2026-2027 Pupil Progression Plan

Local Education Agency:

East Baton Rouge Parish School System

Board Approval Date: September 17, 2026

The PPP should be submitted as a PDF to ppp@la.gov by October 31.

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Background and Purpose

Louisiana state law (RS 17:24.4) requires local education agencies (LEAs) to establish a comprehensive Pupil Progression Plan (PPP) based on student performance on the Louisiana Educational Assessment Program (LEAP) 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 PPP 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.

RS 17:24.4 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 purpose of this document is to assist LEAs in developing their required PPP 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 the PPP is completed, submitted to LDOE, and published locally, teachers shall determine the 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.

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

I. Placement of students in kindergarten and grade 1

Kindergarten

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 eighteen shall send their 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 these provisions.

Grade 1

Any child admitted to kindergarten pursuant to R.S. 17:151.3 (D) 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 30th 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 regarding kindergarten attendance shall be required to pass an academic readiness screening administered by the LEA prior to enrollment in the first grade.

In the space below, please describe any additional placement considerations or policies required by the LEA. Include the names of any required assessments and explain how results will be used.

State policy relating to kindergarten requirements is rooted in R.S. 17:151.3. See the appendix of this document for legal reference with additional information. Aligned to Act 520 (2022), state approved literacy screeners (Amplify DIBELS 8th) for all K-3 students for Beginning of the Year, Middle of the Year, and End of the Year assessments will be administered according to state guidance. Aligned with Act 650 (2024) and Bulletin 118, the LDOE's K-3 numeracy screener (KITE) will be administered according to state guidance. While early kindergarten entry is not permitted under local policy, students who undergo formal evaluation and qualify as gifted are eligible to attend specialized gifted classes at designated schools specified by the district.

Children who are entering first grade (age 6 by September 30) and have not attended a state-approved kindergarten program will be administered the LDOE mandated literacy and numeracy screeners and/or assessments. All final placement decisions shall be made by the SBLC utilizing all available data points. LDOE literacy, LDOE numeracy screener, and other local or statewide screeners shall be administered as formative assessments to inform placement and instruction; therefore, no student shall receive a grade for state mandated assessments.

II. Promotion and retention of students in grades K, 1, 2, 3, 4, 5, 6, and 7

Promotion for students in kindergarten and grades K, 1, 2, 4, and 5

Teachers shall, on an individual basis, determine the promotion of each student according to the local PPP. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills. Students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an expanded academic support plan that adheres to requirements in Section VI. Support for students.

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of grades K, 1, 2, 4, and 5.

Promotion Policies for Kindergarten-Grade 5
To be promoted in grades K through 5, a student must meet the following criteria:

- A student must earn four quality points in order to pass a core subject (when totaling the combined quality points earned during all four of the nine-week grading periods). A student may not pass an individual core subject if an "F" is earned in both 3rd and 4th nine weeks in the same subject.
- For promotion purposes, a student must meet the passing standard in both literacy and numeracy courses (an annual average of 1 quality point must be earned).
- In addition to the literacy and numeracy requirement, students in grades 1-5 must pass two other subjects if reading and ELA are taught as two independent, graded subjects. If reading and ELA are combined into one course, students must pass either science or social studies.
- Passing scores in reading and numeracy courses are required.
- Students are expected to be proficient on LDOE assessments. For Kindergarten through third grade students, any student below proficiency (below or well below)on the literacy or numeracy screener should receive an IASP. For fourth and fifth grade students, any student scoring below Mastery on LEAP ELA or Math. Any student not meeting proficiency standards should receive an Individual Academic Support Plan (IASP).
    - Identified students should receive an Individual Academic Support plan. The purpose of the (IASP) is to create a single student plan for academic support in literacy and mathematics and shall be created by the teacher, principal, other pertinent personnel, and the parent or legal guardian. This single plan replaces the Individual Academic Improvement Plan and further meets the requirements of the following plans:
    - Expanded Academic Support Plan (R.S. 17:100.13) Required for students in kindergarten through 5th grade performing below mastery on any statewide numeracy or literacy assessment. This is also known as a student's high dosage tutoring plan.
    - Individual Reading Improvement Plan and Literacy Improvement Plan (R.S. 17:24.10)- Required for students in kindergarten through third grade that score below grade level

on the literacy screener. Beginning with the 2025-2026 school year, any retained third grade student or fourth grade student who was promoted to fourth grade through a good-cause exemption shall also receive literacy interventions (R.S. 17:24:11).

- Numeracy Improvement Plan (R.S. 17:24.10) - Required for students in kindergarten through third grade that score below grade level on the numeracy screener.
- As the Individual Academic Support Plan (ISP) is intended to replace the Individual Academic Improvement Plan (IAIP), students who currently have IAIPs in place should be transitioned to the new plan in accordance with LDOE literacy, numeracy and high dose tutoring timelines and guidelines. ISP policy implementation guidance, steps for completion and sample templates may be found in the appendix of this document.

- Parents must be given a review of their child's progress at each grading period and be encouraged to be a part of the team to plan interventions to accelerate progress when needed.

*Direct run district schools double block or integrate reading into an extended English Language Arts (ELA) block inclusive of the instructional minutes for both subjects. One grade will be given for the combined course. The overall grade earned for ELA will be substituted for. District authorized charter schools shall have autonomy in the area of blocking ELA and reading core content subjects in accordance with their board approved applications and contracts. Charter school leadership must notify the district of their course configuration on or before August 1st of each year and notify parents in their school handbooks if an alternative configuration is implemented.

The following uniform grading scale shall be used for students enrolled in all grades K-12 for which letter grades are used:

Grading Scale for Regular Courses		
Grade	Percentage	Quality Points
A	90-100	4
B	80-89	3
C	70-79	2
D	60-69	1
F	59-0	0

***Act 428 of the 2024 Legislative session, all public schools shall use the above uniform grading system for students enrolled in all grades K-12 for which letter grades are used.**

The teacher who has been responsible for instruction for at least 23 days of a reporting period marks a student's Report Card. For all subjects receiving letter grades, a minimum of twelve (12) grades shall be recorded in the grade book during a specific grading period with a minimum of one grade entered within each instructional week.

If a teacher of record is not assigned to a class for ten (10) days or more, the principal shall appoint a certified staff member for monitoring and support of grade entry. The principal has the final determination for the teacher of record.

Promotion via SBLC and/ or Retention

A meeting of the SBLC shall occur when it is determined that a child is in jeopardy of not meeting the promotion requirements for the present grades. The role of the SBLC shall be to assist the classroom teacher in designing intervention strategies that could further ensure meeting the requirements for promotion. This should be done as early in the school year as possible. A parent teacher conference must be held and documentation of interventions provided before a SBLC conference.

Once any member of the team has requested the SBLC, it shall be the responsibility of the SBLC Coordinator to notify the parent, teacher, and others in writing of the meeting by sending a letter home to parents or placing a telephone call to the parents. No later than the beginning of the last day of January for any given school year, parents shall be notified in writing that their elementary or middle school child's promotion is in jeopardy.

Note: A review of placement may be requested at any time by any member of the SBLC.

For these academically struggling students, promotion decisions will be made according to a preponderance of evidence including but not limited to any of the following:

- Coursework from throughout the school year
- Previous state mandated test scores
- Participation in spring/summer remediation and evidence of student work upon completion of program
- Student attendance during the regular school year, school year remediation, and summer remediation
- Portfolio of LEAP like student work in the areas where the student failed to meet the promotion criteria such as district benchmark assessments, LEAP 360 assessments, EAGLE assessments and other progress monitoring measures
- Evidence from other allowable district approved interventions and supports

The number of times a student may be retained in each grade or level is as follows:

- A student should not be retained more than one time for failure to meet academic requirements in grades K-5. *
- A student should not be retained more than one time for failure to meet academic requirements in grades 6-8. *

*After an initial retention and in the event that a second retention is warranted, a *System Level Committee* is required where the school's Executive Director and a designee from appropriate instructional support departments shall become part of the SBLC process.
Local retention policy does not supersede state accountability and high-stakes testing policy for those subjects and grades with state mandated testing requirements. If a student has already been retained the maximum and also has absences in excess of the state attendance requirements in state bulletins, the state requirements take precedence.

In grades K-3, literacy data should be reviewed to identify students who score below level or well below level on the district's literacy assessments. For identified students, each school shall notify the parents or legal custodian of students identified in writing regarding the student's performance on the state mandated literacy assessment within 15 days of administration. 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 as not meeting grade level benchmarks.

The district will follow the policy and procedure regarding literacy support for students in grades K-3 as outlined in the Guidance documents provided by the Louisiana Department of Education found as an appendix to this document.

Parents and guardians of K-3rd grade students should be informed at least annually that due to the provisions of Act 422 of the 2023 Legislative Session which enacted La. R.S. 17:24.11, beginning with the 2024-2025 school year, a student who has a reading deficiency that is not remedied by the end of the third grade shall not be promoted to the 4th grade. The district has adopted state policy as local policy in this matter, and will follow Act 422 policy guidance provided by the LDOE.

Policy guidance documents as well as communications to families regarding this requirement are included in the appendix of this document. Act 422 of the 2023 Legislative Session enacted R.S. 17:24.11 to prohibit the promotion to fourth grade if a student scores at the lowest level of the literacy screener.

Amplify's DIBELS 8th literacy screener shall be used unless otherwise directed by the Louisiana Department of Education. Promotion is based on scoring higher than well below on the composite score. A third grade student with scores on the state mandated literacy screener that fall within the lowest achievement level may be promoted to the fourth grade through a good-cause exemption. Please refer to the 3rd grade section of this document as well as the appendix guidance documents for additional information.

Aligned with Act 650 (2024) and Bulletin 118, the LDOE's K-3 numeracy screener (KITE) will be administered according to state guidance.

Promotion via Alternative Pathways or April Dunn Act

For a student with a disability who fails to meet state or local established performance standards on any assessment for purposes of promotion, the IEP team shall determine promotion to the next grade level. 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.

IEP teams of students in third grade up to middle school may convene, and review the eligibility requirements for promotion via the April Dunn Act to decide if the student will be promoted to the next grade level. The IEP team will develop rigorous educational goals, among others, to address the achievement gap.

If an IEP team determines that the student is not required to meet state or local established performance standards on any assessment for purposes of promotion, it shall:

- identify rigorous educational goals for the student;
- include diagnostic information, appropriate monitoring and intervention, and other
- evaluation strategies;
- include an intensive instructional program;
- provide innovative methods to promote the student's advancement including flexible scheduling, alternative learning environments, online instruction, or other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability;
- and identify a course of study that promotes college or workforce readiness, or both, career placement and advancement, and transition from high school to postsecondary education or work placement.
  (Note: Refer to Bulletin 1530 § 403)

To access the April Dunn Act Guidebook for Promotion, please click here.

Promotion for Students on Alternate Assessment

Students with disabilities who participate in the state-mandated alternate assessment shall have promotion decisions determined by the IEP team.

Promotion and mandatory retention of students in grade 3

Except for mandatory retention consideration as described below, teachers shall, on an individual basis, determine the promotion of each student according to the local PPP. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills.

Retention will be considered for a student scoring at the lowest achievement level on the state end-of-year literacy screener (DIBELS 8.0) as follows:

- The student shall be provided two additional opportunities to score a higher achievement level on the literacy screener prior to the beginning of the subsequent academic year.
- Any student still scoring at the lowest achievement level after three attempts shall be screened for dyslexia.
- Such a student shall be retained in the third grade unless he or she is found to meet at least one of the good cause exemptions in *Bulletin 1566 – Pupil Progression Policies and Procedures*, §701.
- Promotion on the basis of good cause exemption is subject to the consent of the parent, principal, and superintendent.
- The Student Information System (SIS) must reflect the promotion and the good cause exemption under which the promotion was determined.
- Students promoted for good cause shall be provided an Individualized Academic Support Plan (see Section VI. Support for students).
- Students retained in third grade pursuant to this requirement shall be provided an Individualized Academic Support Plan, 90 minutes of daily reading instruction, and 30 minutes of daily reading intervention.

LDOE will provide to each LEA a roster of third-grade students who have been identified for the purposes of this section, assisting the LEA in making final determinations relative to students' required 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 PPP.
- The expanded academic support plan shall continue to be in effect until such time as the student achieves a score of "Mastery" in each of the core academic subjects that initially led to the development of the student's individual plan.

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of grade 3.

Third grade students shall be promoted or retained utilizing the same criteria and grading scales as all other K-5 grade elementary students as outlined in the previous sections of this document. Additionally, they should be afforded the same literacy and academic supports detailed in both this section and the previous section of this document regarding K-2 and grades 4 and 5 students as it pertains to requirements for literacy, numeracy, and Individual Academic Support Plans.

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. The literacy instruction shall be based on the science of reading and adhere to the following:

- 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.

Parents and guardians of K-3rd grade students should be informed at least annually that due to the provisions of Act 422 of the 2023 Legislative Session which enacted La. R.S. 17:24.11, beginning with the 2024-2025 school year, a student who has a reading deficiency that is not remedied by the end of the third grade shall not be promoted to the 4th grade. The district has adopted state policy as local policy in this matter, and will follow Act 422 policy guidance provided by the LDOE.

Policy guidance documents as well as communications to families regarding this requirement are included in the appendix of this document. Act 422 of the 2023 Legislative Session enacted R.S. 17:24.11 to prohibit the promotion to fourth grade if a student scores at the lowest level of the literacy screener.

Amplify's DIBELS 8th literacy screener shall be used unless otherwise directed by the Louisiana Department of Education. Promotion is based on scoring higher than well below on the composite score. A third-grade student with scores on the state mandated literacy screener that fall within the lowest achievement level may be promoted to the fourth grade through a good-cause exemption. Please refer to the 3rd grade section of this document as well as the appendix guidance documents for additional information.

Schools shall identify all students in kindergarten, first, second, and third grade who score below grade-level on the state mandated literacy screener. The school shall regularly notify the parents or legal custodian of students identified in writing regarding the student's performance within 15 days of identification as outlined in multiple sections of this document. Such notification shall regularly include the following:

- 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 criteria for promotion/retention of students in grade 3 shall be the same as all other students in elementary grades 1-5 except for mandatory retention considerations for students scoring at the lowest achievement level on the state end-of-year literacy screener (DIBELS 8th edition) prescribed in the 3rd Grade Promotion Guidance Document found in the appendix of this document.

For Kindergarten through third grade students, any student below proficiency on the literacy or numeracy screener should receive an IASP as outlined in the previous section of this document.

A student's IASP shall be reviewed a minimum of annually, and it should continue to be in effect until such time as required criteria are achieved as prescribed in LDOE policy guidance documents.

Promotion of students in grades 6 and 7

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

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of grades 6 and 7.

The following shall apply to middle school (Grades 6, 7, 8) promotion, grade placement, and grading:

To satisfy promotion requirements, students must meet state compulsory attendance requirements. Students (6, 7 & 8) must also meet local course requirements using either final grades calculation or semester grades calculated as follows:

Schedule	Passing Grades (using semester grades)*
5-Period Schedule	7 of 10
6-Period Schedule	9 of 12
7-Period Schedule	11 of 14
8-Period Schedule	13 of 16
9 Period Schedule	15 of 18
10 Period Schedule	17 of 20
11 Period Schedule	19 of 22

Moves between schools that use 7-Period and 8-Period	12 of 15
Moves between schools that use 7-Period and 9-Period	13 of 16
Moves between schools that use 8-Period and 9-Period	14 of 17

* To be promoted, two of the passing semester grades shall be in on-level English and Math classes as the student may not receive Fs in the last (second) semester in these areas. This standard is applicable to students in grades 6-8.

The school may convene an SBLC to determine promotion for students who fail to earn enough semester grades for promotion. If a student is retained due to not earning sufficient grades or credits in ELA and/or math, then additional data points may be reviewed by the SBLC for a preponderance of evidence after the receipt of LEAP 2025 scores and new data acquired within summer programming.

Additionally, 8th grade students are still eligible for T-9 considerations in accordance with LDOE policy guidance.

Middle School Semester and Final Grade Calculation

Courses in grades 6, 7, and 8 are assigned final grades in 9-week grading periods. Each nine-week grade earns quality points based on the chart below:

Grade	Quality Points
A	4
B	3
C	2
D	1
F	0

Quality points for each nine weeks in a semester will be averaged together to determine and assign a semester grade. The scale for using quality points to determine letter grades is defined below:

Grade	Quality Points
A	3.5 - 4.0
B	2.5 - 3.49

C	1.5 - 2.49
D	1.0 - 1.49
F	0 - 0.99

In the event that a student earns an F and a D during the two nine weeks in a semester grading period and the D was earned in the 2nd or 4th 9 weeks, a D will be assigned as the final semester grade.

In the event that a student is only enrolled in a school for one nine-week grading period in a semester, the school principal will have the option to determine and assign semester grades based on the 9-week grading period for which the student was enrolled and received grades. In order for a school to assign a semester grade, the student must be enrolled in a class for 52 school calendar days of the semester.

**The school administration must check report cards immediately upon receiving them. If the promotion status has not been determined, the administration must make the determination and inform parents prior to the opening of summer school.

6th-8th grade students operating on a 4x4 block schedule as a part of a combination school will earn a single final semester grade at each 9 weeks period/Quarter. Students will earn semester grades for fall courses at the 1st and 2nd Quarters and will earn semester grades for spring courses at the 3rd and 4th Quarters. Promotion will be determined based on a 16-grade schedule using the chart located on pages 13-14.

The Grading Scale for Achievement in Grades 6-8 is as follows:

Grading Scale for Regular Courses		
Grade	Percentage	Quality Points
A	90-100	4
B	80-89	3
C	70-79	2
D	60-69	1
F	59-0	0

*** Act 428 of the 2024 Legislative session, all public schools shall use the above uniform grading system for students enrolled in all grades K-12 for which letter grades are used.**

The teacher who has been responsible for instruction for at least 23 days of a reporting period marks a student's Report Card. For all subjects receiving letter grades, a minimum of twelve (12) grades shall be recorded in the grade book during a specific grading period with a minimum of one grade entered within each instructional week. If a teacher of record is not assigned to a class for ten (10) days or more, the principal shall appoint a certified staff member for monitoring and

support of grade entry. The principal has the final determination for the teacher of record. The SBLC will make recommendations about Special Education students in accordance with statewide policies.

All final or mid-term exams in middle and high schools may count for no more than 15% of a student's semester grade. District authorized charter schools have autonomy in the weighting of mid-term and final exams (non-state mandated assessments) in accordance with the instructional programs outlined in their board approved applications and contracts. Charter school leadership must notify the district in writing a week prior to the start of each semester if changes need to be made to the setting in the student information system platform.

Promotion via SBLC and/ or Retention

A meeting of the SBLC shall occur when it is determined that a child is in jeopardy of not meeting the promotion requirements for the present grades. The role of the SBLC shall be to assist the classroom teacher in designing intervention strategies that could further ensure meeting the requirements for promotion. This should be done as early in the school year as possible. A parent teacher conference must be held and documentation of interventions provided before a SBLC conference. Once any member of the team has requested the SBLC, it shall be the responsibility of the SBLC Coordinator to notify the parent, teacher, and others in writing of the meeting by sending a letter home to parents or placing a telephone call to the parents. No, later than the beginning of the last day of January for any given school year, parents shall be notified in writing that their elementary or middle school child's promotion is in jeopardy.

Note: A review of placement may be requested at any time by any member of the SBLC.

For these academically struggling students, promotion decisions will be made according to a preponderance of evidence including but not limited to any of the following:

- Coursework from throughout the school year
- Previous state mandated test scores
- Participation in spring/summer remediation and evidence of student work upon completion of program
- Student attendance during the regular school year, school year remediation, and summer remediation
- Portfolio of LEAP like student work in the areas where the student failed to meet the promotion criteria such as district benchmark assessments, LEAP 360 assessments, EAGLE assessments and other progress monitoring measures
- Evidence from other allowable district approved interventions and supports including those listed below

The number of times a student may be retained in each grade or level is as follows:

- A student should not be retained more than one time for failure to meet academic requirements in grades K-5. *
- A student should not be retained more than one time for failure to meet academic requirements in grades 6-8. *

*After an initial retention and in the event that a second retention is warranted, a *System Level Committee* is required where the school's Executive Director and a designee from appropriate instructional support departments shall become part of the SBLC process.

Local retention policy does not supersede state accountability and high-stakes testing policy for those subjects and grades with state mandated testing requirements. If a student has already been retained the maximum and also has absences in excess of the state attendance requirements in state policy bulletins, the state requirements take precedence.

Promotion via Alternative Pathways or April Dunn Act

For a student with a disability who fails to meet state or local established performance standards on any assessment for purposes of promotion, the IEP team shall determine promotion to the next grade level. 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.

IEP teams of students in third grade up to middle school may convene, and review the eligibility requirements for promotion via the April Dunn Act to decide if the student will be promoted to the next grade level. The IEP team will develop rigorous educational goals, among others, to address the achievement gap.

If an IEP team determines that the student is not required to meet state or local established performance standards on any assessment for purposes of promotion, it shall:

- identify rigorous educational goals for the student;
- include diagnostic information, appropriate monitoring and intervention, and other
- evaluation strategies;
- include an intensive instructional program;
- provide innovative methods to promote the student's advancement including flexible scheduling, alternative learning environments, online instruction, or other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability;
- and identify a course of study that promotes college or workforce readiness, or both, career placement and advancement, and transition from high school to postsecondary education or work placement.
  (Note: Refer to Bulletin 1530 § 403)

To access the April Dunn Act Guidebook for Promotion, please click here.

Promotion for Students on Alternate Assessment

Students with disabilities who participate in the state-mandated alternate assessment shall have promotion decisions determined by the IEP team.

