

2026-2027 Pupil Progression Plan Guidance

Introduction

[Bulletin 1566](#) - *Pupil Progression Policies and Procedures* supports LEA flexibility with regard to student promotion and retention. However, students who struggle must be identified early and receive the necessary support to ensure their growth and ability to stay on track toward graduation.

The 2026-2027 Pupil Progression Plan should reflect promotion, retention, and placement policies for students in grades K-12.

Policy Requirements

Grades K-12 Requirements

Promotion from one grade to another for regular students and students with disabilities shall be based on the following statewide evaluative criteria.

- Each plan should include school attendance requirements.
- Each plan should include the course requirements for promotion by grade level.
- Each plan should include promotion requirements for students with disabilities aligned to policies included in *Bulletin 1530: Louisiana's IEP Handbook for Students with Exceptionalities*.
- Each plan should include other applicable requirements, including high-stakes policy requirements for entering students in the fifth or ninth grade.

Grades Kindergarten-3: Literacy and Numeracy Support

Each local education agency shall identify all students in kindergarten, first, second, and third grade who score below grade level on the literacy and/or numeracy screener. The school shall notify in writing the parents or legal custodians of identified students 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 and numeracy proficiency.
- Provide information about supports and interventions the school will provide to support the student's literacy and/or numeracy proficiency.
- Provide a timeline for updates resulting from progress monitoring, including mid-year and end-of-year updates.
- Provide information about the importance of being able to read proficiently by the end of the third grade if the student is below proficiency in literacy.

The school shall provide mid-year and end-of-the-year updates to the parent or legal custodian of students identified in subsection A. The above notification shall be documented through an Individual Academic Support Plan.

Grade 3 Literacy Requirements

Beginning with the 2024-2025 school year and every year thereafter, a third-grade traditional public school student with a reading deficiency, as demonstrated by the student scoring the lowest achievement level in reading on an end-of-year literacy screener, shall be provided with two additional opportunities to score a higher achievement level on the literacy screener prior to the beginning of the subsequent academic year.

- A traditional public school student who does not score above the lowest achievement level on the literacy screener after three attempts shall be screened for dyslexia and shall not be promoted to the fourth grade unless promoted for [good cause](#).
 - A limited English proficient student has been enrolled in an English language assistance program for fewer than two years.
 - An IEP indicates that the screener is not appropriate for the student with a disability.
 - A student with an IEP or 504 Plan has received intensive reading intervention for two years and still scores at the lowest achievement level on the literacy screener.
 - A student with an IEP or 504 Plan was previously retained in kindergarten, first, or second grade and still scores at the lowest achievement level on the literacy screener.
 - A student has received intensive evidence-based structured literacy intervention for two or more years, still scores at the lowest achievement level, does not meet exceptional criteria, and was previously retained for a total of two years in kindergarten, first, second, or third grade.
 - A student has been diagnosed with dyslexia.
 - The student demonstrates an acceptable level of proficiency on a BESE-approved alternative standardized assessment.
 - A student scores Mastery on the English language arts section of the LEAP 2025 assessment.
 - A student has received intensive evidence-based structured literacy intervention for two or more years, still scores at the lowest achievement level, does not meet exceptional criteria, and was previously retained for a total of two years in kindergarten, first, second, or third grade. For this purpose, intensive reading intervention includes targeted intervention in a small group with progress monitoring documented through an individual reading improvement plan.

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, regardless of retention or promotion status, shall be provided with an individual academic support 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 plan designed to assist the student in achieving proficiency in literacy. All participants shall sign the documented plan, using a template provided by the LDOE, 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 plan. This policy shall be included in the Pupil Progression Plan of the LEA 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 LDOE may audit a random sampling of plans for students identified as needing an individual plan in each local education agency each year.

Grade 8 Requirements

Students shall score at least “Basic” in either ELA or math and “Approaching Basic” in the other subject to be promoted to Grade 9; *Bulletin 1566* provides for waivers as well as placement in transitional ninth grade in certain circumstances.

The LEA determines appropriate placement in ninth grade or transitional ninth grade for students who transfer to the LEA from another state or country, no later than October 1 of each school year.

Uniform Grading Policy

LEAs shall use the following uniform grading system for students enrolled in all grades K-12 for which letter grades are used.

Grading Scale for Regular Courses	
Grade	Percentage
A	100-90
B	89-80
C	79-70
D	69-60
F	59-0

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, career coach) or IEP team (when applicable) shall begin to develop an [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/postsecondary plan.
- Each school system may form a regional consortium to share costs of contracting with [career coaches](#).

- Each school system shall include a description of its plan to provide [career coaching](#) to each student as part of the PPP.
- Each school system shall document at least one middle school career-related activity each year in the student's IGP and ensure that career interest inventories are updated in seventh and eighth grades.
- Each school system shall document parent/guardian involvement in the planning of the IGP.
- Each school system shall offer available vocational training opportunities to students.
- The IGP shall be reviewed annually.

Supports for Students

Summer Remediation: LEAs may offer extended, on-grade level instruction through summer remediation to students who, based on a preponderance of evidence of student learning, are considered to be academically struggling, did not take the spring LEAP tests, and failed to meet the standard.

