form of summer school (50 hours of instruction per subject) shall be provided to both 4<sup>th</sup> and 8<sup>th</sup> grade students who score at the *Approaching Basic* or *Unsatisfactory* achievement level on the spring LEAP (English Language Arts and/or Mathematics) tests.
    - i. Summer remediation and end-of-summer retests must be offered by school systems at no cost to students who did not take the spring LEAP tests or who failed to achieve the required level on LEAP.
    - ii. All students with disabilities who participate in LEAP testing should receive services along with regular education students in summer programs, with special support provided as needed, including accommodations.
    - iii. Students with disabilities who participate in LEAP Alternate Assessment, Level 1 (LAA 1), are not eligible to attend the LEAP summer remediation programs.
  - c. Remediation shall be provided to students who score at the *Unsatisfactory* level on the LEAP Science and Social Studies tests.
  - d. Remediation is recommended for 4<sup>th</sup> and 8<sup>th</sup> grade students who score at the *Approaching Basic* level on the LEAP Science and Social Studies tests.
  - e. Each LEA shall provide transportation to and from the assigned LEAP Remediation summer site(s) from, at a minimum, a common pick up point.

### **D. School Year Intervention/Remediation Program**

- List the objectives for your school year intervention/remediation program.
- Describe the criteria used to determine which 4<sup>th</sup> and 8<sup>th</sup> grade students are eligible for school year intervention/remediation.

- Does the district suggest or require a minimum number of remediation services hours each school should provide to its eligible students? If so, what is the minimum?
- Describe the materials and methodology to be used throughout the district in school year intervention/remediation.
- Describe the form of documentation collected from students/parents who refuse school year remediation services.
- Describe how science and social studies remediation is implemented.
- Describe the district's plan for coordination of state, federal, and local funds for school year remediation.
- Describe the district's plan for documenting evidence of achievement/growth of students who are participating in school year remediation.

► Summer Remediation Program

- List the objectives for your summer remediation program.
- Describe the criteria used to determine which 4<sup>th</sup> and 8<sup>th</sup> grade students are eligible for summer remediation.
- Describe the schedule for your summer remediation program. Please be reminded that the district must schedule a minimum of 50 hours per subject at both 4<sup>th</sup> and 8<sup>th</sup> grade levels.
- Describe the materials and methodology to be used throughout the district in summer remediation.
- Describe the form of documentation collected for students and parents who refuse summer remediation services.
- Describe the district's plan for coordination of state, federal, and local funds for summer remediation.
- Describe the district's plan for documenting evidence of achievement/growth of students who are participating in summer remediation.

► EOC Remediation

- Describe the EOC remediation provided for students. Include the following:
  - Program Description
    - Student selection criteria
    - Pupil/Teacher ratio
    - Instructional time
    - Selection criteria for teachers and/or paraprofessionals

- Materials and methodology to be used
- Program type – Examples: remediation courses, after-school tutoring, Saturday tutoring, summer school, other: List all that apply
- Documentation of students’ and parents’ refusal to accept remediation
- Plan for coordination of state, federal, and local funds for remediation
- Evaluation plan for documenting evidence of achievement/growth of students

## VIII. Alternative Schools/Programs/Settings

### A. Definition

1. Alternative schools/programs serve students who are not succeeding in the traditional educational setting and offer a venue which 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 which cannot be met adequately in a traditional school setting. (Refer to Bulletin 741 §2903 and *Bulletin 131: Louisiana Alternative Education Standards*)
  - ▶ List the written policies for all alternatives to regular placements.
  - ▶ Give a brief description of each approved alternative school/program/setting operating in the LEA, including the entrance and promotion criteria.
  - ▶ Describe the LEA’s procedures for placement in adult education programs.

## IX. Other Policies and Procedures

### A. Policies on Due Process

1. Due process procedures for teachers, students, and parents shall be specified in each local Pupil Progression Plan as related to student placement. The local school system must ensure that these procedures do not contradict the due process rights of students with disabilities, as defined in the IDEA-Part B.
  - ▶ Describe the LEA’s policies on due process procedures for teachers, students and parents as related to student placement for the following:
    - Regular education students
    - Students with disabilities
    - Section 504 students



## SECTION III

### LOCAL POLICIES

The *Pupil Progression Plan* is the comprehensive plan developed and adopted by each LEA. The plan is based on student performance on the Louisiana Educational Assessment Program and is aligned to state laws and BESE policies. Add any local pupil placement and progression policies in this section (e.g. grading policies).



## APPENDIX A

**This section should include the following:**

### **Definition of Terms**

- A list of state terms as outlined in the Guidelines.
- A list of terms used in the local plan. (Terms must be clearly defined; they will be used as the basis for interpretation of the components of the local plan.)