III. 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

BESE *Bulletin 1566*, §707 provides the following exceptions to the promotion and support policy for eighth grade students. These waivers may be granted through the LEA, through its superintendent.

- *Mastery/Advanced Waiver* - a student scoring at the *unsatisfactory* level in English language arts or mathematics, if the student scores at the *mastery* or *advanced* level in the other provided that:
    - the decision is made in accordance with the local pupil progression plan, which may include a referral to the School Building Level Committee (SBLC);
    - the student has participated in the spring administration of LEAP and has attended a summer remediation program offered by the LEA; and
    - parental consent is granted.
- *U/B Waiver* - a student scoring unsatisfactory level in English language arts or mathematics if the student scores at the basic level in the other provided that:
    - the student scored *approaching basic* or above on the science and social studies components of LEAP;
    - the student had an overall 2.5 grade point average on a 4.0 scale;
    - the student had a minimum 92 percent attendance during the school year;
    - the decision is made in accordance with the local pupil progression plan, which may include a referral to the School Building Level Committee (SBLC);
    - the student has participated in the spring administration of LEAP and has attended a summer remediation program offered by the LEA; and
    - parental consent is granted.
- *AB/AB Waiver* - a student who has scored at the approaching basic level on both the English language arts and mathematics components of LEAP.
    - The student has attended a LEAP summer remediation program offered by the LEA.
- LEP Waiver - Limited English proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. The SBLC shall be granted the authority to waive the state's grade promotion policy for an LEP student.
- *Extenuating Circumstances Waiver* —a student who is unable to participate in LEAP testing because of one or more of the following circumstances:
    - a physical illness or injury that is acute or catastrophic in nature;

- a chronic physical condition that is in an acute phase
    - physical illness - appropriate documentation must include a 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.
- court-ordered custody issues.
    - Certified copies of the court-ordered custody agreements must be submitted to the LEA at least 10 school days prior to summer remediation.

In the space below, please describe any local policies or additional considerations for grade 8 promotion waivers.

Eighth grade students must meet the academic criteria outlined in the previous section (6-~~8~~ middle school promotion) in order to be considered for promotion. Additional promotion criteria shall be considered if the student does not score at least 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 9th grade.

Students who do not meet the promotion standard after taking the 8th grade assessments may be placed on a high school campus in the transitional 9th grade. For any student who recently completed the 8th grade and is transferring into the district from another state or country, the school should convene an SBLC meeting to review the student's academic record to determine appropriate placement in 9th grade or transitional 9th grade.

Any first-time 8th grade student who does not meet the passing standard outlined above and any student not eligible for any waiver outlined in Bulletin 1566, after being offered summer remediation, may be placed on a high school campus in transitional 9th grade. Placement in a transitional 9th grade shall occur no later than the designated time frame required by the LDOE. The decision to place a student in the transitional 9th grade or to retain a student in the 8th grade shall be made by the school in which the student is enrolled in 8th grade in consultation with the student's parents. Students enrolled in transitional 9th grade shall receive appropriate academic supports in any subjects in which they did not score at or above proficient. A plan outlining such supports shall be included in the student's individual graduation plan.

School level SBLC committees should make decisions regarding promotion, retention, and placement in the transitional 9th grade. No, later than the beginning of the last day of January for any given school year, parents shall be notified in writing of their student's status regarding promotion, or retention, inclusive of transitional 9th grade.

If there is a delay in 8th grade test scores and/or if statewide assessment results are not available on the last day of school, data sources including, but not limited to the following should be considered when making promotion and retention decisions:

- Coursework from throughout the school year
- Previous state mandated test scores
- Participation in spring/summer remediation and evidence of student work upon completion of program
- Student attendance during the regular school year, school year remediation and summer remediation
- Portfolio of LEAP like student work in the areas where the student failed to meet the promotion criteria such as district benchmark assessments, LEAP 360 assessments, EAGLE assessments and other progress monitoring measures
- Evidence from other allowable district approved interventions and supports including those listed below

Additional Policy guidance may be found on the Louisiana Department of Education's *Transitional 9th grade Promotion Policy Guidance Document* located in the appendix of this document to address the following areas:

- Identification of Students
- Placement of Non-Proficient Students
- Plan for Student Support
- Curriculum Selection and Student Scheduling
- Counselor Tools and Supports
- Inclusion in Graduation Cohort
- LEAP 2025 High School EOC requirements

All final or mid-term exams in middle and high schools may count for no more than 15% of a student's semester grade. District authorized charter schools have autonomy in the weighting of mid-term and final exams in accordance with the instructional programs outlined in their board approved applications and contracts. Charter school leadership must notify the district in writing one week prior to the start of each semester if changes need to be made to the setting in the student information system platform.

Promotion via Alternative Pathways or April Dunn Act

For a student with a disability who fails to meet state or local established performance standards on any assessment for purposes of promotion, the IEP team shall determine promotion to the next grade level. 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. IEP teams of students in third grade up to middle school may convene, and review the eligibility requirements for promotion via the April Dunn Act to decide if the student will be promoted to the next grade level. The IEP team will develop rigorous educational goals, among others, to address the achievement gap.

If an IEP team determines that the student is not required to meet state or local established performance standards on any assessment for purposes of promotion, it shall:

- identify rigorous educational goals for the student;
- include diagnostic information, appropriate monitoring and intervention, and other
- evaluation strategies;
- include an intensive instructional program;
- provide innovative methods to promote the student's advancement including flexible scheduling, alternative learning environments, online instruction, or other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability;
- and identify a course of study that promotes college or workforce readiness, or both, career placement and advancement, and transition from high school to postsecondary education or work placement.
  (Note: Refer to Bulletin 1530 § 403)

To access the April Dunn Act Guidebook for Promotion, please click here

Promotion for Students on Alternate Assessment
Students with disabilities who participate in the state-mandated alternate assessment shall have promotion decisions determined by the IEP team.

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 support in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such academic support shall be included in the student's individual graduation plan (IGP). Progress pursuant to such specified academic support 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.

Financial Aid Planning: The linked memorandum outlines the updated Free Application for Federal Student Aid (FAFSA) policy BESE approved at its March 2024 meeting, a repeal of the policy requiring graduating seniors to complete steps related to the FAFSA application. This policy change took effect with the graduation cohort of 2024-2025 and does not remove the requirement of LEAs to provide students and their parents or guardians with information regarding financial aid programs to support postsecondary education and training. LEAs must ensure that each student receives adequate support in completing and submitting an application for financial aid. However, a student action related to FAFSA completion will not be required. An updated parent and student financial aid planning toolkit will be made available to school systems.

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 PPP submitted to LDOE.

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 LDOE the rationale for any student:
    i. receiving more than two credit recovery credits annually; and/or
    ii. 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 course. 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 a 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.

Credit recovery programs

Many high schools offer credit recovery or credit retrieval programs, which allow students to receive credit for a course they previously failed.

For a credit recovery program to be approved, the courses must meet the following requirements:

1. The high school must follow its credit recovery policies regardless of whether the student is an athlete. The Eligibility Center may request the high school's policy if necessary.
2. Repeated courses must be substantially comparable, qualitatively and quantitatively, to the previously attempted course.

In the space below, please describe any local policies or additional considerations used to ensure that online classes meet NCAA requirements.

All final or mid-term exams in middle and high schools may count for no more than 15% of a student's semester grade. District authorized charter schools have autonomy in the weighting of mid-term and final exams in accordance with the instructional programs outlined in their board approved applications and contracts. Charter school leadership must notify the district in writing one week prior to the start of each semester if changes need to be made to the setting in the student information system platform.

LEA Carnegie unit requirements and promotion requirements by grade level for grades 9-12 are as follows:

Students must complete the minimum of 23 or 24 Carnegie units of credit (See Appendix.) A student who entered the ninth grade during the 1999-2000 school year and thereafter and who transferred to a Louisiana public school at or below the ninth grade shall take and pass the English Language Arts and Mathematics sections and either the Science or the Social Studies test of the Graduation Exit Exam (GEE21). Prior to the 2013-2014 school year, a student who is eligible for the Louisiana Alternate Assessment, Level 2 (LAA2) through an active IEP should take and pass the English Language Arts, Mathematics, and either Science or Social Studies tests to earn a high school diploma. A student who entered the ninth grade during the 2010-2011 school year and thereafter is required to score at the Fair achievement level or higher on the End-of-Course tests (see High School Graduation requirements.)

Students entering high school prior to 2017-2018 shall take the following 5 Achievement Level tests: LEAP 2025 English II, LEAP 2025 Algebra and Geometry as well as the following 4 Achievement Level tests: EOC English III, EOC Biology and EOC US History. The 4 level US History EOC test will be administered only for graduating students and re-testers not enrolled in the course. Students entering high school in or after 2017-2018 or students entering prior to 2017-2018 and repeating the course shall take 5 achievement level versions of the following tests: LEAP 2025 English I, LEAP 2025 English II, LEAP 2025 Algebra, LEAP 2025 Geometry, LEAP 2025 US History and LEAP 2025 Biology (in 2018-

2019). With the shift to LEAP 2025 tests, historical subject area passing requirements remain the same. Students will still need to earn the level two achievement level, now called Approaching Basic, or higher in order to meet graduation requirements.

Students who enter regular grade 9 during or after 2017-2018 will be required to take all five level tests in the LEAP 2025 series. The English III EOC will not be required for students who enter grade 9 in or after 2017-2018. Any student who took English I before 2017-2018 in a middle school grade or as a T9 student and who is starting high school during or after 2017-2018 must take LEAP 2025 English II for graduation. If the student is unable to pass the LEAP 2025 English test, then the student may be administered the LEAP 2025 English I test.

The chart below (most recently released by LDOE) outlines courses to be taken by current high school students with state mandated assessments. Beginning with the school year 2026-2027, the LDOE will begin introducing comprehensive exams. Comprehensive exams reduce the number of tests taken by high school students and ensure that all students test as required by law. This is aligned to the Department's goals of reducing test time and increasing time available to support students so they can thrive. At this time students will continue taking LEAP Biology and LEAP Civics in high school assessments concurrent with course enrollment, and applicable graduation requirements remain unchanged. Other assessment requirements remain unchanged including nationally recognized assessments. The LEAP U.S. History assessment will continue to be administered as an operational assessment through the 2026-2027 school year. The table below represents the timeline for implementation.

School Year	English	Math	Science	Social Studies
2026-2027 Final year of LEAP High School ELA and math subject tests	English I and II	Algebra I and Geometry	Biology	Civics / U.S. History
2027-2028 1st year of Comps	English Comprehensive Exam	Math Comprehensive Exam	Biology	Civics
2028-2029	English Comprehensive Exam	Math Comprehensive Exam	Biology	Civics
2029-2030	English Comprehensive Exam	Math Comprehensive Exam	Biology	Civics

The following table reflects graduation exam proficiency requirements by high school entry year.

High School Entry Year	English	Math	Science or Social Studies
2024-2025	English I & II Exams	Algebra I & Geometry Exams	Biology Exam / Civics Exam
2025-2026	English I & II Exams	Algebra I & Geometry Exams	Biology Exam / Civics Exam
2026-2027	1 English Exam	1 Math Exam	Biology Exam / Civics Exam
2027-2028	1 English Exam	1 Math Exam	Biology Exam / Civics Exam

Source: Louisiana Department of Education High School Frequently Asked Questions
https://www.louisianabelieves.com/docs/default-source/assessment/high-school-assessment-frequently-asked-questions.pdf?sfvrsn=5beb971f_34
https://www.lousianabelieves.com/resources/library/assessment

Bulletin 741 requires that all students take and pass one course in each of three subject pairs.

- For students entering high school before 2024-2025, students must pass the following: English I or English II; Algebra I or Geometry; Biology or U.S. History
- For students entering high school during or after 2024-2025, students must pass the following: English I or English II; Algebra I or Geometry; Biology or Civics

The last state administration of the U.S. History assessment will be in 2026-2027. Upon receipt of LDOE guidance, school districts will be able to administer assessments at the district level for students who

still need to take it to meet graduation requirements. Retest opportunities will be provided for students who do not pass GEE, LAA2, or EOC, or LEAP 2025 high school assessments.

Alternate Pathway for Students with Disabilities towards a High School Diploma

Act 833 of the 2014 Legislative Session (currently known as the April Dunn Act) provides for an alternate pathway for a student with a disability to graduate with a high school diploma. The link to the district's Exceptional Students Services April Dunn Act guidebook may be found here.

Beginning 2014-2015, the IEP team may determine if the student is required to meet state or local established performance standards on any assessment for purposes of graduation if the student has not met state established benchmarks on state assessments for any two of the three most recent school years prior to high school, or for the two most recent administrations of any state established assessments required for graduation (Bulletin 1530, § 405. If an IEP team determines that state-established benchmarks on the required state assessments are no longer a condition for graduation for a student, it shall:

1. within 30 days into the school year or course, shall develop data driven Individual Performance~~.~~ Requirements in the student's IEP relevant to graduation requirements. The IEP team shall consider establishing minimum performance requirements for annual academic and functional goals designed to meet the student's needs that result from the student's disability and that will enable the student to be involved in and make progress in the general education curriculum, and to meet other educational needs of the student that result from the student's disability, including the student's postsecondary goals related to training, education, employment, and where appropriate, independent living skills;

2. provide the student and his parent or legal guardian with information related to how requirements that vary from standard expectations may impact future educational and career options;

3. require the student to successfully complete IEP goals and requirements

Additionally, the student must also meet one of the three conditions consistent with the IEP, namely:

- Employment in integrated, inclusive work environments, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain employment without direct or continuous educational support from the school district
- Mastery of specific employability skills and self-help skills that indicate that he does not require direct and continuous educational support from the school district
- Access to services that are not within the legal responsibility of public education or employment or educational options for which the student has been prepared by the academic.

Jump Start Pathway for Students on Alternate Assessment

Starting the 2015-2016 school- year, the student who is assessed using LEAP Connect may be placed by the IEP team on a High School Diploma Alternate Assessment (JumpStart) pathway. The student shall meet:

a. Course Requirements

The 23 course credits required for this diploma pathway shall include core academic courses, elective courses, and workforce-readiness or career courses as follows:

- English—4 courses;
- mathematics—4 courses;
- science—2 courses;
- social studies—2 courses;
- workforce-readiness and career—7-9 courses;
- electives (may include health and physical education)—2-4 courses;
- total—minimum of 23 courses.

b. Assessment Requirements

- students must earn a score of level 2 or higher in ELA and Math LEAP Connect; or
- students shall demonstrate growth on the alternate standards through a portfolio of student achievement developed by the IEP team.
    - The portfolio shall include student data illustrating academic achievement and attainment of IEP goals throughout the student's high school experience.
    - The portfolio shall be evaluated for completion by the district special education director or her designee. This portfolio is evaluated using the approved district developed rubric. To access the rubric and the procedures, please click here.
    - The end of the student's fourth year of high school is the earliest a portfolio may be evaluated to meet this requirement and must include data from all four years.
    - Following the district's procedures, a portfolio must be maintained and updated by the teacher of IEP authority starting 9th grade until the student's exit year.
    - The principal for each high school must ensure the maintenance and update of the portfolio for each LEAP Connect student by the teacher of IEP authority in his/ her building.
    - Although not a requirement for the exit, every high school student on a Certificate of Achievement pathway must have a portfolio maintained and updated that adheres to the district procedures.
    - Every high school student on the LEAP Connect assessment must have a portfolio described above.

c. Workforce-Readiness and Career Education Requirement

- a survey to determine the student's career interests;
- hands-on workplace experiences that are, to the extent practicable, tied to the student's interests and based in the community; and
- career-focused courses including, but not limited to, foundational workplace skills.
- a minimum of seven courses focused on workforce-readiness and career preparation;
- a score, determined by the IEP team, on a workforce-readiness skills assessment; and
- attainment of at least one workforce-related IEP goal.

d. Transition Requirements

- Updated and Signed Individual Graduation Plan
- Transition Plan that meets one of the following:
    - Employment in integrated, inclusive work environments, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain employment without direct or continuous educational support from the school district
    - Mastery of specific employability skills and self-help skills that indicate that he does not require direct and continuous educational support from the school district
    - Access to services that are not within the legal responsibility of public education or employment or educational options for which the student has been prepared by the academic.

Students will meet all requirements outlined in §2320 of Bulletin 741 to be eligible to receive a High School Diploma Alternate Assessment (JumpStart). The receipt of this diploma does not limit a student's continuous eligibility for services under IDEA unless the student has reached the age of 22. To access the guidebook on alternate pathways, please click here.

Grade Placement

Grade placement is to be determined only at the beginning of the school year for grades 9, 10, 11. Grade placement for seniors may be determined at any time. All students entering high school for the first time shall be classified as 9th grade or Transitional 9th grade.

Grade 10	No fewer than 5 units of credit A minimum of 1 completed course in English A minimum of 1 completed course in mathematics
Grade 11	No fewer than 12 units of credit A minimum of 2 completed courses in English A minimum of 2 completed courses in mathematics
Grade 12	No fewer than 17 units of credit And scheduled sufficient units during the regular year to complete graduation requirements at the end of the school year

*Inclusive of district approved traditional, online/virtual, distance learning, blended learning, and independent study. Note: A student shall be placed in grade nine or Transitional 9th grade at the beginning of their first year on a high school campus regardless of the number of credits earned prior to entering high school. Reclassification will occur at the beginning of their second year in high school and will be determined by the credit listing above.

ACT 1034: A student who exhibits disruptive behavior, an incorrigible attitude, or any other discipline problems in general, may be recommended by the principal for expulsion, assignment to an appropriate alternative education program, or transfer to adult education if such student is as follows: (1) Seventeen years of age or older with less than (5) five units of credit toward graduation;

(2) Eighteen years of age or older with less than (10) ten units of credit toward graduation;
(3) Nineteen years of age or older with less than (15) fifteen units of credit toward graduation. (R.S. 17:224)

Principal recommendations for transfer to adult education must be reviewed and approved by the appropriately assigned Executive Director and Director of Adult Education. Students who are 17 years of age who are recommended for transfer to adult education under this provision must also meet the eligibility requirements for a Waiver to Exit. (R.S. 17:221, Bulletin 741, §1103)

Credits: In Grades 9 through 12, units are earned based on semester grades. An "A" through "D" or "P" will earn whatever units are possible for the course. An "F" will not earn any units. Students receiving a certificate of achievement and participating to the best of their ability should receive passing grades but not Carnegie units. There is no limit to the number of Carnegie units a student may earn in any given year. Students meeting the requirements for Carnegie credit based on proficiency shall have the course title, the year proficiency was demonstrated, P (pass), and the unit of credit earned entered on their transcript as per Bulletin 741. School level requests to approve and administer proficiency exams must be made to the District Test Coordinator and/or Back-Up District Test Coordinator.

The district's accountability department shall report required exam information to the Louisiana Department of Education to seek approval for proficiency exams to be used for the awarding of Carnegie Credit.

Tests will be submitted to the Louisiana Department of Education for approval prior to any student taking an exam for proficiency credit. Per Bulletin 741, Section 2314, once the school year has begun, 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 by passing a course in which the student is enrolled and meeting instructional time requirements.

Bulletin 741, Chapter 23 requirements for credit recovery shall govern district credit recovery course enrollment and requirements. Proficiency in a course with a state administered End-of Course exam must be demonstrated using the End-of-Course (EOC) or LEAP 2025 high school exams. LEAP 2025 high school exams or EOC exams are administered for Algebra I, Geometry, English I, English II, Biology, U.S. History (phasing out), and Civics (replacing US History). State mandated high school exams are administered in December, May, and June. Proficiency in any other courses must be demonstrated by earning a minimum of 60% or higher on the district approved proficiency exam. Refer to Bulletin 741 section 2314 (B.1 and E) for the awarding of proficiency credit for new coursework

As required by state policy, the district must ensure that distance learning and other related non-district correspondence type courses meet the requirements dictated by Bulletin 741, Section 2326. In order to do so, students requesting enrollment in such courses for Carnegie Credits shall have the written consent of the principal of the last school they attended. All students shall have written permission from the principal of the student's home school prior to enrolling in a course for credit or promotional purposes. Information concerning district approved correspondence courses is available

from the Department of Counseling and Guidance. Only one-half Carnegie unit may be earned per semester course.

Students should be encouraged to enroll in courses for college credit. College courses offered for dual enrollment should be differentiated from regular high school courses in content and performance expectations. Students enrolled in Dual Enrollment courses must meet the eligibility criteria established by the Louisiana Board of Regents (See Appendix J). All high school students may participate in dual enrollment coursework under the established Early College Academy agreement by the Louisiana Board of Regents. EBRPSS Early College criteria may be found in the appendix of this document. Updated Dual Enrollment policy requirements from the Louisiana Board of Regents is also in the appendix of this document.

College courses taken by students while enrolled in high school (concurrent enrollment independent of dual enrollment opportunities offered as a district course) must have the prior approval of the principal and school counselor before enrollment. College credit received will carry weighted credit. The counselor or appropriate supervisor must verify that the college course is on a higher level than the last course taken by the student in that subject. The course will appear on the high school transcript under one of the following titles:

College Mathematics
College English
College Science
College Social Studies
College Foreign Language
College Computer Science

Courses, which carry one or two hours of credit at an approved two year or four-year institution, will earn one or one-half of a Carnegie unit toward graduation at the high school level. Those courses, which earn three to five semester hours of college credit, will earn one full Carnegie unit. If a student transfers from one school to another, weighted grades apply for the purpose of awards given by the school only when the same honors courses are offered in the school to which the student transfers. However, the final transcript will reflect all weighted credits and appropriate honors course designations.