- The LEA shall provide transportation to and from the assigned LEAP remediation summer site(s) from, at a minimum, a common pick-up point.
- Students with disabilities attending summer remediation shall receive special supports as needed.
- Summer remediation programs shall meet all of the following requirements:
 - Use curriculum determined by the department to fully align to Louisiana state standards
 - Teachers shall be rated “proficient”, “highly effective,” or “exemplary” pursuant to the teacher’s most recent evaluation or have achieved a value-added rating of “proficient”, “highly effective”, or “exemplary” on the most recent evaluation

Individual Academic Support Plans (ISAP): The individual academic support plan should be considered a holistic plan that is differentiated based on student need.

- All K-5 students who score below proficiency in literacy and/or numeracy shall receive a plan. An individual academic support plan developed to outline support provided for a fifth-grade student in English language arts or mathematics will remain in place, updated annually, until the student achieves a score of “Basic” or above in each of the subjects that initially led to the development of the plan.
- Expanded Academic Tutoring Support: Each LEA shall identify kindergarten through fifth-grade students who fail to achieve mastery in reading or math and provide them with tutoring. This service is documented through the IASP.
 - Students identified as needing expanded academic support shall be provided with one of the following options:
 - Prioritized placement in a class taught by a teacher labeled as “highly effective” or higher
 - High-dosage tutoring to commence no later than thirty days after the student is identified as needing expanded academic support or, for students identified during the summer, within the first 30 days of the school year.
 - High-dosage tutoring provided shall meet all of the following criteria:
 - Incorporate direct instruction by tutors using formative assessment aligned with grade-level content and tier 1 classroom instruction;

- Be sustained for a minimum of 10 weeks;
- Be provided, at least 3 times per week, in approximately 30-minute sessions, which shall be embedded in the school day;
- Use assessments throughout the school year to monitor student progress;
- Be based on high-quality instructional materials that are aligned with the state content standards and are specifically designed for supplemental instruction;
- Be individualized and provided at a ratio of not higher than 4 students to 1 tutor;
- Be provided by a high-quality, consistent tutor, or by a limited, consistent set of tutors throughout the student's supplemental instruction period; and h. be provided in accordance with guidelines on research-based best practices and effective accelerated instruction strategies developed and provided by LDOE.

Promotion and Support Policy FAQs

1. **Where can I find the related policy *Bulletin 1566*?** You can find policies related to IASPs in [Bulletin 1566 - Pupil Progression Policies and Procedures](#). In fact, LEAs can access all policies that BESE has adopted on the [Louisiana Administrative Code website](#) under Title 28.
2. **Will the PPP template be required, or can we use our own format?** Local school systems may use their own template as long as all components from the State template are addressed, if applicable.
3. **What documentation do you suggest the LEA keep on file locally?** The following items are required:
 - *a formal submission statement signed by the Principal & Board President.* See Section XI – LEA Assurances
 - *a local/LEA contact information page*
 - *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*
 - *copies of the public notice of the PPP prior to approval of the PPP (dates and location)*
4. **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 to be promoted to the ninth grade, unless the student is eligible for a waiver or is placed in transitional ninth grade. Does that mean that they must have AB in science and social studies too?** The 8th-grade promotion policy approved by BESE does not address science and social studies.
5. **Will there be a template for the Individual Academic Improvement Plan?** Yes, a [template](#) and supporting documents are available [in the School Policy library](#). This is a holistic plan that is differentiated and based on student need.
6. **How will the IGP change in order to incorporate the Individual Academic Support Plan?** No change - the purpose of the individual academic support plan is to create a student plan for academic support in literacy and numeracy.
7. **What about attendance by teachers and parents in person? Many of our parents cannot attend in person as we serve families from all over the state. When parents do not have transportation or otherwise cannot attend IEP meetings in person, we conduct the meeting over the phone/video phone. Can we do the same for these review meetings?** LEAs should work with parents to

determine how best to have these conversations and obtain written affirmations of their participation. We suggest documenting the meeting date and time and obtaining an electronic signature on the parent agreement form to keep on file, if an in-person meeting is not possible.

8. **What if the school makes every attempt to contact the parent to get them to the meeting, but they don't attend?** Keep documentation showing multiple attempts to contact the parent, including but not limited to phone calls, written note home, email, etc.
9. **If a parent refuses to allow a student to take the 8th grade LEAP, how will the promotion/placement decision be made?** Principals and superintendents should personally discuss the implications of non-participation with parents who make these requests or express concerns about testing. While federal law does call for the participation of “all students” in state testing, local school leaders should also work to accommodate and respect parent wishes for their children. Local pupil progression policies may address this as well, and where test scores are not available to guide promotion/placement decisions, the school should review the preponderance of evidence of student learning from that school year to make that decision.
10. **If a parent instructs a student not to test (opt-out students), and the student scores at the unsatisfactory level, do they get an individual academic support plan?** Third grade students must participate in the literacy screener. For other grade levels and subject areas, the school shall work with the parent to consider all other available evidence of student learning to determine if an academic support plan is needed.
11. **What is the difference between academic supports/interventions and remediation? Can you provide examples?** Remediation is the practice of isolated reteaching of content that was not mastered in previous grades. The difference between remediation, which is not a best practice, and the best practices (grade-level core instruction, scaffolding during core time, and extra time intervention by content-strong teachers) that lead to accelerated learning is that remediation can occur without any relevant connection to on-grade-level content being taught. Student learning accelerates; they make more than a year's progress in a year when the teaching of prior content or skills is closely connected to current year content and current lessons.

