

# 3rd Grade Promotion FAQ

## Office of Teaching and Learning

### Description

Act 422 of the 2023 Legislative Session enacted R.S. 17:24.11 to prohibit promotion to fourth grade if a student scores at the lowest level of the literacy screener. This policy only applies to students in traditional public schools. Public charters are not included.

### What does a diagnosis of dyslexia mean?

The student has been diagnosed with dyslexia as documented on an IEP or 504 Plan with accompanying supporting documents or medical diagnosis documentation. This does not include students with characteristics of dyslexia.

### Who should be diagnosing dyslexia?

Professionals who administer and interpret assessments must meet qualifications set forth by the assessment publisher and be trained in administering the assessment, and may include a licensed psychologist, certified school psychologist, licensed certified speech-language pathologist, certified educational diagnostician, clinical psychologists, neuropsychologists, and/or certified academic language therapist. Additional guidance regarding individuals who encompass an SBLC team is found in [Bulletin 1903- Louisiana Handbook for Students with Dyslexia](#).

### Do students need to be rescreened if they qualify for a good cause exemption?

If students qualify for good cause, the student is not required to take the screening another two times; however, regardless of a student qualifying for a good-cause exemption, intervention and progress monitoring should continue.

### What is considered a language IEP objective? Is comprehension considered a reading goal? Can the goals be embedded into an ELA goal?

As long as the reading goal is specific to the student's unique needs, and is well documented on the IEP within the student's present level of academic achievement and functional performance statement (PLAAFP) to indicate the student's strengths and weaknesses which will reflect why that particular reading goal was chosen, then the IEP team has appropriately documented the reading deficiency and reading goal on the IEP and satisfactorily meets the qualifications of 'good cause exemption.'

### Can an IEP team override policy and waive this requirement since the student has an IEP?

No, the IEP team must follow the outlined policy. However, some students may meet the criteria established under a good cause exemption.

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### **Do schools have to screen students who qualify for a good cause exemption?**

If students qualify for good cause, the student is not required to take the screening another two times; however, regardless of a student qualifying for a good-cause exemption, intervention and progress monitoring should continue.

### **If a student has an SLP due to articulation concerns, do they qualify for good cause exemption?**

A student qualifying as Speech or Language Impairment only (SLI) due to articulation concerns likely will not meet the criteria for a good cause exemption. However, for students with articulation deficits, the school-based speech-language pathologist (SLP) must be involved with the screening of the student, as he/she is best equipped to understand the student's speech impediments and can encourage the student to continue testing, instead of fixating on a certain word or getting hung up on an individual sound. Additionally, DIBELS guidance states, "... it is important to mention that students are not penalized for varied pronunciation due to consistent dialect, accent, or articulation differences."

### **Since this is a good cause exemption, will LEAP scores arrive sooner so that schools can make scheduling and placement decisions in a timely manner?**

Unfortunately, it is not possible to get grade 3 scores back any earlier. Mastery on LEAP was written into the policy as an exemption, but the best practice for these exemptions is not to rely on the test scores as we are unable to receive the scores any earlier. This should be the last option school systems rely on.

### **Does the Individual Academic Support Plan (IASP) suffice for documentation of intense intervention?**

Yes, this plan is sufficient for the requirement of "providing an expanded academic support plan."

### **How long does the IASP stay in place?**

Until the student receives a BASIC on their LEAP assessment in the corresponding subject.

### **For those students still scoring well below after the 3rd attempt, will screening for characteristics of dyslexia suffice, or will it need to be more of a full diagnosis?**

A full diagnosis is required.

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### Who qualifies for a good cause exemption?

Students qualifying for good cause include:

- o A student with Limited English Proficiency who has been enrolled in an English language assistance program for fewer than two years. If a student comes from out of state and was in an English language assistance program, then those years count.
- o An Individualized Education Program (IEP) indicates that the screener is not appropriate for the student with a disability for the purpose of retention.
- o A student's Individualized Education Program or Section 504 Plan reflects that intensive reading intervention has been received for two years. The IEP or 504 Plan must include a reading goal.
- o A student with an Individualized Education Program or Section 504 Plan was previously retained in kindergarten, first, or second grade.
- o A student who has not met Bulletin 1508 eligibility criteria as a student with an exceptionality has been previously retained in kindergarten, first, second, or third grade and has received intensive evidence-based structured literacy intervention for two or more years. Intervention should be documented through an individual reading improvement plan. Please note that intensive reading intervention includes targeted intervention in a small group with progress monitoring documented through an individual reading improvement plan.
- o A student has been diagnosed with dyslexia as documented on an IEP or 504 Plan with accompanying supporting documents or medical diagnosis documentation. This does not include students with characteristics of dyslexia.
- o A student demonstrates an acceptable level of proficiency on a BESE-approved alternative standardized assessment. (Alternative assessments will be presented for BESE approval upon the recommendation of LDOE.)
- o A student, including a student who receives accommodations, who has scores in the Mastery achievement level on the English Language Arts section of the LEAP 2025 assessment.