All credits must be counted the semester prior to the student's classification as a senior, and each student shall be notified as to the number of credits he/she will have at the end of the semester. This will depend on the successful completion of all subjects taken during the semester.

3-year graduate	2nd semester of 10th grade
Midterm graduate	2nd semester of 11th grade
4-year graduate	2nd semester of 11th grade

Formal commitment shall be obtained from students on *Formal Commitment: Intent to Graduate Form* and approved by their parents/guardians indicating when they expect to graduate. This form should be in the school files for all seniors no later than the end of the second month of their senior year.

A student shall not be allowed to participate in a graduation exercise if he/she has not satisfactorily completed all the requirements for graduation as set forth in the Pupil Progression Plan and all other local and state policies. All students who participate in the graduation exercise shall have been certified and deemed eligible to receive a diploma by the principal of the school from which the student is graduating. However, the Superintendent shall have the discretion to allow students to participate in graduation exercises when it is warranted by exceptional circumstances.

Students who have earned the required 23 or 24 Carnegie units and have passed the state mandated tests required for graduation shall not be allowed to re-enter any high school and continue to take additional courses. These students will be bestowed a diploma whether or not they choose to take part in formal graduation ceremonies. This policy does not apply to exceptional students who are eligible to continue to receive educational services. Remediation and retake opportunities will be provided for students who do not pass state mandated tests while awaiting retake opportunities. However, these students will not be allowed to register and schedule additional coursework.

Credits for transfer students: In cases where a student transfers into the East Baton Rouge Parish School System and has completed a year of study and has received only yearly grades with no semester grades indicated, grades should be doubled in ranking.

Examples: Civics-C; receives C for the 1st semester; C for the 2nd semester

Grading Scale and Conversion Table:

$$\text{G.P.A.} = \frac{\text{Total Quality Points}}{\text{Total Units Attempted}}$$

$$\text{Quality Points} - \frac{\text{Numerical Value of Grade}}{\text{Total Units Attempted}}$$

Students may earn Carnegie credit as middle school and high school students in two ways: by passing a course in which the student is enrolled; and meeting instructional time requirements or by demonstrating proficiency as set forth in Bulletin 741 and other sections of this document. Bulletin 741, Section 2314 will govern district policy regarding Carnegie Credit and Credit Flexibility as it relates to High School Graduation Requirements. The district reserves the right to administer a proficiency exam and require the district set proficiency score for any student who transfers into the system from non-approved schools or home schools when placement is in question before awarding Carnegie Credit. District proficiency exams are submitted to the Louisiana Department of Education. (See the Placement Section of this document for policy regarding proficiency exam administration).

Grading Scale for Regular Courses		
Grade	Percentage	Quality Points
A	90-100	4
B	80-89	3
C	70-79	2
D	60-69	1
F	59-0	0

*** Act 428 of the 2024 Legislative session, all public schools shall use the above uniform grading system for students enrolled in all grades K-12 for which letter grades are used.**

2017 -2018 and Previous Years Grading Scale for Honors, Gifted, Great Scholars, Dual Enrollment and Advanced Placement Courses		
Grade	Percentage	Quality Points
A	100-93	5
B	92-85	4
C	84-75	3
D	74-67	1
F	66-0	0

Beginning 2018- 2019 and Beyond Grading Scale for District Approved, Academic Honors, Gifted and Great Scholars Courses		
Grade	Percentage	Quality Points
A	100-90	5
B	89-80	4
C	79-70	3
D	69-60	1
F	59-0	0

Beginning 2018- 2019 and Beyond Grading Scale for District Approved, Academic Dual Enrollment and Advanced Placement Courses		
Grade	Percentage	Quality Points
A	100-90	5
B	89-80	4
C	79-70	3
D	69-60	1
F	59-0	0

The LEAP 2025 End-of-Course exams for operational tests will count 15% of a student's final semester grade. For students with disabilities identified under IDEA who meet the participation criteria found in *Bulletin 1530—Louisiana's IEP Handbook for Students with Exceptionalities*, §405.B and R.S. 17:183.2, the EOC test score shall count for 5 percent of the students' final grade for the course (referring to April Dunn) (Bulletin 741, § 2318).

District authorized charter schools have autonomy in the weighting of mid-term and final exams (non-state mandated assessments) in accordance with the instructional programs outlined in their board approved applications and contracts. Charter school leadership must notify the district in writing one week prior to the start of each semester if changes need to be made to the setting in the student information system platform.

For all subjects receiving letter grades, a minimum of twelve (12) grades shall be recorded in the grade book during a specific grading period with a minimum of one grade entered within each instructional week. The only exception may be advanced coursework that follows an approved college syllabus. The teacher who has been responsible for instruction for at least 23 days of a reporting period marks a student's Report Card. For all subjects receiving letter grades, a minimum of twelve (12) grades shall be recorded in the grade book during a specific grading period with a minimum of one grade entered within each instructional week. If a teacher of record is not assigned to a class for ten (10) days or more, the principal shall appoint a certified staff member for monitoring and supporting of grade entry. The principal has the final determination for the teacher of record. Marks that appear on the report card and progress report are as follows:

A = Outstanding Achievement
B = Good Achievement
C = Satisfactory Achievement
D = Minimum Acceptable Achievement
F = Failure
P = Pass

High school students may repeat a course for self-improvement or to establish eligibility to participate in extra-curricular activities requiring specific standards. For the purpose of establishing eligibility, students may enroll in an accredited summer school sanctioned by the Board of Elementary and Secondary Education for self-improvement coursework. It should be understood that students needing repeat work will be given first option for available seats followed by students desiring courses for self-improvement. The first recorded grade will remain on the transcript, but with the notation added to indicate that course was repeated along with the resulting grade.

For the purpose of self-improvement, students receiving a higher grade or grades will be granted the benefit of the higher grade or grades only for determining eligibility for extra-curricular activities requiring specific standards. Further, a student may lose or gain eligibility within a given semester pursuant to the eligibility requirements set forth by the East Baton Rouge Parish School System and the Louisiana High School Athletic Association if tutorial services are evident. EBRPSS Pupil Progression Policy does not supersede LHSAA eligibility requirements.

Grade point averages will be computed utilizing all course grades including those that have been repeated for the purpose of calculating class rankings. A student who has achieved a grade of "A" shall not be allowed to repeat that same course for credit.

A grade correction for any high school Carnegie unit must be made no later than three weeks following the end of the previous semester. A grade correction will only be allowed if an error was made in the calculation of the grade and with the approval of the building principal. The Superintendent or designee must approve any deviation from this policy.

Class Rank for Determining Regular Education: Valedictorian and Salutatorian, Graduation Honors and Scholarships

For the purpose of determining class rank, valedictorian, salutatorian, and honor graduates, cumulative grade point averages shall utilize the exact calculation based on the district's Student Transcript System (STS) and shall not be rounded up.

Valedictorian and Salutatorian: All Other Students Besides Gifted Identified Students: Beginning with the graduating class of 2010-2011, the senior class rank will be determined by the students' weighted grade point average, including all subjects in grades 9-12. Co-valedictorians will be recognized if these students have earned exactly the same grade point average. In the event that a co-valedictorian is recognized, there will be a salutatorian also.

To be considered for valedictorian and salutatorian, the students must be enrolled in that school and classified as a senior since the start of the current school year. Additionally, they must maintain the senior classification for the entire school year. Also, the student must have been in attendance in this school system for the last four (4) semesters of high school prior to and including their last semester of high school. Students not meeting these requirements, but earning appropriate rankings should be recognized as special honor graduates. This does not prevent other honors from being bestowed. However, a student cannot have been in high school for more than eight (8) semesters.

Honor Graduates: All seniors who compile a grade point average of 3.9500 and above shall be designated as graduating Summa Cum Laude. All seniors who compile a grade point average in the range of 3.8500 to 3.9400 shall be designated as graduating Magna Cum Laude. All seniors who compile a grade point average in the range of 3.500 to 3.8400 shall be designated as graduating Cum Laude.

For Students enrolled in high school prior to the fall of 2022 and graduating prior to the Class of 2026 - Valedictorian and Salutatorian - Gifted Education: Any student who has completed four or more semesters of high school in the gifted program will be ranked as part of the gifted graduating class for purposes of determining valedictorian and salutatorian.

Any student who has enrolled in the gifted program for fewer than four semesters and is not enrolled in the gifted program or equivalent coursework, i.e., Advanced Placement courses, during his/her senior year will be ranked as part of the regular graduating class. The school counselor, gifted coordinator, and school principal must review schedules of the ten top-ranked gifted students at the beginning of the student's senior year to insure eligibility for consideration as valedictorian and/or salutatorian.

To be declared valedictorian or salutatorian of the gifted class, students will be required to complete a minimum of six Carnegie units during their senior year (completion of 11th grade to graduation). (For a mid-term graduate, the requirement is three Carnegie credits during their senior year.) Students not meeting these requirements, but earning appropriate rankings should be recognized as special honor graduates. Mid-term graduates are eligible for Valedictorian, Salutatorian and any other honor graduate distinctions. Courses, which carry a weight of one or two semester hours of credit at a four-year institution, will earn one half of a Carnegie unit toward graduation at the high school level. Those courses, which earn three, four, or five semester hours of college credit, will earn one full Carnegie unit.

Beginning with Incoming 9th Graders in the Fall of 2022 and the Class of 2026 - Valedictorian and Salutatorian - Gifted and Great Scholars Education: Any student who has completed four or more semesters of high school in the gifted/great scholars' program will be ranked as part of the gifted/great scholars graduating class for purposes of determining valedictorian and salutatorian.

Any student who has enrolled in the gifted/great scholars' program for fewer than four semesters and is not enrolled in the gifted/great scholars' program or equivalent coursework, i.e., Advanced Placement courses, during his/her senior year will be ranked as part of the regular graduating class. The school counselor, gifted coordinator, and school principal must review schedules of the ten top-ranked gifted/great scholars' students at the beginning of the student's senior year to insure eligibility for consideration as valedictorian and/or salutatorian.

To be declared valedictorian or salutatorian of the gifted/great scholars' class, students will be required to complete a minimum of six Carnegie units during their senior year (completion of 11th grade to graduation). (For a mid-term graduate, the requirement is three Carnegie credits during their senior year.) Students not meeting these requirements, but earning appropriate rankings should be recognized as special honor graduates. Mid-term graduates are eligible for Valedictorian, Salutatorian,

and any other honor graduate distinctions. Courses, which carry a weight of one or two semester hours of credit at a four-year institution, will earn one-half of a Carnegie unit toward graduation at the high school level. Those courses, which earn three, four, or five semester hours of college credit, will earn one full Carnegie unit.

Certificate of Achievement: *A Certificate of Achievement* is an exit document issued to a student with a disability after he or she has achieved certain competencies and has met specified conditions as listed below. The receipt of a Certificate of Achievement shall not limit a student's continuous eligibility for services under these regulations unless the student has reached the age of 22.

It is recommended that the IEP team consider the High School Diploma Alternate Assessment JumpStart pathway before opting to a Non-Diploma Certificate of Achievement as the student's pathway/exit document.

Eligible students must meet the following Provisional Eligibility Criteria to be awarded a Certificate of Achievement:

- The student has completed at least 12 years of school or has reached the age of 22 (not to include students younger than 16).
- The student has met attendance requirements according to Bulletin 741.
- Transition planning has been completed and documented.
- The student participated in LEAP Alternate Assessment (Level 1 or 2); and
- This student addressed the general education curriculum as reflected on the student's IEP.

*NOTE: The receipt of a Certificate of Achievement does not limit a child's continuous eligibility for services under IDEA unless the child has reached the age of 22.

Early College Admissions Policy (Bulletin 741, Section 2329)

A. High school students of high ability may be admitted to a college on a full- time basis.
B. A student shall have maintained a "B" or better average on all work pursued during three years (six semesters) of high school.
C. The student shall have earned a minimum composite score of 25 on the ACT or an equivalent SAT score; this score must be submitted to the college.
D. A student shall be recommended by his high school principal.
E. Upon earning a minimum of 24 semester hours at the college level, the student shall be eligible to receive a high school diploma.
    1. The high school principal shall submit to the LDE the following:
        a. forms provided by the LDE and completed by the college registrar certifying that the student has earned 24 semester hours of college credit; and
        b. a certificate of high school credits.
F. A student not regularly enrolled in the current school year in the high school shall be automatically eliminated from participation in all high school activities, with the exception of high school graduation ceremonies.

The LEA's policy for awarding ½ unit of credit is as follows:

In order to grant one-half Carnegie credit, LEA's shall provide a minimum of 3,983 instructional minutes, and students shall be in attendance for a minimum of 3,758 minutes. (Bulletin 741, Section 2314, C.) One half (½) unit of credit shall be awarded for each successful semester completed of a full unit course. Any student who transfers into the school and has successfully completed 12 weeks of work in any given semester in a course(s) not offered at the receiving school and who cannot be placed in a comparable course should be given one-half unit of credit.

School level requests to approve and administer proficiency exams must be made to the District Test Coordinator and/or Back-Up District Test Coordinator. The accountability department shall maintain a list of courses approved by the Louisiana Department of Education for which students will have the opportunity to earn Carnegie Credit. The district's accountability department shall report required exam information to the Louisiana Department of Education to seek approval for proficiency exams to be used prior to examination administration. When awarding credit based on demonstrated proficiency, the district and school staff will follow the Carnegie Credit and Flexibility guidelines outlined in BESE Policy 741 §2314. Carnegie Credit and Credit Flexibility.

Carnegie credit courses that will be offered on an "accelerated" schedule are as follows:

Advanced Math Pre-Calculus
Algebra I, II
AP Calculus AB
AP English Language & Composition
AP English Literature & Composition
AP Environment Science
AP French Language & Culture
AP Human Geography
AP Psychology
AP Spanish Language & Culture
AP U.S. History
AP World History
Basic Career Readiness
Biology I
Business English
Chemistry
Civics
Computer Science I
Computer Technology Literacy
English I, II, II, IV
Environment Science
Family and Consumer Science Courses
Financial Math/Literacy
French I, II, III
Geometry
German I, II
Health Education
Introduction to Business Computer Applications
Latin I, II

Math Essentials
Media Arts I, II, III
Physical Science
Physics
Principles of Business
Psychology
Senior Applications in English
Spanish I, II, III
U.S. History
World Geography
World History

High School Credit Accumulation on a Middle School Campus

The district encourages students to complete high school courses while enrolled in middle school campuses. The following shall guide this process:

- Physical Education cannot be offered for high school credit as per Bulletin 741.
- Advanced Placement courses cannot be offered in middle school as per College Board policy.
- The term "Honors" will not be used in conjunction with a course offered for Carnegie Credit, nor will weighted credit be given for credits earned at a middle school campus.
- A written statement must be given to parents notifying them that any course taken for high school credit will not count in the calculation of the high school GPA for any student and the resulting grade earned in the "for credit course" will be placed on the student's permanent transcript. A signed copy of this document shall be kept on file at the school and received prior to students completing the course.
- All guidelines also apply to courses offered to Gifted and Talented students.

Approved Courses to be taken at the Middle School Level for High School Credit are as follows:

Algebra I
Algebra II
English I
Family and Consumer Science Courses
Financial Literacy
Foreign Language I and II
Geometry
Career Readiness Courses (Agriscience I or Quest for Success
Introduction to Business and Computer Applications
Intro to STEM Pathways
Keyboarding
Keyboarding Application
Physical Science
Speech I
Survey of Computer Science
Talented Theater I
Talented Visual Art I

World Geography

- For initial placement into high school credit-bearing core academic courses offered at the middle school level (e.g., Algebra I, Algebra II, Geometry, English I, Physical Science, and other approved Carnegie credit core courses), students must score at the Proficient achievement level or above on the previous year's LEAP assessment in the corresponding content area. Once a student has successfully completed and earned Carnegie credit for a high school course, the student shall continue along the approved course sequence and shall not be required to repeat a course solely due to subsequent LEAP assessment performance. The final placement of a student in a specific class, grade level, or academic track is subject to the provisions of East Baton Rouge Parish Schools Policy JBCCA. In accordance with this policy, student placement recommendations may be reviewed, modified, or appealed through the School Building Level Committee (SBLC) process. A student's parent or legal guardian has the right to avail themselves of the SBLC process at any time. This option may be exercised immediately upon receipt of, or at any point in response to, a school-issued placement recommendation. To initiate a review of a placement decision, parents should contact the campus principal or the designated SBLC coordinator to request a formal committee meeting. Concerns unresolved at the school level committee process may be elevated to a district level SBLC at the request of any committee member.

- Any variation of Gifted and Talented courses or new courses offered at the middle or high school levels must be approved by the Supervisor of Gifted Programs and the Superintendent's designee.
- Any courses particular to a school's magnet school mission offered at the middle or high school levels must be approved by the Director of Magnet Programs and the Superintendent's designee.
- No entry level visual and performing arts courses (such as Beginning Band, Beginning Choir, or Fine Arts Survey) will be offered except in cases of the magnet school academic mission previously mentioned or by a school receiving approval from the Fine Arts Director and the Superintendent's designee.
- All appropriate assigned LEAP 2025 EOC courses for Carnegie Credit offered at the middle school level must have the approval of the Executive Director and the Chief Accountability Officer to ensure adherence to state testing requirements. High School credit LEAP 2025 coursework must be taught by a teacher certified in the content area. (See teachlouisiana.net for appropriate certification guidelines).

To request new courses to be added to the district catalog, school leaders must submit the requests on the appropriate district form that will be reviewed by a committee comprised of the various departments who support implementation and approved by the Superintendent's designee.

Blended Learning for Credit Recovery and Summer School Credits

For schools offering credit recovery during the regular school year or summer programs, online and/or blended courses must be approved by the principal and Executive Director for each site on an annual basis through the district's approved credit recovery platform. Blended learning courses are defined as courses that combine multiple methods of instruction (including but not limited to, face-to-face, online/virtual, asynchronous, etc.) that incorporate the use of digital platforms or flexible learning spaces.

Bulletin 741, Chapter 23 requirements for credit recovery shall govern district credit recovery course enrollment and requirements. If LEAP 2025 EOC courses are to be taken for "new work" for high school credit, additional permissions are required by the Chief Accountability Officer to ensure adherence to state testing requirements. If a student completes a course on a campus other than his or her home school, the summer school administration shall have written permission from the principal of the student's home school if high school credit is to be awarded. All students shall have written permission from the principal's home school if courses are to be taken for credit or promotional purposes. All acceleration, advanced, and repeat courses must be documented on a student's schedule, regardless of the implementation mode of the course, in the student information system unless the course meets proficiency credit considerations as per Bulletin 741.

The master scheduling block configurations at the district's high schools allow for midterm graduates. Midterm graduates are eligible to participate in May graduation ceremonies and related senior activities as approved by the high school principal. Midterm graduates are also eligible for Valedictorian, Salutatorian, and other honor graduate distinctions.

In addition to mid-term or mid-year graduation opportunities, the district also affords opportunities for early graduation. The components and requirements of the local early graduation program are as follows:
With permission of the principal and the counselor, students may enroll in programs that will result in early graduation such as the following:

- Carnegie credit earned in middle school
- Unlimited Carnegie credits may be earned in an academic year
- Dual enrollment
- Distance Learning
- Blended Instruction
- Virtual Instruction

Transfer Policies for Students with Disabilities
The district will follow the procedures described in Bulletin 1706: Regulations for the Implementation of the Children with Exceptionalities Act for enrollment of a transferring student with disabilities.

a. IEPs for Students who Transfer from Public Agencies in the Same State. If a student with a disability (who had an IEP that was in effect in a previous public agency within Louisiana) transfers to a new

public agency within Louisiana and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) shall provide a Free Appropriate Public Education (FAPE) to the student (including services comparable to those described in the student's IEP from the previous public agency), until the new public agency either: 1) adopt the student's IEP from the previous public agency; or 2) develops, adopts, and implements a new IEP that meets the applicable requirements in §320 through §324. (Note: refer to Bulletin 1706 §323).

b. IEPs for Students who Transfer from Another State. If a student with a disability (who had an IEP that was in effect in a previous public agency in another state) transfers to a public agency in Louisiana and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) shall provide the student with FAPE (including services comparable to those described in the student's IEP from the previous public agency), until the new public agency: 1) conducts an evaluation pursuant to §305 through §307 (if determined to be necessary by the new public agency); and 2) develops, adopts, and implements a new IEP, if appropriate, that meets the applicable requirements in §320 through §324. (Note: refer to Bulletin 1706 §323).

c. The Interim IEP shall be developed for students who have severe or low incidence impairments documented by a qualified professional concurrent with the conduct of an initial evaluation according to Bulletin 1508, Pupil Appraisal Handbook. In addition: 1) An interim IEP may also be developed for students who have been receiving special educational services in another state concurrent with the conduct of an initial evaluation; and 2) An interim IEP may also be developed concurrent with the conduct of an initial evaluation for a student out-of-school, including students ages three through five, who are suspected of having a disability and for former special education students, through the age of twenty-two, who have left a public school without completing their public education by obtaining a state diploma. (Note: refer to Bulletin 1530 §111)

Procedures for Interim IEPs.
The department of Exceptional Student Service must be contacted when a student entering East Baton Rouge from an approved non-public or out of state school system claims to determine eligibility for special education services.

IV. Individual Graduation Planning

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.

School systems are to document at least one middle school career-related activity in the student's IGP and ensure that career interest inventories are updated in seventh and eighth grades.

In the space below, please describe the plan to provide career coaching to each student and the middle school career-related activity.

Per BESE Bulletin 741, students shall work with their school counselors to complete an IGP by the end of grade 8. School counselors, students, and families create and sign the IGP. The IGP must be reviewed, updated, and signed annually by the school, students, and family.