This means a given lesson, mini-lesson, or activity could be remediation (not a best practice) or best practice scaffolding or intervention. It's not the substance of the lesson that determines whether it's remediation or not; it's the connection to grade-level content and current grade-level lessons that makes the determination.

Students who need intensive intervention in reading and math may benefit from remediation of specific prior grade-level content using high-quality materials. Once students master that targeted skill or concept, student supports should shift back to an accelerating learning approach.

12. **What materials should be used to accelerate learning in ELA and Math?** The Accelerate ELA resources for [Grades K-2](#) and [Grades 3-10](#) are built to ensure that students can access grade-level text. Each grade level includes links to resources that support students in building knowledge, vocabulary, or foundational skills, including student materials for each tutoring session. In addition to Accelerate ELA resources, students can also be supported with [ELA Guidebooks](#), [Diverse Learners Guide](#), and [ELA Guidebooks Supports Flow Chart](#)

[Accelerate Math](#) serves as a model resource for accelerating math learning through providing just-in-time support. The most widely implemented high-quality materials also provided embedded

tools for accelerating math learning. Examples include Great Minds Eureka Math Equip and Illustrative Math Check Your Readiness assessments.

13. **What are the implications for those districts which may not be able to provide “highly effective” teachers for every class?** Highly Effective is defined by an evaluation score of 3.5 or higher. BESE, at its December 2017 board meeting, approved a policy revision which provides that summer school teachers be rated Proficient, Highly Effective, or Exemplary. Pursuant to their most recent evaluation. This is one of four options that LEAs have to meet the needs of academically struggling students. LEAs need only provide two of the four required.
14. **For students with disabilities, can the IEP serve as the individual academic improvement plan if they add the needed components, or should a separate plan be written?** The IEP is based on federally required components related to special education services. An Individual Academic Support Plan is required in addition to the IEP for students with disabilities. The two plans should work in tandem to support student learning and improvement.
15. **Do students with 504 plans or IEPs that do not meet the standard for promotion still need an Individual Academic Support Plan?** Yes, an Individual Academic Support Plan is required in addition to the 504 plan and IEP.
16. **How does this policy affect the April Dunn Act?** No change - all state laws continue to be in effect. Refer to *Bulletin 1530* for specific regulations regarding promotion decisions for these students.
17. **Will all four subjects need to be offered during summer remediation?** Policy states that LEAs may provide summer remediation to students who are considered academically struggling, did not take the spring LEAP tests, and failed to meet the standard for promotion.
18. **Using only highly effective teachers narrows the summer school teacher pool down considerably. What if there are not enough HE teachers in the district to teach summer school?** Policy states that teachers shall be rated “proficient”, “highly effective”, or “exemplary” pursuant to his/her most recent evaluation. LEAs are encouraged to assemble the most effective group of educators to support students in addressing their academic weaknesses.
19. **Will LEAP scores come in at the end of May in order to be ready for summer school at the beginning of June?** LEAP results will be available by June 30, per the LDOE Assessment team and test vendor.
20. **Can a resident or a first-year teacher teach summer school?** Policy requires that the summer school teacher must have been rated Proficient, Highly Effective or Effective pursuant to his/her most recent evaluation. Thus, a teacher must have been formally evaluated in order to have such a rating.
21. **Are first-time eighth grade students not meeting the eighth grade promotion standard required to complete summer remediation before being placed on a high school campus in transitional ninth grade?** Yes, a first-time eighth grade student who does not meet the eighth grade promotion standard must complete summer remediation before being placed on a high school campus in transitional ninth grade.

22. **What high-quality science curricula should be used for students who need additional support?** Full reviews of science programs that have been identified as Tier 1 through the Department’s Instructional Materials Review Process, meaning these full course instructional materials exemplify quality alignment to standards, can be found on the [Curricular Resources Annotated Reviews](#) page. Additional implementation guidance for [all high-quality science materials](#), including pilots, is located on the [Science Planning Page](#). Students who need additional support may also have extra time on three-dimensional science tasks such as those listed under “LDOE Formative Assessment Resources” on the [Implementation Guidance documents](#).
23. **Is summer remediation (or any other IASP intervention) required for a subject area for which the IASP was not originally written?** While not required, the school should strongly consider additional interventions in this subject area as part of the student’s updated IASP. Students who are struggling academically must be identified early and receive appropriate support to ensure growth and the ability to stay on track towards graduation. If a student was identified as struggling academically in the prior year and is now struggling in a new content area, then supports should address current struggles.

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