School level plans to provide career coaching to each student and implement middle school career-related activities should include but not be limited to the following:

- Analyze student data from previous years (e.g., formative and summative assessments, course grades, attendance records).
- Use district provided career-planning tools to help students explore careers and align their academic work with their professional goals
- Students will participate in field experiences, career days, guest speakers, exploratory lessons and other like activities.
- Meet with the parent/legal guardian and student annually to select courses, choose a graduation pathway, review and update goals, and secure signatures.
- Document diploma pathway selection at the end of grade 10.
- IGPs and documentation of career exploration should be stored in the district's student information system and/or student's cumulative folder. Store the updated IGP yearly until the student graduates.

The elementary and middle school career activity counseling form provided by the district should be used to track and document completed activities.

V. 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 a 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 support 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 state law.

In the space below, please describe any additional considerations or local policies related to the placement of transfer students.

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.

District 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) are as follows:

A student shall be received from a non-public or foreign school when official transfer materials from the sending school are received from the sending school. The transfer materials must include a statement of grade placement, a record of courses taken and currently scheduled, and a status of school obligations (textbooks, debts, etc.). The transfer materials will be used to determine the initial placement of the student. Members of the School Building Level Committee (SBLC) may review available information to determine final placement after careful study of transcripts and/or available academic documentation.

Pursuant to *Bulletin 1566, Chapter 5: Placement Policies – General Requirements, Section 503 Regular Placement (E: Transfer Students),* 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 of Bulletin 1566. (See Appendix G for Policy Guidance from the Louisiana Department of Education).

State Placement Test Overview

Transfer from Approved Public Schools within the State/Outside of Louisiana (Regular education students)

Transfers from school systems within the state but outside the district are subject to state requirements. Students who transfer from other public schools shall present documentation of regular or remedial placement from the principal of the transferring school to the principal of the receiving school. Such placement will be maintained until complete documentation is obtained from the transferring school or SBLC determines other placement. Documentation shall include a properly

certified transcript showing the student's record of attendance, achievement, immunization records, and the units of credit earned.

Transfer from Non-Approved Schools

Grades K-8: An elementary or middle school student shall provide evidence of having mastered content standards in reading and/or mathematics for any grade placement, which the student claims. The evidence will be provided by the following:

- Scoring at a passing level on tests appropriate for the grade level.
- Documentation of successful classroom performance of academic work during the first four weeks the student is enrolled.

Per BESE Bulletin 741, Section 707, local school officials from any state-approved school receiving a student from an unapproved school, in- or out-of-state, or approved home study programs, shall determine the placement and/or credits for the student through screening, evaluations, and/or examinations.

1. The principal and/or superintendent may require the student to take an examination on any subject matter for which credit is claimed.

2. 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.

The student shall be placed no higher than one additional grade per year since the previous school placement of the student in a state approved school. If the correctness of the student's placement (grades K-8) is in question, the school administrator or designee may administer tests and provide documentation for the SBLC to use in determining the student's placement. The principal shall convene the SBLC to make a decision as soon as possible.

Grades 9-12: A high school student who has been attending a non-approved school must demonstrate proficiency prior to being awarded high school Carnegie credit for the course. Proficiency in a course with a state administered End-of-Course exam must be demonstrated using the LEAP 2025 High School End-of-Course (EOC) exam. LEAP 2025 High School EOC exams are administered for Algebra I, Geometry, English I, English II, English III, Biology, Civics, and U.S. History (phasing out). LEAP 2025 High School EOC exams are administered in December, May and June.

Beginning with the school year 2026-2027, the LDOE will begin introducing comprehensive exams. Comprehensive exams reduce the number of tests taken by high school students and ensure that all students test as required by law. This is aligned to the Department's goals of reducing test time and increasing time available to support students so they can thrive. At this time students will continue taking LEAP Biology and LEAP Civics in high school assessments concurrent with course enrollment, and applicable graduation requirements remain unchanged. Other assessment requirements remain unchanged including nationally recognized assessments. The LEAP U.S. History assessment will continue to be administered as an operational assessment through the 2026-2027 school year. The table below represents the timeline for implementation.

School Year	English	Math	Science	Social Studies
2026-2027 Final year of LEAP High School ELA and math subject tests	English I and II	Algebra I and Geometry	Biology	Civics / U.S. History
2027-2028 1st year of Comps	English Comprehensive Exam	Math Comprehensive Exam	Biology	Civics
2028-2029	English Comprehensive Exam	Math Comprehensive Exam	Biology	Civics
2029-2030	English Comprehensive Exam	Math Comprehensive Exam	Biology	Civics

The following table reflects graduation exam proficiency requirements by high school entry year.

High School Entry Year	English	Math	Science or Social Studies
2024-2025	English I & II Exams	Algebra I & Geometry Exams	Biology Exam / Civics Exam
2025-2026	English I & II Exams	Algebra I & Geometry Exams	Biology Exam / Civics Exam
2026-2027	1 English Exam	1 Math Exam	Biology Exam / Civics Exam
2027-2028	1 English Exam	1 Math Exam	Biology Exam / Civics Exam

Proficiency in any other courses must be demonstrated by earning a minimum of 60% or higher on the district and/or state approved proficiency exam. Refer to Bulletin 741 section 2314 (B.1 and E) for the awarding of proficiency credit for new coursework. The district's accountability department shall report to the Louisiana Department of Education to seek approval for proficiency exams to be used for the awarding of Carnegie Credit. School level requests to approve and administer proficiency exams must be made to the District Test Coordinator and/or Back-Up District Test Coordinator.
language)

East Baton Rouge Parish School System requires the student to take an internal assessment prior to the applicable LEAP 2025 High School EOC exam. A student who does not pass the internal district

screening assessment in a LEAP 2025 High School EOC course shall enroll in the LEAP 2025 High School EOC course. A student that passes the internal assessment must also pass the LEAP 2025 High School EOC exam. Passage of the LEAP 2025 High School EOC exam equates to proficiency. Students meeting the LEAP 2025 High School EOC or non-EOC requirements for Carnegie credit shall have the course title, the year proficiency was demonstrated, the unit of the credit earned, and the school's name and "proficiency" entered on the transcript. Designation of "P" is used on the student transcript. Credit awarded is not used to compute GPA. If a student does not meet the LEAP 2025 High School EOC or non-EOC requirements for Carnegie credit, the grade will not be recorded on the transcript.

Transfer from Home Schooling Procedures

Students of all grade levels who have been on state approved home-schooling programs and wish to re-enter the East Baton Rouge Parish School will:

- Report to the assigned school.
- Present a copy of the state approved Louisiana Department of Education Home Study Approval Notification for each year that the student has been in the home study program.
- Present a report that provided information about the program of studies pursued by the student while in home study.

Transfer from Home Schooling Placement

Per BESE Bulletin 741, Section 707, local school officials from any state-approved school receiving a student from an unapproved school, in- or out-of-state, or approved home study programs, shall determine the placement and/or credits for the student through screening, evaluations, and/or examinations.

1. The principal and/or superintendent may require the student to take an examination on any subject matter for which credit is claimed.

2. 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.

Students will not be placed higher than one additional grade per year since the previous placement of the student in a state approved school. To determine elementary placement for home school students, the assigned school shall evaluate the student's instructional level using diagnostic and achievement instruments normally used in the school for new students.

These tests include tests similar to state mandated tests in reading and mathematics, end of the book tests and similar components of the adopted textbooks series, grade level materials and norm-referenced data. The interpretation of the results of the test given will be based on the student's re-entry date. The principal's designee shall be responsible for administering the test. If the student's placement is in question, the principal will convene the SBLC.

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 of Bulletin 1566.

Middle School Placement for Home Schooling Students

It is recommended that the students re-enter at the beginning of a semester. Students re-entering during the semester must successfully complete all required course work from point of entry. The student shall be placed using the following data:

- Evaluations from norm referenced tests.
- Tests similar to state mandated tests
- Recommendations by the School Building Level Committee

High School Placement for Home Schooling Students

The home schooling student should re-enter during the semester. High school placement is determined by the number of Carnegie units as evidenced by the results of proficiency exams administered at the school where the student is applying. A High School student who has been attending a home study program must demonstrate proficiency prior to being awarded high school Carnegie credit for the course. Proficiency in a course with a state administered End-of Course exam must be demonstrated using the LEAP 2025 High School End-of-Course (EOC) exam or LDOE specified assessment. LEAP 2025 High School EOC exams are administered for Algebra I, Geometry, English I (new), English II, English III (phasing out), Biology, Civics, and U.S. History. LEAP 2025 High School EOC exams are administered in December, May and June. Proficiency in any other courses must be demonstrated by earning a minimum of 60% or higher on the district approved proficiency exam. Refer to Bulletin 741 section 2314 (B.1 and E) for the awarding of proficiency credit for new coursework.

East Baton Rouge Parish School System requires the student to take an internal assessment prior to the applicable LEAP 2025 High School EOC exam. A student who does not pass the internal district screening assessment in an LEAP 2025 High School EOC course shall enroll in the LEAP 2025 High School EOC course. A student that passes the internal assessment, must also pass the LEAP 2025 High School EOC exam. Passage of the LEAP 2025 High School EOC exam equates to proficiency. Students meeting the LEAP 2025 High School EOC or non-EOC requirements for Carnegie credit shall have the course title, the year proficiency was demonstrated, the unit of the credit earned, and the school's name and "proficiency" entered on the transcript. Designation of "P" is used on the student transcript. Credit awarded is not used to compute GPA. If a student does not meet the LEAP 2025 High School EOC or non-EOC requirements for Carnegie credit, the grade will not be recorded on the transcript.

These tests include tests similar to state mandated tests in reading and mathematics, end of the book tests and similar components of the adopted textbooks series, grade level materials and norm-referenced data. The interpretation of the results of the test given will be based on the student's re-entry date. The school counselor at the individual schools shall be responsible for administering the test. If the student's placement is in question, the principal will convene the SBLC. When awarding credit based on demonstrated proficiency, the district and school staff shall follow the Carnegie Credit

and Flexibility guidelines outlined in BESE Policy 741 §2314. Carnegie Credit and Credit Flexibility. The district's accountability department shall report to the Louisiana Department of Education to seek approval for proficiency exams to be used for the awarding of Carnegie Credit. School level requests to approve and administer proficiency exams must be made to the District Test Coordinator and/or Back-Up District Test Coordinator.

Transitional 9th grade Transfer Policies

Refer to the 8th grade promotion section of this document as well as the Louisiana Department of Education's *Transitional 9th grade Promotion Policy Guidance Document* located in the appendix of this document for policy guidance on the identification and placement of Transitional 9th grade students.

Transfer Credits from Summer School or Extended School Year Programs

Students attending out of district summer school for promotional purposes (elementary) and Carnegie Credits (secondary) shall have the written consent of the principal of the last school they attended. All students shall have the written permission from the principal of the student's home school to attend a private summer school provider for credit or promotional purposes. Bulletin 741. Chapter 25 shall govern this process for transfer of credits.

Transfer Policies for Students with Disabilities

The district will follow the procedures described in *Bulletin 1706*: *Regulations for the Implementation of the Children with Exceptionalities Act* for enrollment of a transferring student with disabilities.

a. IEPs for Students who Transfer from Public Agencies in the Same State. If a student with a disability (who had an IEP that was in effect in a previous public agency within Louisiana) transfers to a new public agency within Louisiana, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) shall provide a Free Appropriate Public Education (FAPE) to the student (including services comparable to those described in the student's IEP from the previous public agency), until the new public agency either: 1) adopts the student's IEP from the previous public agency; or 2) develops, adopts, and implements a new IEP that meets the applicable requirements in §320 through §324. (Note: Refer to Bulletin 1706 §323).

b. IEPs for Students who Transfer from Another State. If a student with a disability (who had an IEP that was in effect in a previous public agency in another state) transfers to a public agency in Louisiana, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) shall provide the student with FAPE (including services comparable to those described in the student's IEP from the previous public agency), until the new public agency: 1) conducts an evaluation pursuant to §305 through §307 (if determined to be necessary by the new public agency); and 2) develops, adopts, and implements a new IEP, if appropriate, that meets the applicable requirements in §320 through §324. (Note: refer to Bulletin 1706 §323).

c. The *Interim IEP* shall be developed for students who have severe or low incidence impairments documented by a qualified professional concurrent with the conduct of an initial evaluation according to *Bulletin 1508, Pupil Appraisal Handbook*. In addition: 1) An interim IEP may also be developed for students who have been receiving special educational services in another state concurrent with the conduct of an initial evaluation; and 2) An interim IEP may also be developed concurrent with the

conduct of an initial evaluation for a student out-of-school, including students ages three through five, who are suspected of having a disability and for former special education students, through the age of twenty-two, who have left a public school without completing their public education by obtaining a state diploma. (Note: refer to Bulletin 1530 §111)

Procedures for Interim IEPs.
The department of Exceptional Student Service must be contacted when a student entering East Baton Rouge from an approved non-public or out of state school system claims to determine eligibility for special education services.

VI. Support for students

Uniform grading policy

LEAs shall use the following uniform grading system (§2302) 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

School year support

Each LEA shall identify students in kindergarten through fifth grade who fail to achieve mastery in reading or math. Such students shall be provided with an expanded academic support plan that adheres to the following requirements:

- For students in kindergarten through third grade, the school shall convene a meeting with the student's parent or legal custodian, teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses relative to literacy or mathematics, discuss any other relevant challenges, and formulate a plan designed to assist the student in achieving proficiency.
- All participants shall sign the documented plan, using a template provided by LDOE, and shall meet to review progress at least once before the next administration of the LEAP assessment.

- Students not meeting performance expectations in literacy shall be provided with focused literacy interventions and support based on the science of reading, designed to improve foundational literacy. Students not meeting performance expectations in mathematics shall be provided with focused mathematics interventions and support designed to improve foundational numeracy or mathematics skills.
- The student shall be identified as requiring an expanded academic support plan in the state SIS.
- The student shall be afforded the opportunity to receive on-grade-level instruction during the summer. For students not meeting performance expectations in literacy, summer instruction must include focused literacy interventions based on the science of reading.
- A plan for a student may include the following specific student supports according to local policy: high-dosage tutoring, placement with a highly effective teacher, daily targeted small-group interventions, before and after school intervention provided by a teacher or tutor with specialized literacy or numeracy training, and at-home programs that include workshops for the parents and legal guardians of students, web-based or parent-guided home activities, and summer learning opportunities. For students below proficiency, not placed with a highly effective teacher, high-dosage tutoring must be included in the plan. The expanded academic support plan may serve as the individual reading improvement plan and the individual numeracy improvement plan pursuant to R.S. 17:24.10.
- LDOE may audit a random sampling of students identified as needing an expanded academic support plan in each local education agency each year.

Summer remediation

LEAs shall continue to offer summer remediation pursuant to R.S. 17:401.12 and *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.

VII. Literacy support standards for grades K-3

- 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 support and interventions, including high-dosage tutoring, 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 as scoring below grade level on a beginning-of-year or mid-year administration of the literacy screener.

VIII. Course Choice

Local Education Agency Responsibilities

The updated policy outlines specific duties for School Systems to ensure transparency, accountability, and equitable access to high-quality courses funded through the Supplemental Course Allocation (SCA). The update includes:

- Consultation with a designated school system staff member and obtaining written permission from a parent or guardian before approving a student's course selection.
- A student shall not be permitted to enroll in a course where the determination was made that the course is not academically appropriate, considering the student's chosen graduation pathway or conflicts with the LDOE published planning resources.
- School Systems are now required to actively inform parents and students about Course Choice opportunities, including eligible courses, funding availability, and the application process.
- School Systems are tasked with ensuring that parents are aware of their rights to choose approved Course Choice courses for their children.
- School Systems must provide guidance to help families choose courses that align with students' educational and career goals.
- School Systems must prioritize funding for courses that align with graduation requirements and state and local workforce needs, particularly those tied to high-demand career pathways and dual enrollment opportunities.
    - Priorities:
        - Seniors who require a course in order to graduate or student access to TOPS aligned courses not available through the school or school system;
        - Students enrolling in courses required to complete an associate degree in a Fast Forward pathway or a certificate of technical studies aligned to high wage, high demand jobs or work-based learning;
        - Students seeking access to TOPS aligned college credit;
        - Students enrolled in a Comprehensive Intervention Required (CIR) or Urgent Intervention Required for Academics (UIR-A) schools;
        - Access to high quality academic content aligned to graduation requirements or access to high quality career and technical content aligned to the Louisiana IBC state focus list which can be offered as recovery credit;
        - Students seeking coursework to increase a student score on a nationally recognized assessment (ACT, SAT, CLT, WorkKeys, or ASVAB) as defined in LAC 28:XI.1711 Bulletin 111;
        - Other priorities defined by the school system, approved by LDOE, and included in the School System's pupil progression plan prior to the student enrollment process.

- Schools must report how funds are allocated and utilized, ensuring transparency and accountability.

IX. Promotion and placement of certain student populations

Students with disabilities

- Students with disabilities attending summer remediation shall receive special support 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). IEP determinations regarding promotion to the fourth grade for students must be in accordance with *Bulletin 1566* §701.

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 - Statewide Assessment Standards and Practices*. 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.
- Decisions regarding the promotion of English learners to the fourth grade must be in accordance with *Bulletin 1566* §701.

In the space below, please describe any local policies or additional considerations related to the promotion and placement of students with disabilities, English learners, or other student populations.

English Learners (ELs)

The following procedures are in place to identify language minority students seeking attendance in East Baton Rouge Parish schools:

- All students registering must respond to three Home Language Survey questions on the EBRPSS Student Registration and Data Verification Form - Language spoken at home; Language first acquired by student; Language most often spoken by student.

- If a language other than English is indicated on any of the three questions, then the student is considered language minority and must be screened for English language proficiency.

The procedures the LEA has established to determine if language minority students are English Language Learners are as follows:

- Identified language minority students, without state English Language Proficiency Test (ELPT) scores, are administered English Language Proficiency Screener (ELPS) which measures English proficiency in listening, speaking, reading and writing. Results from the ELPS determine if the student is an English Learner and, therefore, is provided instruction using ESL Strategies with appropriate accommodations.
- EBRPSS district staff and school members are trained in the administration of the ELPS to determine English proficiency.
- If a student comes from out of state and has scores from another English language proficiency test (i.e. LAS Links, WIDA/ACCESS), the district staff should administer Louisiana statewide screener, ELPS, to any potential EL student regardless of whether or not the student enters the school district with scores from another state.

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 English Learners ~~student~~ are as follows:

English Learner (EL) student will be placed in a grade appropriate regular educational program supported by ESL instructional strategies, resources, and materials. Instructional services are designed and proven to provide an education that leads to the attainment of English language proficiency and academic achievement. English Learners have access to all additional services and programs available to other students. It is the responsibility of all applicable school personnel, including content teachers, ESL teachers, and applicable staff to support the academic needs of all English Learners.
English Learner identification is based on the results obtained through the ELPS or state ELPT scores. Students identified as EL in any language domain (listening, speaking, reading and writing) will be coded LEP in the Student Information System (SIS).

English Learners must be placed in an age-appropriate grade. If an EL student enters the school system with no academic records, it is recommended that the student be placed in a grade corresponding to his or her age. ELs with records are placed in grades indicated on recent school reports.

The East Baton Rouge Parish School System's ESL and Sheltered English instructional services for English language acquisition and academic achievement are evidence based educational models embodied in adopted textbooks:

- English as a Second Language (ESL): This approach is designed primarily to teach English Learners English language skills. The program also teaches study skills, content vocabulary, and cultural orientation. The medium of instruction is English with little or no use of native language.
- Language and Content Acquisition: An approach that places learning grade ~~level~~ content at the center of the educational experience for English Learners (ELs) integrating in a seamless and purposeful way language and literacy development. Key Components include the following:
    - Grade level access and usage of High Quality Instructional Material (HQIM) incorporating ESL strategies, accommodations, and supports
    - Instruction should provide Access, Attention, and Active engagement (3As)
    - Students learn from the quality texts that are Complex, Compelling, Concise, and Connecting (4Cs)

Individual English Learner supports must include the following considerations to best meet the needs of the student:

- Years in the country or in the school district
- Proper creation and Implementation of Accommodations
- Home or native Language
- Type of English Learner: Newcomer/Beginner, Long Term, SLIFE (Students with Limited or Interrupted Formal Education), other
- Cultural Background

The procedures the LEA has established to monitor former English Learners students for two years are as follows:

As detailed in the Office of Civil Rights guidance, English Learners can be exited from a language program when they attain levels of English proficiency in listening, speaking, reading, writing and comprehension so that they will be able to meaningfully participate in general education classes and reach levels of academic achievement commensurate with that of their English-speaking peers.

EL students who meet the LDOE exit criteria described below will not be considered EL, but will be monitored for academic progress for two years during which time they will continue to be included in the EL subgroup for State Accountability System calculations.

All district policies and procedures related to English Proficiency will be governed by Bulletin 111. Chapter 40.

(See excerpt below).

Bulletin 111. Chapter 40. Definitions Related to English proficiency
§4001. Proficient in English [Formerly LAC 28: LXXXIII.4001]

A. To be considered English proficient and exit English learner (EL) status, an EL student must score level 4 (early advanced) or level 5 (advanced) on all four ELPT domains: 1. speaking; 2. listening; 3. reading; and 4. writing.

B. In order for a student to receive an approval for exemption from one or more than one domain, schools must submit an official request, including documentation for the request, no later than 30 days prior to the opening of the testing window.

C. Accommodations for the English Language Proficiency Test (ELPT) should be documented on a student's Individual Education Plan (IEP), Individual Academic Plan (IAP), or English Learner (EL) Checklist no later than 30 days prior to the opening of the testing window.

D. All students with significant cognitive disabilities identified as ELs are required to take the ELPT Connect. To be eligible to participate in the ELPT Connect assessment, an IEP team must verify that the student has a disability which significantly impacts cognitive functioning and meets the criteria outlined in Bulletin 1530 §505. Additional information can be found in the Alternate Assessment section of the Students with Significant Cognitive Disabilities Library, including the K-2 Alternate Assessment Participation Decision-Making Tool

No EL shall be retained solely because of limited English proficiency. Students are expected to participate and work on assignments given with the appropriate level of accommodations. If the student makes no effort, nor participates, despite accommodations being provided, the student may receive a failing grade. In the event an EL student receives a failing grade, the teacher must provide documentation that demonstrates the accommodations/modifications being provided throughout the grading period, and evidence of parental contact. Prior to issuing the grade, the teacher must hold a conference with the student's parents and other teachers on record.

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.

Educators should refer to the guidelines established by the ESL Support Office as found in the ESL Handbook Department Student School and Family Guidelines"

X. Louisiana GATOR

The Louisiana Giving All True Opportunity to Rise (LA GATOR) Scholarship Program provides eligible families with education scholarship accounts (ESAs). These accounts allow families to personalize their child's education using state-funded accounts for school tuition and fees, tutoring, educational therapies, textbooks and curricula, dual enrollment courses, and uniforms.

- For a student to be eligible for an ESA in the first phase of the Program, the following conditions must be met:
    - The student must be a resident of Louisiana and meet at least one of the following:
        - The student participated in the Louisiana Scholarship Program for the previous school year.
        - The student is entering kindergarten.
        - The student was enrolled in a public school for the previous school year.
        - The student is from a family with a total income at or below two hundred fifty percent of the federal poverty guidelines.
- A participating student shall cease to be eligible to participate in the LA GATOR Program when the participating student meets at least one (1) of the following, whichever occurs first:
    - enrolls full-time in a public school;
    - ceases to be a resident of Louisiana;
    - is found to have any fraudulent representation in the application for the account or in conjunction with the payment of funds therefrom;
    - graduates or withdraws from high school;
    - the account has been inactive for two consecutive years unless inactivity is due to a lack of available funding for accounts.

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 - Louisiana Handbook for School Administrators*, §2903 and *Bulletin 131 - Alternative Education Schools/Programs Standards*)

In the space below, please describe the LEA's policies for placement of students in an alternative program or school, including any promotion policies that may differ from what was provided above.

The written policies for all alternatives to regular placements are as follows:

Alternatives to regular placements are established to address the needs of all students in meeting the state mandates for promotion. The district follows policies outlined in Bulletin 741 §2903 and *Bulletin 131:* Louisiana *Alternative Education Standards* for alternatives to regular placements. Students enrolled in alternatives to regular placements are governed by the same policies as all other students in the district.

A description of each approved alternative school/program/setting operating in the LEA, including the entrance and promotion criteria is as follows:

Discipline Centers (Short Term)

Discipline centers provide short term alternative placement for students whose behavior requires removal from the home-based school setting. During a student's attendance at the discipline center, they are required to continue engaging with instructional assignments aligned to the Louisiana Student Standards and EBR pacing guides. The sending schools shall supply assignments for students. Assignments are submitted to the home-based school and should be counted for credit. Staff at the discipline center provide counseling support and opportunities for student reflection on negative behavior. Students are also supported with gaining the necessary tools needed to implement replacement behaviors. An ESS or 504 students shall not be placed at a discipline center more than ten (10) cumulative days.

Long Term Suspensions and Expulsion Schools

The purpose of the program is to provide an educational environment for suspended and expelled students which allows them to gain a quality education while focusing on strategies to improve behavior. Students are eligible to earn grades and Carnegie units. Expelled students must meet the same promotion requirements as outlined in district policy for all other students. Student enrollment requires a decision to affirm an expulsion recommendation or an approved administrative transfer from home-based school supervisor and supervisor of alternative programs.

Overage Programs/ Schools

Overage programs offer enrollment to students in grades 3-5 and 6-12 who are at-risk of not meeting graduation or promotion requirements. Our overage programs feature a blended approach and small teacher pupil ratios. Students must complete the same coursework aligned to Louisiana Students Standards and prove successful on the same standardized assessments administered at traditional Louisiana public schools. Interested students (and their families) must apply and go through an application and interview process. Enrollment is also initiated through the administrative transfer process.

To be admitted to the overage program, a student in grades 6-12 must display signs of being at risk of dropping out of school.

Identification markers may include the following:

1. Students who are three years behind grade level as determined by age on September 30th of that school year.
2. Students two years behind (if space is available) will be considered subsequently.
3. Students with excessive absentees/tardies from school due to illness, frequent moves, extenuating circumstances, parents or independent living arrangements.
4. Students with academic deficiencies or performance below assessed skills levels.
5. Students needing small group instruction or non-traditional teaching and individual learning plans.
6. Students without severe discipline problems.
7. Students who are targeted for participation in the middle schools' range in age from twelve to sixteen years of age and are enrolled in schools that are considered traditional; subsequently their needs are not being met.
8. Students who are one or more grade levels behind and have failed previously required LEAP (or state mandated assessments) at least once.
9. Students in who are seriously challenged and are at risk of dropping out of school.

Eligible and/or interested students (and their families) must apply and go through an application and interview process. Home schools must provide the following information after parents have completed the application:

- Current report card and/or transcript
- Attendance report
- Test history
- Parent-teacher conference form
- Screening form for dyslexia if screened
- Updated IAP, IEP, IAIP and/or IGP as appropriate for the identified student
- Behavior plan if student's behavior is identified as part of his failure at the school
- Student demographic sheet

School initiated requests for alternative school placement require a System Level SBLC meeting showing efforts were made by the school to address the student's needs. The school must show documentation on interventions and outcomes, attendance reports, behavior reports, and test data for at least one full academic year (if the child has been in the school system for one full year, if not, use the data the school used to assess the student's need) showing a pattern of unsatisfactory academic growth, and any meetings held with parents to address the student's needs.

Students may be promoted within the school year provided they show progress on benchmark assessments, attendance, and discipline and with teacher/counselor and administrative recommendation. This can be accomplished through the SBLC process.

ALTERNATIVE SCHOOL ORIENTATION, SCHEDULES AND GRADING

Students are required to attend orientation at an alternative school within one school day or during the next available orientation session offered after receiving an affirmed expulsion or long term

suspension. A review of the student's academic schedule will be conducted and courses will be assigned as follows:

Assignment to an alternative school for a semester or more due to an affirmed expulsion or long term suspension:

- Students arriving within the first twenty days of the semester start date will be assigned the same core courses they were previously enrolled in at their traditional school. In the event a course is not available, a comparable course will be assigned to meet graduation requirements. Teachers from the sending school are responsible for ensuring grades reflecting the first 20 days are updated, posted, and available for import by the alternative school teacher. Once grades are imported, the alternative school teacher shall be established as teacher of record for students.

- Students arriving after the first twenty days of the semester will be assigned the same core courses assigned at the traditional school. In the event a course is not available, the teacher from the sending school must provide and make available to alternative school staff a copy of the course syllabus and instructional resources available within 5 days of student enrollment at the alternative school. Teachers from the sending school are responsible for ensuring grades reflecting the first 20 days and beyond are updated, posted and ready for import by the alternative school teacher. Once grades are imported, the alternative school teacher shall be established as teacher of record for students.

- Expired IEPs and Individualized Accommodation Plans IAPs must be updated within 3 days of the student enrolling at an alternative school. IEPs and IAPs expiring within 30 days of student enrollment must be updated by the sending school.

Assignment to an Alternative School for long term suspension- Less than 20 days:

- Students enrolling at an alternative school due to a long-term suspension will be assigned the same schedule initiated at the traditional school. In the event a course is not available, the teacher from the sending school must provide and make available to alternative school staff a copy of the course syllabus and instructional resources available within 5 days of student enrollment at the alternative school. The teacher of record from the sending school is responsible for end of the semester grades. During the student's less than 20-day enrollment, teachers at the alternative school will properly document assignments and corresponding grades in the student information system. Teachers from the sending school are responsible for assigning end of semester grades.

- Expired Individualized Education Plans and Individualized Accommodation Plans must be updated within 3 days of the student enrolling at an alternative school. Individualized Education Plans and Individualized Accommodation Plans expiring within 30 days of student enrollment must be updated by the sending school.

Assignment to a short term discipline center:

- Short term discipline centers offer short-term placement (10 days or less) for students who have displayed behaviors resulting in suspension from school. Discipline centers provide access to instruction aligned to the Louisiana State Standards. Each discipline center works with students to acknowledge and reflect on negative behaviors and engages with the student to support identification of actions to improve. Any standards aligned coursework completed by a student while attending a short-term discipline center should be credited and recorded as a completed assignment by the teacher of record at the sending school. In the event the completed coursework is not comparable to be accepted by the teacher of record, the student shall be given a reasonable opportunity to complete assignments presented by the teacher. Completed coursework will be recorded at the alternative school for students who received an affirmed expulsion or long-term suspension.

ALTERNATIVE SCHOOL CREDIT RECOVERY AND COURSE ACCELERATION:

Alternative schools offer online and blended learning to create personalized, flexible, needs based options for credit recovery that help students stay on track to graduation. Students enrolled at an alternative school must participate in a formal intake process which includes academic and behavioral screening within 5 days of enrollment. A plan for student success will be initiated and include academic and behavioral supports. Overage students' academic plans or individual graduation plans will include an accelerated component outlining allowable self-paced courses in an effort to support students with graduating before age 21. Any student accepted to and enrolled within an alternative school will qualify for acceleration, dropout prevention, and/or credit recovery programs. Student success plans or individual graduation plans establishing credit recovery coursework for students must be aligned to credit recovery requirements in Chapter 23 of Bulletin 741.

Additional Requirements for Credit Recovery and Course Acceleration:

- Students must be enrolled in the course within the first 20 days of the semester start date
- The number of credit recovery courses offered annually must be in accordance with Bulletin 741, Chapter 23 references to credit recovery
- Students must be paired with a course facilitator, teacher, or learning coach and meet regularly to progress monitor, address student barriers to completion and gauge monthly progression through student success plan
- Students are ineligible for additional credit recovery credits at the start of a new semester if the previous semester's credit recovery coursework remains incomplete. If needed, school teams should initiate an SBLC to review the student's academic plans inclusive of the IGP to determine next steps to ensure student success.

Baton Rouge Juvenile Services – Detention Center

This program for juvenile offenders is located in the Juvenile Court Building. It is a fifty-two (52) bed lock-up facility for regular and special education students ages 10-17. The City Parish Government operates the center; however, the East Baton Rouge Parish School System provides the educational

services. Students are placed at this facility as a result of court proceedings. The duration of the students' stay varies with the offense.

Hospital/Homebound Program

This is an educational program for students – regular or exceptional – having a medical illness that substantially limits their ability to attend school. The School Building Level Committee (SBLC) or the Individualized Educational Plan (IEP) committee must meet to decide the need, services and accommodations for these students before a homebound teacher is assigned

Adult Education

The EBRPSS Adult and Continuing Education curriculum is comprised primarily of the OCTAE College and Career Readiness Standards and the Learning Upgrade and Essential Education HiSET (or appropriate identified assessment) Prep curricula. These standards and curricula along with numerous other resources are used to develop an individualized program of study for each student with the goal of enabling the learner to acquire the basic skills necessary to function in today's society so that they can benefit from the completion of secondary school, enhanced family life, attaining citizenship and participating in job training and retraining programs. (Office of Career, Technical and Adult Education)

The procedures for placement in adult education programs are as follows:

The East Baton Rouge Parish School System is committed to providing an academic education program to adults to help them upgrade their skills in reading, mathematics, and language and aid them in obtaining a Louisiana High School Equivalency Diploma. In addition, the East Baton Rouge Adult Education Program is committed to providing basic skills remediation and enrichment ~~help~~ to adults possessing a high school education who are in need of these services.

Program Format:

a. The students enrolled in the adult academic program will not address the Louisiana Minimum Competency Standards.
b. There are 10 adult-learning centers strategically located within the parish.
c. The eligible student may enter, enroll and exit the program at any time during the academic year.
d. The student attends the learning center when it is convenient for him/her. (Exceptions apply for 16 and 17 year old students.)
e. The adult learning center concept subscribes to individualized instruction based upon the student's needs and permits the student to establish a learning pace commensurate with ability and rate of attendance. Small group instruction and managed enrollment classes are also available.
f. To qualify for the High School Equivalency Test (HiSET or equivalent assessment), an individual shall be 19 years of age or older. Individuals 18 years of age and 16 or 17years of age with an approved age waiver may qualify for the HiSET Test by taking the Official Half Length Practice Test and scoring at the "Prepared Level" or above on each part.

g. Individuals who achieve a standard score of 8 or above on the five (5) parts of the HiSET Test (or equivalent assessment), a minimum of 2 on the essay, and an average of 45 on the total battery are awarded a Louisiana High School Equivalency Diploma.

The LCTCS Board of Supervisors has authorized the following options for the attainment of the high school equivalency diploma in Louisiana:

- Completion of College Preparation Coursework (Developmental Coursework) in Mathematics, English and Reading at an LCTCS college.
- Completion of a College Placement Assessment
- Completion of the High School Equivalency Test

Combination of Attainment Methods

XII. Due process related to student placement and promotion

In the space below, please describe the LEA's due process procedures related to student placement for regular education students, students with disabilities having an Individualized Education Program plan, and students having an Individual Accommodation/Section 504 plan. The description should include procedures for teachers, students, and parents related to student placement and should include dispute resolution steps that will be taken within the school and district leadership.

The LEA's policies on due process procedures for teachers, students and parents as related to student placement for regular education students, students with disabilities and section 504 students are as follows:

Procedures for Review of Educational Placements

Due Process is used when a parent or a member of the School Building Level committee disagrees with consensus of the SBLC.

A parent, teacher or student of legal age who questions the SBLC determination of educational placement for the student should contact the principal. The placement and the reasons for that placement should be thoroughly explained to the person who appeals. In addition, for each evaluation procedure, test, record, report, or other relevant factor used as a basis for the proposed placement decision made for the student, that party has the right to request in writing a hearing on this issue. The written request must be made within the ten (10) working days of the conference with the principal and shall be mailed or delivered to the principal to forward this written request for review to the Superintendent's designee who shall conduct the hearing and serve as hearing officer.

The hearing shall be held within the ten (10) working days of the receipt by the school principal of the request for review, at a time that is convenient to both the parents and the school personnel. Upon mutual consent, this time period may be extended.

The parents and the school personnel have the right to ask questions of persons who make presentations to the hearing officer at the hearing.

At the conclusion of this hearing, the hearing officer shall not render a decision immediately, but shall instead adjourn the hearing and tell all parties that they will receive from him/her a written decision at a later date. Within ten (10) working days after the conclusion of the hearing, the hearing officer shall render this written decision.

The written decision shall be sent by certified mail to the parent and shall include, at least the following information:

- The name, school, and grade level of the student involved.
- The educational placement proposed by the SBLC.
- The educational placement sought by the parents.
- The determination made by the hearing officer of the appropriate educational placement.
- The basis for the determination for that appropriate placement.
- If applicable, the parents' right to ask for review of the decision and the steps involved therein.

If the parents are not satisfied with the decision of the hearing officer, they may write to the Superintendent of Schools, East Baton Rouge Parish School System, 1050 South Foster Drive, Baton Rouge, LA 70806, and request that the decision be reviewed. The written request must be mailed or delivered to the superintendent within ten (10) working days following receipt by the parents of the decision of the hearing officer.

Within ten (10) working days following this meeting, the superintendent or a designee shall render a written decision. The written decision shall be sent by certified mail to the parents and shall include, at least, the following information.

- The name, school, and grade level of the student involved.
- The determination made by the hearing officer of the appropriate educational placement of the student.
- The decision of the superintendent or designee on whether the determination made by the hearing officer should be allowed to stand, should be changed, or whether a new hearing should be conducted in order to consider matters not considered in the original hearing.
- The basis for that decision.

A copy of this decision should also be delivered to the school principal and/or the Superintendent's designee who served as a hearing officer but need not be sent by certified mail.

The decision of the superintendent or a designee on this appeal of educational placement shall be final.

Prior to and during any stage of this review procedure, the parents shall have the right to inspect and review all records with the respect to the educational placement of their child. The custodian of these records may charge a fee for copies of said records that are made for the parents, if the fee does not effectively prevent the parents from exercising their right to inspect and review these records.

(Regulations that apply: P.L.93-380 (Buckley Amendment) Section 10 of this Plan – Policies on Records and Reports.)

The principal or the teacher who disagrees with the SBLC determination has the same rights of due process and should follow the same procedures.

During the pending stage of this review procedure, the student shall be placed in the educational setting determined by the SBLC.

Regarding state mandated assessments, the district, through its superintendent, may apply for an appeal on behalf of individual students, provided the certain criteria are met as stated in state mandated assessment guidelines and high stakes testing policy.

In the case of a student with a disability or exceptionality, the due process procedures must be consistent with those described in Regulations for Implementation of the Children with Exceptionalities Act (R.S. 17:1941 et seq.).

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

XIII. Additional LEA policies related to student placement and promotion

In the space below, please describe any additional LEA policies related to student placement and promotion that have not been addressed in other sections of this document.

Ex. Determination of Valedictorian
Homework policy
Minimum number of classes for a graduating senior
Summer school credit

Functions of the School Building Level Committee (SBLC)

The School Building Level Committee (SBLC) is a committee of at least three school level staff members. It shall be comprised of at least the principal/designee, a classroom teacher, and the referring teacher. It is suggested that other persons be included, such as the school counselor, reading specialist, master teacher, nurse, parents, pupil appraisal personnel, etc. This committee is a decision-making group that meets on a scheduled basis to solve problems or address concerns from teachers, parents, or other professionals on individual students who are experiencing difficulty in school because of academic and/or behavior problems. In most cases, for enrolled students, it is only through the SBLC that a referral can be made to pupil appraisal services for an individual evaluation. Any member of the SBLC may convene the committee to request a review of placement at any time.

The School Building Level Committee (SBLC) may address questions and considerations that may arise including but not limited to the intervention strategies, academic supports, referrals for consideration of 504 eligibility, promotion, retention, and placement in any education program of a student at any

grade level. In addition to the aforementioned, the function of the SBLC is to provide guidance and recommendations with regards to promotion, placement and retention decisions. The SBLC report forms shall be completed and sent to parents at the completion of each meeting to inform them of any retention or placement of a student in a grade other than routine placement.

The SBLC does not have the authority to promote a student who does not meet any state mandated high stakes testing standards for promotion. The principal shall make the decision for placement when the SBLC is equally divided. The SBLC Report to Parents form concerning grade placement for the next school year should be mailed home to inform parents of an SBLC decision.

When warranted, the principal may request to convene a *System Level Committee.* This committee is composed of the School Building Level Committee, appropriate central office administrator, a member of the PPP Committee of Educators representing the Instructional Services Team and a representative of Special Education, Bilingual, or other departments when applicable. The committee considers extraordinary cases in which the PPP policy is deemed not in the best interest of the student.

Policies on Student Records and Reports

A. Policies on Records and Reports shall be aligned to *Bulletin 741. Section §703. Student Records* referenced below:

B. Each school shall keep records for the registration and attendance of students and shall maintain an up-to-date permanent cumulative record of individual students showing personal data and progress through school.

1. Student cumulative records shall continually be updated and, when applicable, contain the following:

a. name, gender, social security number or a state-assigned identification number, date of admission, and date of birth;
b. name and address of parents, legal guardian, and/or next of kin;
c. language or means of communication, spoken or understood;
d. a cumulative record of the student's progress through the curriculum;
e. health history;
f. student grades;
g. attendance records;
h. results of vision and hearing screening;
i. all immunizations given in accordance with the requirements of the Office of Public Health (OPH), Louisiana Department of Health and Hospitals (DHH) recorded on a cumulative health record;
j. scores on statewide assessments and scores on local testing programs inclusive of IBCs, national readiness exams, ASVAB scores and other like assessments and screening instruments necessary to document the local criteria for promotion; information (or reasons) for student placement, including promotion, retention, and/or remediation and acceleration;
k. information on the outcome of student participation in remedial and alternative programs; and

l. a copy of the letter informing the parent of either the placement of the student in or the removal of the student from a remedial education program.
m. A copy of the documentation (ie. Opt In Form) for a high school student's selected pathway signed by their parents or legal guardian(s)

2. The following are applicable to students eligible under IDEA or section 504:

a. records of parent/teacher conferences prior to referral to pupil appraisal;
b. results of all educational screening information;
c. educational interventions and their results;
d. multi-disciplinary evaluation reports;
e. a copy of the IEP, including least restrictive environment justification;
f. a copy of the individualized accommodation program (IAP);
g. a copy of the parent's written consent for the student to be moved from;
h. documentation of contact with school building level committee prior to referral to pupil appraisal;
i. access sheet for special education confidentiality.

C. Each teacher shall be provided with a recording system in which the roster of each class taught shall be maintained and on which all data used to determine student progress shall be recorded.
D. Student records shall be reviewed regularly, and results shall be used for instructional planning, student counseling, and placement.

Additional Local Policy includes the following:

1. The local school system shall maintain permanent records of each student's placement, K-12. Each record shall be maintained as a part of the student's cumulative file.

2. Student records for the purposes of these Guidelines shall include the following:
- Course grades;
- Scores on the Louisiana Educational Assessment Program and/or state mandated assessments;
- Scores on local testing programs and screening instruments necessary to document the local criteria for promotion;
- Information (or reason) for student placement (See definition of placement.);
- Documentation of results of student participation in remedial and Alternative programs;
- Special education documents, as specified in the approved IDEA-Part B, LEA application;
- A copy of the letter informing the parent of either the placement of the student in or the removal of the student from a remedial program; and
- A statement regarding written notification to the parent concerning retention and due process procedures. (Bulletin 741 §703)

Additional local policies that relate to the maintenance of records and reports that affect student promotion and/or retention are as follows:

Parents and guardians are guaranteed the right to inspect their children's school records and correct any errors through formal and informal hearings. These parental rights are transferred to students at age 18. Parental requests must be granted within five (5) working days. Parents also will be given a copy of any records they request, and in addition, schools must respond to requests by parents to interpret or explain items in students' files. Social workers, school nurses, and other persons with "legitimate educational interest" in a child will be allowed to view and use the student's records. Dissemination of information contained in a student's file requires that parents must give written permission before a school can release information to outsiders who must present a picture ID.

A student may gain access to his/her own records by submitting a request in writing from his/her parents that the student is allowed to examine it without a parent being present. This request should be submitted to the school counselor. Within five (5) working days from receiving the information request, the school must make available for inspection the information requested, and such inspection shall take place in the presence of qualified school personnel.

When a student transfers to another school (outside the system), the receiving school will be afforded copies of the student's records upon request.

Records Available to Parents upon Request:

a. Cumulative folder
b. Test data card
c. Immunization Records
d. Report card
e. Evaluation report
f. Records maintained in connection with East Baton Rouge Pupil Progression Plan.
g. Disciplinary records maintained by each school separate from other educational records of a student and for that school year only
h. Review of Disciplinary Action Form for identified exceptional students
i. Individual Educational Program Placement/Instructional Document (IEP)
j. LEAP and other state mandated assessment records
k. Parent Remediation Refusal Form
l. 504 Records
m. Individual student's grades and attendance reports

<u>Procedure for Challenging Contents of Records:</u>
Upon review of a student's record(s), parents have the opportunity to request a hearing to ask for correction or deletion of any information in the file. The school principal or an appropriate designee will conduct the hearing(s).

At the hearing, parents will be given a "full and fair" opportunity to present their case and relevant evidence. The final decision will be delivered to the parents in writing within five (5) days subsequent the hearing. Parents who are dissatisfied with the hearing or the result of the hearing at the school

level may appeal to the superintendent, through the administrative channels of the Office of Civil Rights, and if dissatisfied with decisions rendered by these agencies, seek redress through the appropriate court system.

Transfer of Student Records: The forwarding of records including special education and eligible 504 records within the parish is mandatory and cannot be held for nonpayment of library fines, lunch fee, etc.

The forwarding of 504 records is required to enable receiving schools to maintain necessary accommodation plans. All requests for Special Education records from out of the parish shall be channeled through the East Baton Rouge Parish Special Education Department. The East Baton Rouge Parish Special Education Department will be responsible for the forwarding of Special Education Records for students, currently or formerly served after receiving written parental permission. Discipline records for the current school year should be forwarded to the receiving school when a student transfers. Disciplinary documents are not to be housed in the cumulative folder.

Maintenance of Records and Reports: The following records and reports must be maintained for each student:

- Course grades
- Scores on the Louisiana Educational Assessment Program
- Scores on local testing programs and the screening instrument necessary to document the
- local criteria for promotion and screening outlined in Act 1120
- Information (or reasons) for student placement (see definition of placement)
- Information on the outcome of student participating in remedial and alternative
- programs
- Special Education documents as specified in the approved Individuals with Disabilities
- Education Act (IDEA)
- A copy of the letter informing the parent of either the placement of the student in or the
- removal of the student from a remedial program on file
- A copy of the parent's written consent for either the placement of the student in or the
- removal of the student from alternative to regular placement on file
- Documentation of the parent/guardian's having been informed in writing of the decision to
- retain a student and of the system's due process procedures relating to placement procedures (as defined in the system's Pupil Progression Plan)
- Documentation of SBLC procedures and actions regarding qualified students with disabilities under Section 504 of the Rehabilitation Act of 1973

Policies on Cumulative Records: These policies must be followed when recording, requesting, and sending student information:

a. Cumulative File: East Baton Rouge Parish Schools shall maintain permanent records of each student's placement, K-12. Each record shall be kept as part of the student's cumulative file.

Handwritten information should be entered in black ink, unless otherwise indicated. Information should be current and legible.

b. Record Cards:

1. Grades K-5 and new elementary students, a green folded FAMILY DATA, SPECIAL PROGRAM, and TEST INFORMATION card. MOI # (500-220-6350)
2. Grades 6-8 and new middle school students, a white SCHOLASTIC & TEST RECORD card. MOI # (500-220-6370)

Contents of Cumulative Records

a. Student Identification Number on outside of Cumulative Folder
b. EBRPSS Student Registration and Data Verification Form (see Home Language Survey questions)
c. Family Information and Test Record Card. The Scholastic and Test Record Card
    a. must be completed prior to sending it to the receiving school
d. LEAP (state mandated assessment) scores and remediation records
e. Students Health Record must be complete and kept up to date. See Immunization Policy
f. Progress reports for elementary level and grade labels for middle and high school showing course grades for each student
g. Elementary Parent-teacher Conference Records (to be retained until the first reporting period of the following year; discard prior to entrance in middle school)
h. Middle School Parent-Teacher Conference Records (should be removed from the cumulative folder prior to the beginning of the next school year)
i. 504 Records
j. Special Education documents
k. Individual Graduation Plan
l. A signed copy of the Parent Notification letter informing parents of ESL and Sheltered Instructional services provided for identified LEP students.
m. A copy of the letter informing parents of the placement of a student in a remedial program
n. A statement regarding written notification to parents concerning retention and due process procedures.
o. Homeless documentation

Requesting Records from Other Schools in East Baton Rouge Parish at the beginning of the School Year:

a. Pre-K through 4th grade records shall be sent upon receiving written requests to the requesting school within five (5) working days. For Records from 5th through 12th Grades, the feeder school list is obtained from Information Systems

1. Records may not be requested or sent until ten days after school opens of the current year. SPECIAL EDUCATION/504 RECORDS shall be sent during the summer when requested for scheduling purposes. If Special Education records or 504 records have not been requested before school begins, these records must be requested within the first 5 school days and received before the 10th school day.

2. One red line should be marked through the names of students who have not attended the first ten (10) days of school.
3. Names of the students whose names were not printed on the feeder list of the school attended last year should be added.
4. Regular record request forms for students from schools other than feeder schools should be used.

b. Feeder school must be sent a dated copy of the corrected feeder list form. (#2 and #3 of step a).
c. A dated copy of the feeder list as submitted by the schools is to be kept at the school.

Sending Cumulative Records at the Beginning of the School Year:

a. Cumulative records for students whose names appear (without a red line) on the list by the requesting school should not be collected.
b. If a record is NOT available and the student:

- DID NOT ATTEND the previous year, a note should be made on a Data Processing printout request.
- DID ATTEND the previous year, a cumulative record with the student's name and SID number must be made. A note must be placed inside the folder as to why no information is available

c. A copy of the feeder list must be signed by the person sending the records along with the cumulative records to the school requesting them.

Sending Cumulative Records at Other Times during the Year:

a. Schedules should be planned so that record requests are honored weekly.
b. A list of records, the date they were sent, and the school, to which they were sent, should be kept.

The regular record forms for students who enter school after the original feeder school lists have been sent to the appropriate schools are to be used.

Admission of International Exchange Program Students

This policy applies to international exchange program students from other countries that are sponsored by approved foreign exchange agencies.

a. Agency requirements
- Foreign exchange agencies must be registered with the district, must be listed by the Council for Standards on International Education Travel, and must be approved by the U.S. Department of State to qualify for J-1 Visas. (Visa must be from an Approved Exchange Student Organization that can issue J-1 Visas)
- The contract used by the sponsoring agency between sponsor and student must be on file and approved by the Superintendent or his designee.
- The sponsoring agency must have a local representative who resides within 50 miles of East Baton Rouge Parish, and who is available to meet with school personnel, the student, and the host family.

b. Student requirements

- The exchange student must reside with a legal resident of East Baton Rouge Parish.
- The student must possess a J-1 visa.
- As of September 1, of the program year, the student must meet junior placement status.
- The student must not have received a high school diploma or its equivalent from his/her home school.
- The student must have a cumulative grade point average of 2.0 or above for the previous two years of study.
- As required by the International Exchange Agencies, the student must have sufficient knowledge of the English language to produce effective oral and written communication, to use instructional materials and textbooks printed in English, and to function in the regular education program without special services such as Special Education or English as a Second Language. A letter of recommendation from an English/language teacher endorsing the student's proficiency in English must be included in the application materials.
- An official transcript from the student's home school must be sent to and received by the assigned East Baton Rouge Parish high school by August 1 of the student's attendance year in order to determine placement.

1) Students will be placed in grades according to Carnegie unit totals as indicated in EBR Parish Pupil Progression Plan.

2) Students must meet all state and local requirements for graduation per *Bulletin 741. §2317. High Schools- E.)*

a. All exchange students must schedule English III (which includes the study of American Literature),
American History, and Civics.

b. By August 1 of the attending year, the student must present the following documents to the attending school with a request to attend school in East Baton Rouge Parish:
   - J-1 visa
   - Health and immunization records
   - Evidence of health and accident insurance for duration of stay
   - The name, address, and phone numbers of the student's own parents/guardians, the host family, and the local exchange program representative
   - Two character references from the home school
   - A notarized temporary custody agreement between the exchange student's parents/guardian and the host family

c. Suspensions, Revocation, or Dismissal
Exchange organizations, host families, and/or exchange students found in non-compliance with the above policy of the East Baton Rouge Parish School Board are subject to having their relationship with the district terminated. Exchange students are subject to the same discipline policies to which regular students must adhere.

EBRPSS policy regarding International Exchange Program Students shall be in accordance with Title 22: Foreign Relations: PART 62—EXCHANGE VISITOR PROGRAM.

Homeless Program

The McKinney-Vento Act states that children and youth who lack "a fixed, regular, and adequate nighttime residence" will be considered homeless. 42 U.S.C. §11434A(2)(A). The mission of the Stewart B. McKinney-Vento Education for Homeless Children and Youth Program is to develop and maintain a comprehensive education program by coordinating resources and services for homeless individuals residing in any temporary living arrangements because of the lack of a fixed, regular, and adequate residence and to foster a climate wherein each homeless individual is positively received and neither stigmatized nor isolated.

The McKinney-Vento Act requires schools to identify and remove all barriers to enrollment and retention in school for children and youth in homeless situations. 42 U.S.C.§§11432(g)(1)(I), (g)(7). Zero tolerance rules for absenteeism can be such barriers, particularly when they result in class failures, exclusion from school, or court involvement. Frequently, students in homeless situations will miss school due to their living situations. Absences caused by homelessness must not be counted against students, as this would create a barrier to enrollment and retention in school.

Dyslexia Program

The Louisiana Dyslexia law (Act 266 of the 2023 legislative session) requires universal screening of certain students for characteristics of dyslexia in the second half of the kindergarten year or upon request by a teacher, parent or legal guardian and evaluation of any student suspected of having a disability. The district shall follow and implement requirements of Act 266 adopted in the 2023 Regular Legislative session for dyslexia screening, reporting, and support. Schools should refer to the district's Dyslexia Resource Guide developed by the district's department of 504 services in addition to dyslexia guidance provided by the LDOE with regards to policy and legislative implementation.

Students who are evaluated and meet the criteria for having an exceptionality, outlined in Bulletin 1508 – Pupil Appraisal Handbook, are eligible to receive special education services. Special education means specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability, including an SLD which is defined as "a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. An SLD does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage." (Title 20, United States Code. Section 1401[30][A][B]).

What educational services are available if a student has dyslexia and has been identified as eligible to receive IDEA special education services?

Students identified with a disability are entitled to special education and related services through an Individual Education Program (IEP) as described in Bulletin 1530– Louisiana's IEP Handbook for Students with Exceptionalities. Students who have been evaluated and identified as a student with dyslexia who qualifies for special education services should receive remediation in an educational program that meets the requirements of the Louisiana Dyslexia Law which requires school districts to routinely provide remediation in a Multisensory Structured Language and Literacy Program within the regular school day that is in alignment with the MTSS framework.

Multisensory structured language and literacy programs may be administered in a regular classroom setting, a separate classroom setting, through individual or small group instruction, any additional accommodations that are developed by the SBLC, or a combination of these options as long as all components, content, and delivery methods are followed. Multisensory structured language and literacy programs should do the following: contain instruction in phonological awareness, phoneme-grapheme association, phonics, syllable instruction, linguistics, MTSS framework. Multisensory structured language and literacy programs may be administered in regular classroom setting, separate classroom setting, individual or small group instruction, any additional accommodations that are developed by the SBLC, or a combination of these options as long as all components, content, and delivery methods are followed.

Multisensory structured language and literacy programs should do the following:

- contain instruction in phonological awareness, phoneme-grapheme association, phonics, syllable instruction, linguistics, and
- integrate all aspects of language and comprehension (receptive language skills of listening and reading, oral expressive in work selection and sequencing, written expression in spelling, mechanics, coherence, and handwriting.
- meaning based instruction provided in words and sentences to extract meaning in addition to teaching isolated letter sound correspondence. The instructional methods for a multisensory structured language and literacy program must be explicit, systematic, sequential, cumulative, individualized, diagnostic, demonstrate automaticity of performance, simultaneously multisensory, and follow the synthetic to analytic phonics instructional process. Progress monitoring data should be maintained on students receiving instruction in a multisensory structured language and literacy program. Students' participation in multisensory structured language and literacy programming should be periodically reviewed to determine the appropriateness and effectiveness of the program for the student.

What educational services are available if a student has dyslexia and is not identified as eligible to receive IDEA special education services?

Students identified as having signs of dyslexia but not meeting the criteria of an IDEA disability are entitled to remediation in an educational program that meets the requirements of the Louisiana Dyslexia Law. Bulletin 1903 requires school districts to:

- Routinely provide remediation in a Multisensory Structured Language and Literacy Program within the regular school day within the MTSS framework. Multisensory structured language and literacy programs may be administered in regular classroom setting, separate classroom setting, individual or small group instruction, any additional accommodations that are developed by the SBLC, or a combination of these options as long as all components, content, and delivery methods are followed.

Multisensory structured language and literacy programs should do the following:

- contain instruction in phonological awareness, phoneme-grapheme association, phonics, syllable instruction, linguistics, and
- integrate all aspects of language and comprehension (receptive language skills of listening and reading, oral expressive in work selection and sequencing, written expression in spelling, mechanics, coherence, and handwriting.
- meaning-based instruction provided in words and sentences to extract meaning in addition to teaching isolated letter sound correspondence.

The instructional methods for a multisensory structured language and literacy program must be explicit, systematic, sequential, cumulative, individualized, diagnostic, demonstrate automaticity of performance, simultaneously multisensory, and follow the synthetic to analytic phonics instructional process. Progress monitoring data should be maintained on students receiving instruction in a multisensory structured language and literacy program. Students' participation in multisensory structured language and literacy programming should be periodically reviewed to determine the appropriateness and effectiveness of the program for the student.

Per LDOE Third Grade Promotion Guidance, a 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. If a dyslexia screening indicates that the student is at-risk for dyslexia, an immediate referral should be made to the School Building Level Committee (SBLC) to obtain parent permission to initiate the preliminary gathering of data and a review. SBLC members on committees reviewing data for a student who is identified as at-risk for dyslexia should include a teacher of the student identified for review, a speech-language pathologist, educational diagnostician, dyslexia practitioner, dyslexia therapist, and/or a person trained in the identification of dyslexia, a principal or their designee, and a parent or guardian. The SBLC will determine if relevant data indicates the need for further action that may include: additional assessment; continuation of specialized instructional interventions and progress monitoring; development of a 504 Plan to provide classroom accommodations; referral to pupil appraisal for support services or for an evaluation to determine eligibility for special services as provided by IDEA; or return to the regular classroom without further strategies or interventions.

Dyslexia Core Assessment Support Program

Louisiana now offers families financial support to help reduce the cost of a dyslexia core assessment when a child is identified as at risk for dyslexia through school screening. Eligible parents and guardians may receive up to $500 per student, per year toward the cost of an assessment completed by a

provider approved by the Louisiana Department of Education (LDOE). This program, created through Act 517 (2024), helps families access timely,
high-quality evaluations that can inform appropriate school supports and services. Applications are submitted through a secure online portal.

What Is a Dyslexia Core Assessment?
A dyslexia core assessment is a comprehensive literacy evaluation used to determine whether a student has dyslexia. It may include the following:

- Testing of phonological and language skills
- Real-word and non-word reading tasks
- Oral reading fluency
- Spelling and writing tasks
- Review of academic history
- A brief parent or guardian interview

Parents receive a written report that can help schools plan supports, accommodations, or further evaluations.

Foreign Language Instruction

Elementary School: *Foreign* Language instruction in the elementary school should be incorporated in the school day for thirty (30) minutes daily in grades 4 and 5 Foreign language and other elementary and middle school required programs of study course offerings shall be in accordance with Bulletin 741. Applicable waiver documentation may be found in the appendix of this document.

Review of Placement

Review of Placement addresses procedures to be used in implementation of the Pupil Progression Plan.

Review of Placement in Individual Cases
Review of decisions on educational placement of an individual student within a school may be initiated at any time by any member of the Building Level Committee. The principal shall convene the SBLC.

Building Level Committee
For the purpose of review of promotion criteria, the principal will coordinate the decision-making process of the SBLC.

Composition
- Classroom teacher directly involved with instruction of student
- School Administrator
- Counselor or classroom teacher not directly involved with instruction of student
- Teacher of any special program in which student is involved
- Parent of student

- Student (when appropriate)

Function

- To review the data from all available sources on each individual student relative to a promotion or retention appeal, waiver, or extenuating circumstance, on a semester or annual basis when applicable
- To make recommendations for remediation and/or placement
- To serve as a review committee to investigate complaints initiated by parents or guardians at the local level. (A parent or guardian may initiate an individual review of student placement and/or promotion by notifying in writing the school building level principal).

If current local data is not available, selection and administration of appropriate tests shall be determined by the SBLC. Such tests shall be administered within ten (10) school days to provide documentation of the student's current level of mastery of state grade appropriate standards. The SBLC, using the SBLC Report to Parents form, shall communicate its determination of educational placement for the student in writing to the parent (s) or legal guardian (s).

If parents question the placement decision, the SBLC should refer to Due Process Guidelines.

Review of Placement of the Non-English-Speaking Students

When already enrolled in the local school system, English Learners (ELs) may be inappropriately placed below grade level because of a language barrier. Placement of these students will be reviewed by the School Building Level Committee (Parent/Guardian, General Education Teacher, EL Representative (or District EL Designee), School Test Coordinator (STC) or Designee and Principal/ School who will recommend proper placement based on observation multiple measures such as English language proficiency results, academic records, classroom performance, teacher observations, assessments, and parent/guardian input to ensure appropriate placement and meaningful access to grade-level instruction.

Review of Placement Students with Disabilities

Review of decisions on educational placement of an individual student within a school may be initiated at any time by any member of the IEP Committee. The committee shall convene to make such determination.

Attendance Policy

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.-(Bulletin 741, §1103.G)

XIV. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA)

East Baton Rouge Parish School System

2026-2027 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: September 17, 2026

LaMont Cole, Superintendent of Schools

Shashonnie Steward, Board President

Appendix A: Definition of Terms

Definition of Terms

A. State Terms

For definitions of state terms, see Chapter 9 of Bulletin 1566 in Appendix B.

B. Local Terms

1. **Academically Able** – A student who maintains a grade of "C" or above on grade level standards according to adopted textbooks and state curriculum guides in the content area in question. Indicators could include grade from the progress report, and standardized test scores.

2. **Advanced Placement** – A program sponsored by the College Board and Educational Testing Services to provide courses for academically able students that offers greater opportunities for individual progress and accomplishment. Students who score 3 or above on Advanced Placement examinations may receive college credit for AP courses taken while they are still in secondary school.

3. **BESE** – Board of Elementary and Secondary Education

4. **Bulletin 741** – Louisiana Handbook for School Administrators containing regulations used in the administration of elementary, secondary, and adult education programs.

5. **Carnegie Unit** – Unit earned based on the successful completion of a High school level coursework.

6. **Credit** – Term that means the same as Carnegie Unit

7. **Criterion Referenced Test (CRT)** – A summary test designed to measure how well a student meets the criteria of specific skills.

8. **EBRPSS**-East Baton Rouge Parish School System

9. **ESS**-Exceptional Student Services

10. **Early College Admissions Program** – A college program through which superior high school students that have completed their junior year in high school may be allowed to enroll in regular college classes.

11. **Grade Level or Above** – A student who has exhibited proficiency on grade level competencies with respect to a skill as indicated according to adopted textbooks and comprehensive curriculum and/ or common core state standards as grade appropriate.

Indicators could include grades from progress reports, test scores, and state mandated test results.

12. **High School Equivalency Test (HiSet) (replaced the former GED: General Education Development Test)** A national test which eligible persons who want to receive a high school equivalency diploma may take.

13. **Individual Academic Improvement Plan (IAIP)** – A collaborative plan developed through an in-person meeting of a student's parents or legal custodian, all teachers of core academic subjects and specialized support personnel, as needed to assist the student in achieving proficiency in all core academic subjects. The plan is required for identified students who have scored below "basic" achievement level in at least two core academic subjects, including English language arts, mathematics, science, and social studies, that would enable them to successfully transition to the next grade level. All participants shall sign the documented plan utilizing the state provided template and shall meet to review progress at least once a year.

14. **Individual Accommodation Plan (IAP)** – A form used to track and document a 504 eligible students' plan for accommodations.

15. **Individualized Educational Program (IEP)** – A written program, which sets forth the approach, which will be taken to ensure that the child will be provided an appropriate, free public education.

16. **Individual Graduation Plan (IGP)** – A collaborative plan designed to assist middle and high school counselors as they support students and their families with the planning process. Beginning in the eighth grade year, students work with their school counselors to complete an IGP. This plan is reviewed, updated, and signed every year until graduation.

17. **LEA**– Local education agency (East Baton Rouge Parish School Board)

18. **PPP** – Pupil Progression Plan

19. **Proficiency Exam** – An examination that will test the mastery of the performance objectives in the state curriculum guide for a particular subject. Credit shall be granted on a pass (proficient) basis only.

20. **Pupil Appraisal Handbook** – A bulletin published by the State Department of Education, which defines the criteria for all exceptionalities recognized by the state of Louisiana.

21. **Quality Points** – Numerical value assigned to the letter grades earned by students when they successfully earn a credit or unit. Usually A=4, B=3, C=2, D=1, F=0.

22. **Student's Permanent Cumulative Record** – The official record of the student's work year by year throughout his/her school life, K-12.

23. **System Level Committee** – A committee composed of the School Building Level Committee, appropriate central office administrator, a member of the PPP Committee of Educators representing the Instructional Services Team and a representative of Special Education, Bilingual, or other departments when applicable. The committee considers extraordinary cases in which the PPP policy is deemed not in the best interest of the student.

24. **TASC** – Truancy Assessment and Service Center

25. **Weighted Credit/Weighted Quality Points** – Numerical value assigned to the letter grades “A”, “B”, or “C” earned by a student in honors, gifted, and Advanced Placement Courses. Quality points are issued as follows: A=5, B=4, C=3, D=1, F=0

Appendix B: BESE Bulletin 1566

https://bese.louisiana.gov/policy

Louisiana Administrative Code *January 2025*

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Title 28
EDUCATION
Part XXXIX. Bulletin 1566—Pupil Progression Policies and Procedures

Editor's Note: Bulletin 1566 was promulgated in LR 6:144 (April 1980), amended LR 11:685 (July 1985) and LR 16:766 (September 1990), promulgated LR 19:1417 (November 1993), amended LR 24:2081 (November 1998). Historical notes will reflect activity on individual Sections from November 1999 forward.

Chapter 1. Purpose

§101. Foreword

A. This publication represents a forward step in the implementation of a vital component of the Louisiana Competency-Based Education Program. These policies and procedures represent a cooperative effort of offices in the Louisiana Department of Education (DOE), and educators from across the state.

B. The DOE will continue to provide leadership and assistance to school systems in an effort to attain a public system of education that makes the opportunity to learn available to all students on equal terms.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.7; R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:2169 (November 1999), amended LR 33:2061 (October 2007), 36:2001 (September 2010).

§103. Preface

A. "The goal of the public educational system is to provide learning environments and experiences, at all stages of human development, that are humane, just and designed to promote excellence in order that every individual may be afforded an equal opportunity to achieve his full potential" (Preamble to Article VIII, Louisiana Constitution). This goal statement from the Constitution suggests that public elementary and secondary education is only a part of a continuum of services that should be available to assist each individual to identify and reach his/her own educational or training goals as quickly and effectively as possible.

B. The amendment and enactment of the Louisiana Competency-Based Education Program, Act 750, (R.S. 17:24.4) by the Louisiana State Legislature in Regular Session during the summer of 1997, was the result of an ever-increasing demand by Louisiana's taxpayers for a better accounting of their educational dollars. This far-reaching statute called for:

1. the establishment of a program for shared educational accountability in the public educational system of Louisiana;
2. the provision for a uniform system of evaluation of the performance of school personnel;
3. the attainment of established goals for education;
4. the provision of information for accurate analysis of the costs associated with public educational programs;
5. the provision of information for an analysis of the effectiveness of instructional programs; and
6. the annual assessment of students based on state content standards.

C. The Louisiana Competency-Based Program is based on the premise that the program must provide options to accommodate the many different learning styles of its students. Every effort is being made to tailor the curriculum to the needs of the individual student, including the student with special instructional needs who subsequently needs curricular alternatives. Such a practice enhances the probability of success, since the student is provided with an instructional program compatible with his individual learning styles as well as with his needs.

D. The Louisiana State Legislature in Regular Session during the summer of 1997 amended and reenacted R.S. 17:24.4(F) and (G)(1), relative to the Louisiana Competency-Based Education Program, to require the state Board of Elementary and Secondary Education (BESE) to adopt rules relative to the promotion of fourth and eighth grade students.

E. The amended Sections relate state content standards adopted for mathematics, English language arts, science, and social studies, to the Louisiana Educational Assessment Program (LEAP), and to the comprehensive pupil progression plans of each of the local educational agencies.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.7 and R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:2169 (November 1999), amended LR 33:2061 (October 2007), LR 36:2001 (September 2010), LR 44:479 (March 2018).

§105. Definition of Terms [Formerly §901]

A. As used in this bulletin, the terms shall be defined as follows.

1. State Terms

Acceleration—advancement of a pupil at a rate faster than usual in or from a given grade or course. This may include "gifted student" as identified according to Bulletin 1508.

Alternate Assessment—the substitute way of gathering information on the performance and progress of students with disabilities who do not participate in typical state assessments.

Alternative to Regular Placement—placement of students in programs not required to address the state content standards.

Content Standards—statements of what we expect students to know and be able to do in various content areas.

LEAP Summer Remediation Program—a summer school program offered by the LEA for the specific purpose of preparing students to achieve proficiency in English language arts, mathematics, science, and/or social studies.

Louisiana Educational Assessment Program (LEAP)—the state's testing program that includes grades 3

through 10 in the core academic subjects of English language arts, mathematics, social studies and science.

Promotion—a pupil's placement from a lower to a higher grade based on local and state criteria contained in these guidelines.

Pupil Progression Plan—the comprehensive plan developed and adopted by each local education agency which shall be based, in significant part, on student performance on the Louisiana Educational Assessment Program with goals and objectives which are compatible with the Louisiana competency-based education program and which supplement standards approved by BESE.

Regular Placement—the assignment of students to classes, grades, or programs based on a set of criteria established in the pupil progression plan. Placement includes promotion, retention, remediation, and acceleration.

Remedial Programs—programs designed to assist students including students with disabilities and non/limited English proficient (LEP) students, to overcome educational deficits identified through the Louisiana Education Assessment Program and other local criteria.

Remediation—see *remedial programs*.

Retention—nonpromotion of a pupil from a lower to a higher grade.

2. Local Terms

a. The definition of terms used in a local school system plan must be clearly defined for use as the basis for interpretation of the components of the plan.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, 17.7, and 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:2176 (November 1999), amended LR 27:190 (February 2001), LR 31:1976 (August 2005), LR 33:2064 (October 2007), amended LR 36: 2010 (September 2010), LR 44:483 (March 2018), LR 46:18 (January 2020), repromulgated LR 50:975 (July 2024).

Chapter 3. General Procedure for Development; Approval and Revision of a Pupil Progression Plan

§301. Development of a Local Plan

A. Committee of Educators

1. The state Board of Elementary and Secondary Education (BESE) and the DOE require assurances that the local education agency (LEA) Supervisors of Elementary and Secondary Education, Special Education, Career and Technical Education, Adult Education, Title I, teachers and principals and other individuals deemed appropriate by the local Superintendent are included in the development of the parish pupil progression plan.

B. Committee of Parents

1. A committee representing the parents of the school district shall be appointed by each city and parish school board. Procedures shall be established whereby this committee shall be informed of the development of the pupil progression plan. Opportunities shall be provided for parents to have input into the development of the local plan.

2. Due process and equal protection considerations require the local board to include on the parent committee representatives of various disability groups, racial, socio-economic, and ethnic groups from the local district.

3. The local board shall provide staff support to the parent committee.

C. The LEA shall keep on file a written description of the method of selection, composition, function and activities of the local committees.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.7; R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:2170 (November 1999), amended LR 36:2002 (September 2010).

§303. Adoption Procedures

A. Initial Adoption by the Local School Board

1. Meetings of the local committees shall be conducted within the legal guidelines of Louisiana's Open Meeting Law.

2. The local pupil progression plan shall be adopted at a public meeting of the local board, notice of which shall be published pursuant to the Open Meetings Law. It shall be stated that once the plan has been adopted and approved, the policies in the local plan shall be incorporated into the policies and procedures manual of the local school board.

3. The statements defining the committee-selection process and the pupil progression plan are public documents that must be handled within the guidelines of the Public Records Act.

B. Locally Initiated Interim Revisions

1. LEAs will comply with the same procedure as for initial adoption by the local school board.

C. State Mandated Interim Revisions

1. School systems will be notified of any policy change that will affect their currently approved pupil progression plan within 15 working days after the Notice of Intent is passed by BESE.

2. LEAs shall develop a procedure for informing the public of the proposed policy change.

3. After final adoption as a rule by BESE, school boards shall adopt and incorporate the state mandated policy changes into their current pupil progression plan within 30 working days after notification of said changes.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.7; R.S. 17:24.4; R.S. 42:4:2(A)(2); R.S. 44:1-42.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:2170 (November 1999), LR 36:2002 (September 2010).

§305. Submission Process

A. Upon adoption for submission by the local school board, the plan along with a formal submission statement shall be submitted annually to the Department of Education. Documentation of input in the plans development by educators and parents as well as public notice prior to local board approval and locally-initiated revisions (including dates and locations) must be submitted.

1. Interim revisions: locally-initiated and state-mandated.

a. Resubmission of the local board approved pages is made to the DOE.

b. Signatures of the local school board president and superintendent are required.

c. The revisions are incorporated into the pupil progression plan at both the local and state level.

2. BESE shall certify that the plan includes the requirements for students promoted to high school in the career diploma pathway.

B. A local charter authorizer shall allow a locally authorized charter operator to submit a pupil progression plan in accordance with federal law, state law and BESE policy.

1. Following adoption of the pupil progression plan by the non-profit charter school board of directors, the plan shall not require approval or adoption from the local charter authorizer.

2. A locally authorized charter operator shall submit their pupil progression plan to the local charter authorizer prior to the annual submission to the Department of Education.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.7 and R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:2171 (November 1999), amended LR 27:188 (February 2001), LR 27:1517 (September 2001), LR 36:2002 (September 2010), LR 44:479 (March 2018), LR 47:1493 (October 2021).

Chapter 5. Placement Policies—General Requirements

§501. General Requirements

A. Each local pupil progression plan shall contain written policies relative to regular placement and alternatives to regular placement. Such policies must conform to the requirements of these policies and procedures.

B. Each plan shall provide details on academic supports for struggling students, including but not limited to grade-level instruction that is aligned with state academic content standards.

C. Based upon local school board policy pursuant to these policies and procedures, each teacher shall, on an individualized basis, determine promotion or placement of each student. 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.

D. No school board member, school superintendent, assistant superintendent, principal, school counselor, other teacher, or other administrative staff members of the school or the central staff of the parish or city school board shall attempt, directly or indirectly, to influence, alter, or otherwise affect the grade received by a student from his/her teacher.

E. For the 2020-2021 school year, student performance on the LEAP 2025 assessments shall not be considered in making placement decisions for fourth and eighth grade students.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.7, R.S. 17:24.4, and R.S. 17:414.2.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:2171 (November 1999), amended LR 3:2062 (October 2007), LR 36:2003 (September 2010), LR 44:479 (March 2018), amended LR 48:35 (January 2022).

§503. Regular Placement

A. Promotion—Grades K-12

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

a. Each plan shall include the school attendance requirements.

b. Each plan shall include the course requirements for promotion by grade levels.

c. Each plan shall include promotion requirements for students eligible to take LEAP alternate assessment, level 1 (LAA 1) or LEAP connect.

d. Each plan shall include promotion requirements for students with disabilities aligned to policies included in *Bulletin 1530—Louisiana's IEP Handbook for Students with Exceptionalities*.

e. Each plan shall include other applicable requirements, including the high stakes policy requirements for entering students in fifth or ninth grade.

2. Every child, as a prerequisite to enrollment in any first grade of a public school, shall have attended at least a full-day public or non-public kindergarten for a full school year, and shall have satisfactorily passed an academic readiness screening administered by the school system prior to the time of enrollment for the first grade. Each school system shall establish the academic readiness level for its first grade based on criteria established by the system. Any child not able to meet kindergarten attendance requirements due to illness or extraordinary, extenuating circumstances as determined by the school governing authority, shall be required to satisfactorily pass an academic readiness screening administered by the school system prior to the time of enrollment for the first grade. In accordance with R.S. 17:221, any child below the age of seven who legally enrolls in school shall be subject to state laws regarding compulsory attendance and promotion requirements set forth by the school system in accordance with this bulletin.

B. Requirements for High School Students

1. Each plan shall include the following statements, that:

a. in addition to completing the required minimum number of Carnegie units of credits as presented by BESE, students must pass the required end-of-course tests or LEAP 2025 high school assessments to receive a high school diploma;

b. any first-time eighth grade student who does not meet the passing standard set forth in §703 of this bulletin and any student not eligible for any waiver pursuant to §707 of this Part, may be placed on a high school campus in transitional ninth grade;

c. 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;

d. 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;

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

f. the following shall govern the transitional ninth grade:

i. for any student who recently completed the eighth grade and is transferring into the LEA from another state or country after summer remediation, if summer remediation is offered, 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.

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

iii. 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. 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.

iv. Students enrolled in transitional ninth grade shall have opportunities to take career and technical education courses and participate in any career training opportunities included in a high school career pathway developed by a consortium of LEAs, post-secondary colleges and universities, and local business and industry, and approved by the LDE.

v. Students enrolled in transitional ninth grade shall receive dropout prevention and mentoring services based on proven strategies to retain and graduate at-risk students. The LDE shall make available to LEAs a list of recommended strategies and technical assistance needed to offer students such services.

C. Retention—Grades K-12

1. Retention of a student shall be based upon the student's failure to meet the criteria established by local boards for promotion and other criteria contained in these policies and procedures.

D. Acceleration

1. Grades K-8

a. The local school board shall establish written policies and procedures for the placement of students who evidence that they will benefit more from the instructional program at an advanced grade level.

2. Grades 9-12

a. The local school board shall follow the policies and procedures established in *Bulletin 741—Louisiana Handbook for School Administrators*, and other local requirements for student acceleration.

E. Transfer Students

1. 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).

a. 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.

b. 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 state law.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, 17.7, and 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:2171 (November 2000), amended LR 26:1433 (July 2000), LR 26:1576 (August 2000), LR 27:188 (February 2001), LR 27:1006 (July 2001), LR 27:1682 (October 2001), LR 29:123 (February 2003), LR 30:407 (March 2004), LR 31:1974 (August 2005), LR 31:3103 (December 2005), LR 33:2063 (October 2007), LR 34:2389 (November 2008), LR 36:2003 (September 2010), LR 40:765 (April 2014), LR 40:1332 (July 2014), LR 40:2533 (December 2014), LR 41:1271 (July 2015), LR 44:480 (March 2018), LR 44:1003 (June 2018), LR 44:2131 (December 2018), LR 46:18 (January 2020). LR 48:1759 (July 2022).

§505. Other Placement Requirements

A. Progression—Students Participating in LEAP Alternate Assessment (LAA1) or LEAP Connect

1. Students with disabilities who participate in the LEAP alternate assessment or LEAP Connect shall have promotion decisions determined by the IEP team.

B. Alternative Schools/Programs

1. The local school board may establish alternative schools/programs/settings which shall respond to particular educational need(s) of its students.

C. Review of Placement

1. Review of promotion and placement decisions may be initiated by the local school board, superintendent and/or parent or guardian.

2. Each local school board may adopt policies whereby it may review promotion and placement decisions in order to insure compliance with its local plan.

D. 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 LEA must assure that these procedures do not contradict the due process rights of students with disabilities as defined in the IDEA-Part B.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.7 and R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:2172 (November

2000), amended LR 26:1433 (July 2000), LR 27:189 (February 2001), LR 27:1683 (October 2001), LR 29:123 (February 2003), LR 30:409 (March 2004), LR 33:2063 (October 2007), LR 36:2004 (September 2010), LR 44:481 (March 2018).

§507. Records and Reports

A. LEAs shall maintain permanent records of each student's placement, K-12. Each record shall be maintained as a part of the student's cumulative file.

B. Student records for the purposes of these guidelines shall include:

1. course grades;
2. scores on LEAP assessments;
3. scores on local testing programs and screening instruments necessary to document the local criteria for promotion;
4. information (or reason) for student placement (see definition of *placement*);
5. documentation of results of student participation in remedial and alternative programs;
6. special education documents as specified in the approved IDEA-Part B, LEA application;
7. a copy of the letter informing the parent of any planned academic support strategies to be provided to the student;
8. a statement regarding written notification to parent concerning retention and due process procedures.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.7.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:2173 (November 1999), amended LR 27:189 (February 2001), LR 27:1683 (October 2001), LR 36:2004 (September 2010), LR 44:481 (March 2018).

§509. Local Options

A. In addition to the statewide mandatory criteria for student placement, local school boards, by written local policies, may also establish local criteria to be used in determining student placement. Such criteria shall be compatible with the statewide criteria established in Chapter 5, §501 and shall be submitted to the LDE as part of the local pupil progression plan.

B. At the option of local school systems, the plans may include other factors to be considered in pupil placements.

C. In conjunction with the enumerated legislated policies and DOE directives, LEAs may include evaluative criteria in their local pupil progression plans. If other criteria are used, the pupil progression plan must so specify.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.7 and R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:2173 (November 1999), amended LR 36:2004 (September 2010).

§511. Legislative Guidelines

A. Local school systems are encouraged to develop local criterion-referenced testing programs for local assessment use.

B. Local criteria for K-12 must supplement the content standards approved by the BESE.

C. Local criteria must be coordinated with statewide curricular standards for required subjects, to be developed as part of the competency-based education plan.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17, R.S. 17:24.4, and R.S. 17:391.7(G).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:2173 (November 1999), amended LR 36:2005 (September 2010).

§513. Local Testing Programs

A. Student scores on local testing programs may be used as additional criteria for determining pupil progression. Additional skills may be specified and tested for mastery at the local level as additional criteria for placement.

B. With reference to pupil placement, the local school system shall state the name of the instrument and publisher of other testing and screening programs to be used locally in grades K-12 for general education and exceptional students.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.7 and R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:2173 (November 1999), amended LR 36:2005 (September 2010), LR 44:481 (March 2018).

§515. Policies on Due Process

A. 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 assure that these procedures do not contradict the due process rights of students with disabilities as defined in the IDEA-Part B.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.7.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:2173 (November 1999), amended LR 27:189 (February 2001), LR 27:1683 (October 2001).

Chapter 7. Promotion and Support Policy

§700. Support Standard for Grades Kindergarten-3

A. Beginning with the 2022-2023 school year and every school 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 screener.

1. Beginning with the 2026 - 2027 school year and beyond, each LEA shall identify all students in kindergarten, first, second, and third grades who score below grade level on the numeracy screener.

B. The school shall notify the parents or legal guardian of students identified as scoring below grade level pursuant to this Section in writing regarding the student's performance within 15 days of identification. Such notification shall:

1. Provide information on activities that can be done at home to support the student's literacy and/or numeracy proficiency.
2. Provide information about supports and interventions that will be provided by the school to support the student's literacy and/or numeracy proficiency.
3. Provide a timeline for updates as a result of progress monitoring that includes a middle-of-year and end-of-year update.
4. Provide information about the importance of being able to read proficiently by the end of the third grade.

C. Beginning with the 2023-2024 school year, a student in grades kindergarten through three, within thirty days of

being identified as having literacy skills that are below grade level based on the results of the literacy screener, shall receive an individual reading improvement plan. The plan shall be created by the teacher, principal, other pertinent school personnel, and the parent or legal guardian; describe the evidence-based reading intervention services the student will receive; and give suggestions for strategies parents can use at home.

D. Beginning no later than the 2026 - 2027 school year, a student in kindergarten through third grade, within 30 days of being identified as being below grade level based on the numeracy screener shall receive an individual numeracy improvement plan. The plan shall be created by the teacher, principal, other pertinent school personnel, and the parent or legal guardian; describe the evidence-based numeracy intervention services the student will receive; and include suggestions for strategies parents can use at home.

E. The school shall provide mid-year and end-of-year updates to the parent or legal guardian of students identified as below grade level pursuant to this Section.

F. The LDOE may audit a random sampling of the plans required by this Section in each LEA. The plans may be consolidated into a single expanded academic support plan in accordance with §705 of this Chapter.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17.7; R.S. 17:24.4; and R.S. 14:24.10.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 48:1760 (July 2022), LR 49:245 (February 2023), repromulgated LR 49:851 (May 2023), amended LR 51:52 (January 2025).

§701. Promotion and Support Standard for Grades 3-7

A. Beginning with the 2024-2025 school year, a third grade student with a reading deficiency as demonstrated by the student scoring at the lowest achievement level in reading on an end-of-year literacy screener in accordance with LAC 28:CXV.2307. *Bulletin 741* 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 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 as outlined in Subsection E. of this Section.

B. Promotion to Fourth Grade for Good Cause.

1. A student who does not meet the literacy criteria for promotion may be promoted to fourth grade if the student meets at least one of the following conditions:

a. A limited English proficient student has been enrolled in an English language assistance program for fewer than two years.

b. An IEP indicates that the screener is not appropriate for the student with a disability.

c. 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.

d. 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.

e. 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 the purposes of this Section, intensive reading intervention includes targeted intervention in a small group with progress monitoring documented through an individual reading improvement plan.

f. A student has been diagnosed with dyslexia.

g. The student demonstrates an acceptable level of proficiency on a BESE-approved alternative standardized assessment. Alternative assessments will be presented for BESE approval upon recommendation of LDOE. A student scoring Mastery on the English language arts section of the LEAP 2025 assessment may be considered for promotion.

2. Promotion to fourth grade may be considered for a student who meets a good cause as indicated in this Section. Such promotion shall be considered as follows:

a. The teacher shall confer with the parent or guardian of the student to determine whether promotion based on an exemption should be pursued.

b. The teacher shall submit documentation to the school principal that promotion is appropriate for the student. The documentation shall clearly demonstrate that the student meets at least one of the criteria for good cause and shall reflect the decision of the parent or guardian to allow the request for promotion.

c. The principal shall review the request and documentation provided by the teacher and determine whether to make a written recommendation for promotion. Such recommendation shall be made in writing to the local superintendent.

d. The local superintendent shall review the request and documentation provided by the school principal and, in writing, accept or reject the recommendation. Written notification shall be provided to the parent or guardian and the school principal.

e. The parent or guardian shall have the option to have the child retained in third grade even if the determination of the principal and superintendent is to have the student promoted to fourth grade.

3. Students promoted for good cause shall be provided an individual reading improvement plan using the LDOE form provided.

a. Each plan shall include specialized diagnostic information and intensive evidence-based structured literacy instruction and intervention.

b. The school shall confer with the parent or guardian to communicate the support provided according to the plan, the protocol for progress monitoring, and suggestions for strategies families can use at home.

c. Each LEA shall assist schools and teachers in implementing evidence-based reading strategies shown to be successful in improving reading among students with persistent reading difficulties.

4. Beginning with the 2025-2026 school year, no later than the October MFP collection, each LEA shall identify each third grade student retained in the prior year pursuant to Subsection A of this Section and each fourth grade student

promoted due to good cause exemption outlined in Subsection B of this Section, indicating the exemption applied. The LDOE will annually publish a report containing the compiled data.

C. Third Grade Retention. A student who is retained in third grade due to a reading deficiency shall be provided intensive evidence-based structured literacy instructional services, progress monitoring, and support as outlined in the individual reading improvement plan to include a daily minimum of ninety minutes of evidence-based, scientifically researched reading instruction during regular school hours and 30 minutes of daily evidence-based reading intervention in the identified area of reading deficiency.

1. Intervention and instruction shall be based upon the foundations of literacy and shall include phonological awareness, phonics, decoding, fluency, and comprehension.

2. Intervention and instruction may also include small group instruction, lower teacher-student ratios, tutoring, transition classes, or extended school calendar for day, week, or summer programs.

3. The student shall be assigned a teacher who has successfully completed training in literacy instruction and who is highly effective as determined by student performance data, particularly related to student growth in reading, and performance appraisals.

4. The parent or guardian shall be provided with written notification of the individual reading improvement plan, the protocol for progress monitoring, and instructions for parent guided at-home reading.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.7; R.S. 17:24.4; R.S. 17:24.9; R.S. 17:24.10 and R.S. 17:24.11.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:481 (March 2018), amended LR 48:1760 (July 2022), LR 50:679 (May 2024), LR 51:52 (January 2025).

§703. Promotion and Support Standard for Grade 8

A. 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.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.7 and R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:481 (March 2018), amended LR 44:1003 (June 2018).

§705. Supports for Students

A. Summer Remediation

1. 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 set forth in §701 and §703 of this Part. The LEA shall provide transportation to and from the assigned LEAP remediation summer site(s) from, at a minimum, a common pick-up point.

2. Student with disabilities attending summer remediation shall receive special supports as needed.

3. Summer remediation programs shall meet all of the following requirements:

a. use curriculum determined by the department 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*);

b. 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;

B. Student Level Plans

1. The individual academic support plan outlined in this Section shall be provided to identified students by the LEA and will be differentiated based on student needs. The individual academic support plan should provide intervention information and outline progress monitoring for each student.

2. LEAs shall design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least 2 of the following, which shall be documented in the expanded academic support plan.

a. The student is placed in the classroom of a teacher who has been rated "highly effective" or "exemplary" pursuant to his/her most recent evaluation or has achieved a value-added rating of "highly effective" or "exemplary" pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of improving the academic performance of students having academic support plans in the past.

b. The student completes summer remediation in accordance with Subsection A of this Section.

c. Additional instructional time is provided during or outside of the school day to expose the student to high quality instruction. This shall not result in a student being removed from English language arts, mathematics, science, or social studies courses.

d. 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.

3. Remediation programs used throughout the school day and school year shall not account for more than 35 percent of total instructional minutes.

4. The individual academic support plan should be considered the holistic plan that is differentiated based on student need and could include one or more of the following:

a. an individual reading improvement plan, in accordance with §700 of this Chapter;

b. an individual numeracy improvement plan, in accordance with §700 of this Chapter;

c. the individual student plan required by Subsection C of this Section;

d. the individual student plan required by §701 of this Chapter;

5. The LDOE shall provide a template to LEAs which will support the creation of the individual academic support plan for identified students.

6. 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.

C. Expanded Academic Tutoring Support.

1. Each LEA shall identify kindergarten through fifth grade students who fail to achieve mastery in reading or math in accordance with LAC 28:XI (*Bulletin 111*).

2. Not later than September 15 of each year, LEAs shall submit to the LDOE a system-level plan and supporting budget to provide expanded support to identified students.

a. The LDOE shall review each plan submitted for compliance with federal and state regulations and provide feedback as necessary for compliance with applicable regulations.

b. The LEA must make applicable corrections within 10 school days of the date on which LDOE feedback was sent and return the updated plan and budget to LDOE.

3. Students identified as needing expanded academic support shall be provided with one of the following options:

a. prioritized placement in a class taught by a teacher labeled as "highly effective" or higher in accordance with LAC 28:CXLVII (*Bulletin 130*), if available; or

b. 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.

4. High-dosage tutoring provided shall meet all of the following criteria:

a. incorporate direct instruction by tutors using formative assessment aligned with grade-level content and tier 1 classroom instruction;

b. be sustained for a minimum of 10 weeks;

c. be provided, at least 3 times per week, in approximately 30 minute sessions, which shall be imbedded in the school day;

d. use assessments throughout the school year to monitor student progress;

e. be based on high-quality instructional materials that are aligned with the state content standards and are specifically designed for supplemental instruction;

f. be individualized and provided at a ratio of not higher than 4 students to 1 tutor;

g. 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.

5. *High Quality Tutor*—an individual who meets at least one of the following criteria:

a. a person with training in using high quality instructional materials and who receives ongoing oversight while providing the high-dosage tutoring;

b. staff of a high quality tutoring provider;

c. current or retired teachers;

d. trained paraprofessionals.

6. Within 15 calendar days of a student being enrolled in high-dosage tutoring, the parent shall be provided a written expanded academic support plan detailing the high-dosage tutoring that will be provided, including information regarding who will provide the instruction and when the instruction will be provided. The plan shall include specific dates from progress reports and information on the parent role in accelerating student learning. The information shall be provided in a way that is accessible to the parent or legal guardian.

7. Each LEA shall provide a report by June 1 of each year to the LDOE on the following data regarding eligible and participating students:

a. the number of students identified as needing, and the number of students provided, expanded academic support, and related student metrics including tutoring subject, grade level, attendance, dosage, prior performance on the state assessment, and demographic information;

b. the number of students identified as needing, and the number of students provided, expanded academic support, related student metrics including tutoring subject, grade level, attendance, dosage, prior performance on the state assessment, demographic information for two or more consecutive years;

c. a list of high quality tutoring providers and any teachers used by the LEA to offer expanded academic support;

d. a summary of how the school day has been restructured to offer the expanded academic support; and

e. the amount and source of private, federal, state, or local funds spent on providing expanded academic support and how the funding was used by the LEA to provide high dosage tutoring.

8. LEAs shall utilize available state and federal funds to implement expanded academic support. If such funding is not available, a local school board shall not be obligated to provide funding to continue the expanded academic support.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, 17.7, and 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2005 (September 2010), amended LR 40:2533 (December 2014), LR 44:482 (March 2018), LR 44:1004 (June 2018), LR 46:18 (January 2020), LR 49:245 (February 2023), LR 51:52 (January 2025).

§707. Exceptions to Promotion and Support Policy for Eighth Grade Students

A. Mastery/Advanced Waiver. The LEA may waive the state policy for students scoring at the *unsatisfactory* level in English language arts or mathematics, if the student scores at the *mastery* or *advanced* level in the other, provided that:

1. the decision is made in accordance with the local pupil progression plan, which may include a referral to the School Building Level Committee (SBLC);

2. the student has participated in the spring administration of LEAP and has attended a summer remediation program offered by the LEA; and

3. parental consent is granted.

B. U/B Waiver. The LEA may waive the state policy for students scoring at the unsatisfactory level in English language arts or mathematics, if the student scores at the basic level in the other, provided that the following criteria are met:

1. the student scored *approaching basic* or above on the science and social studies components of LEAP;

2. the student had an overall 2.5 grade point average on a 4.0 scale;

3. the student had a minimum 92 percent attendance during the school year;

4. the decision is made in accordance with the local pupil progression plan, which may include a referral to the School Building Level Committee (SBLC);

5. the student has participated in the spring administration of LEAP and has attended a summer remediation program offered by the LEA; and

6. parental consent is granted.

C. AB/AB Waiver. An LEA, through its superintendent, may consider a waiver for a student who has scored at the approaching basic level on both the English language arts and mathematics components of LEAP. The LEA may grant the waiver in accordance with the local pupil progression plan provided the following criteria are met.

1. The student has attended a LEAP summer remediation program offered by the LEA.

D. LEP Waiver. Limited English proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. The SBLC shall be granted the authority to waive the state's grade promotion policy for an LEP student.

E. Extenuating Circumstances Waiver

1. An LEA, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing because of one or more of the following extenuating circumstances as verified through appropriate documentation:

a. a physical illness or injury that is acute or catastrophic in nature;

b. a chronic physical condition that is in an acute phase;

c. court-ordered custody issues.

2. Documentation

a. 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.

b. Custody Issues. Certified copies of the court-ordered custody agreements must be submitted to the LEA at least 10 school days prior to summer remediation.

F. State-Granted Waiver

1. A local school superintendent, a parent or guardian, or the DOE may initiate a request for a state-granted waiver from the state superintendent of education on behalf of individual students who are not eligible for promotion because of LEA error or other unique situations not covered under extenuating circumstances.

2. The DOE will provide a report to BESE detailing state-granted waivers.

3. Documentation

a. LEA Error. The LEA superintendent or parent must provide the state superintendent of education with school- and student-level documentation detailing the error, how the error occurred, and how the error will be corrected so that it will not occur again in the future.

b. Other Unique Situations. Documentation must be provided to the state superintendent of education detailing the unique situation and justifying why a waiver should be granted.

4. Testing/Promotion Decisions

a. The DOE will communicate to the LEAs the means for establishing promotional decisions for those students who have received a state-granted waiver.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, 17.7, and 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2006 (September 2010), amended LR 40:2242 (November 2014), LR 44:482 (March 2018), LR 44:1004 (June 2018), LR 46:18 (January 2020).

Appendix C: 2026-2027 Pupil Progression Plan Guidance

LOUISIANA DEPARTMENT OF EDUCATION

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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Appendix D: Foreign Language Waiver Request

LOUISIANA DEPARTMENT OF EDUCATION

BESE Policy Waiver Request Form

Date of Request June 24, 2026 Request for School Year 2026-2027

Local Education Agency East Baton Rouge Parish School System

Superintendent or System Leader LaMont Cole

Contact Name and Title Andrea O'Konski, Chief Accountability Officer

Email andrea@ebrschools.org Telephone Number 225.922.5618

Request to Waive Policy

Waivers are granted from the date of approval and for a maximum of one academic year, unless approval is granted for a longer period of time based upon extenuating circumstances.

Bulletin number and title:
Bulletin 741- Louisiana Handbook for School Administrators

Section number and title:
2313. Elementary Program of Studies

School(s) included:
All site codes within the LEA.

Number and grade level(s) of students impacted:
All students enrolled in grades 4-8 projected to be approximately 13,800 students for SY 26-27

In the space below, please explain why the waiver is necessary and describe the steps taken within BESE policy to address the situation thus far. Note also what would be the impact of denial of waiver request.

According to current BESE policy (Bulletin 741, Section 2313, Part D.), "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." The reason for this waiver request is as follows: Due to the shortage of foreign language teachers, the East Baton Rouge Parish School System requests a waiver at this time. The district will make every effort to secure certified foreign language teachers in all district schools. The district is requesting this waiver on behalf of all schools in the LEA that may be impacted.

Signature of Superintendent or System Leader

Submit form, letter of request, and supporting documentation to the Louisiana Department of Education at EducationPolicy@la.gov.

Appendix E: Graduation Requirements

Updated as of PPP Board Approval Date – Subject to Change by LDE via BESE Policy Bulletin

https://www.louisianabelieves.com/docs/default-source/jumpstart/tops-university-course-requirements.pdf?sfvrsn=18be8f1f_69

https://www.louisianabelieves.com/docs/default-source/jumpstart/tops-tech-course-requirements.pdf?sfvrsn=3dbe8f1f_28

LOUISIANA DEPARTMENT OF EDUCATION

TOPS UNIVERSITY

(College Diploma) Course Requirements

For Incoming Freshmen Beginning Fall 2014

English				
4 Units Required	**Course Code**	**TOPS**		**Course Title**
		4 Point Scale	**5 Point Scale**	
1 Unit	120331	✔		English I
	120617	✔		English Language Part 1: Cambridge IGCSE
	120619	✔		English Literature Part 1: Cambridge IGCSE
1 Unit	120332	✔		English II
	120618	✔		English Language Part 2: Cambridge IGCSE
	120620	✔		English Literature Part 2: Cambridge IGCSE
1 Unit	120333	✔		English III
	120329		✔	English III: Gifted
	120341		✔	English III: Honors
	120325		✔	English III: AP English Language and Composition
	120403		✔	English III: IB Literature
	120327		✔	English III: IB Language & Literature
	120404		✔	English III: IB Literature & Performance
	120601		✔	English III: DE - CENL 1013 English Composition I
	120602		✔	English III: DE - CENL 1023 English Composition II
	120603		✔	English III: DE - CENL 2153 American Literature I
	120604		✔	English III: DE - CENL 2163 American Literature II
	120605		✔	English III: DE - CENL 2173 Major American Writers
	120621		✔	English Language Part 1: Cambridge AICE - AS (Honors)
	120623		✔	Literature in English Part 1: Cambridge AICE - AS (Honors)
1 Unit	120334	✔		English IV
	120330		✔	English IV: Gifted
	120342		✔	English IV: Honors
	120326		✔	English IV: AP English Literature and Composition
	120405		✔	English IV: IB Literature
	120328		✔	English IV: IB Language & Literature
	120406		✔	English IV: IB Literature & Performance
	120622		✔	English Language Part 2: Cambridge AICE - AS (Honors)
	120624		✔	Literature in English Part 2: Cambridge AICE - AS (Honors)
	120606		✔	English IV: DE - CENL 1013 English Composition I
	120607		✔	English IV: DE - CENL 1023 English Composition II
	120608		✔	English IV: DE - CENL 2103 British Literature I
	120609		✔	English IV: DE - CENL 2113 British Literature II
	120610		✔	English IV: DE - CENL 2123 Major British Writers
	120611		✔	English IV: DE - CENL 2203 World Literature I
	120612		✔	English IV: DE - CENL 2213 World Literature II
	120613		✔	English IV: DE - CENL 2223 Major World Writers
	120614		✔	English IV: DE - CENL 2303 Introduction to Fiction
	120615		✔	English IV: DE - CENL 2323 Introduction to Literature
	120616		✔	English IV: DE - CENL 2313 Introduction to Poetry and/or Drama
	120825		✔	English IV: DE - CENL 2403 Introduction to African American Literature

Mathematics				
4 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
1 Unit	160321	✔		Algebra
1 Unit	160323	✔		Geometry
1 Unit	160322	✔		Algebra II
Note: Integrated mathematics I, II, and III, including the Cambridge IGCSE integrated mathematics sequence, may be substituted for the Algebra I, Geometry, and Algebra II sequence.				
1 Unit	160375	✔		Algebra III
	160508		✔	Additional Math - Cambridge IGCSE
	160500		✔	Algebra III: DE - CMAT 1213 College Algebra
	160347	✔		Advanced Math - Functions and Statistics
	160349	✔		Probability and Statistics
	165031	✔		Statistical Reasoning
	160367		✔	Probability and Statistics: Honors
	160352		✔	Probability and Statistics: AP Statistics
	160509		✔	Math 1 (Probability and Statistics): Cambridge AICE (Honors)
	160356		✔	Probability and Statistics: DE- CMAT 1303 Introductory Statistics
	160346	✔		Advanced Math - Pre-Calculus
	160501		✔	Adv Math-Pre Calc: DE- CMAT 1223 Trigonometry
	160348	✔		Pre-Calculus
	160372		✔	Pre-Calculus: Gifted
	160366		✔	Pre-Calculus: Honors
	160329		✔	Pre-Calculus: AP Pre-Calculus
	160365		✔	Pre-Calculus: IB Math Studies I
	160369		✔	Pre-Calculus: IB Math Studies II
	160502		✔	Pre-Calculus: DE – CMAT 1233 or (CMAT 1213 & 1223) Algebra and Trigonometry
	160510		✔	Math 1 (Pure Math): Cambridge AICE - AS (Honors)
	160326	✔		Calculus
	160368		✔	Calculus: Honors
	160357		✔	Calculus I: Gifted
	160358		✔	Calculus II: Gifted
	160511		✔	Math 2 Part 1: Cambridge AICE - A Level (Honors)
	160512		✔	Math 2 Part 2: Cambridge AICE - A Level (Honors)
	160327		✔	Calculus: AP Calculus AB
	160328		✔	Calculus: AP Calculus BC
	160359		✔	Calculus: IB Mathematics SL I
	160370		✔	Calculus: IB Mathematics SL II
	160360		✔	Calculus: IB Mathematics HL I
	160371		✔	Calculus: IB Mathematics HL II
	160504		✔	Calculus: DE - CMAT 2103 Applied Calculus
	160498		✔	Calculus: DE - CMAT 2113 Differential Calculus I
	160499		✔	Calculus: DE - CMAT 2116 Integral Calculus I
	160506		✔	Calculus: DE - CMAT 2113-5 Calculus I
	160507		✔	Calculus: DE - CMAT 2123-5 Calculus II
	160355		✔	Calculus: IB Further Mathematics
	061175		✔	AP Computer Science A[1]

[1] AP Computer Science A shall be used as either an elective, a math, or foreign language credit.

Science				
4 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
1 Unit	150301	✔		Biology I
	150321		✔	Biology I: DE - CBIO 1013 General Biology I
	150322		✔	Biology I: DE - CBIO 1033 General Biology I (Sci Majors)
1 Unit	150401	✔		Chemistry I
	150400		✔	Chemistry I: Honors
	150412		✔	Chemistry I: Gifted
	150413		✔	Chemistry I: DE - CCEM 1013 General Chemistry Survey I
	150414		✔	Chemistry I: DE - CCEM 1103 Chemistry I
	150415		✔	Chemistry I: DE - CCEM 1123 Chemistry I (Sci Majors)
2 Units from the following. No more than one course from each unit grouping will count towards the two unit requirement.				
1 Unit	150302	✔		Biology II
	150327		✔	Biology II: Gifted
	150307		✔	Biology II: AP Biology
	150305		✔	Biology II: IB Biology I
	150308		✔	Biology II: IB Biology II
	149993		✔	Biology II: Cambridge AICE - AS (Honors)
	150323		✔	Biology II: DE - CBIO 1013 General Biology I
	150324		✔	Biology II: DE - CBIO 1033 General Biology I (Sci Majors)
	150325		✔	Biology II: DE - CBIO 1023 General Biology II
	150326		✔	Biology II: DE - CBIO 1043 General Biology II (Sci Majors)
	150303		✔	Biology II: Honors
	150334	✔		Human Anatomy & Physiology
	150330		✔	Anatomy: DE - CBIO 2213 Human Anatomy & Physiology I
	150331		✔	Anatomy: DE - CBIO 2214 Human Anatomy & Physiology I (Lec/Lab)
	150332		✔	Anatomy: DE - CBIO 2223 Human Anatomy & Physiology II
	150333		✔	Anatomy: DE - CBIO 2224 Human Anatomy & Physiology II (Lec/Lab)
	149995		✔	Microbiology: DE- BIOL 2102 - General Microbiology
1 Unit	150402	✔		Chemistry II
	150416		✔	Chemistry II: Gifted
	150410		✔	Chemistry II: AP Chemistry
	150423		✔	Chemistry II: IB Chemistry I
	150411		✔	Chemistry II: IB Chemistry II
	150425		✔	Chemistry II: Cambridge AICE - AS (Honors)
	150417		✔	Chemistry II: DE - CCEM 1003 General, Organic and Biochemistry
	150418		✔	Chemistry II: DE - CCEM 1013 General Chemistry Survey I
	150419		✔	Chemistry II: DE - CCEM 1103 Chemistry I
	150420		✔	Chemistry II: DE - CCEM 1123 Chemistry I (Sci Majors)
	150421		✔	Chemistry II: DE - CCEM 1113 Chemistry II
	150422		✔	Chemistry II: DE - CCEM 1133 Chemistry II (Sci Majors)
	150424		✔	Chemistry II: Honors
	150505		✔	Organic Chemistry: DE - CCEM 2213 - Organic Chemistry I
1 Unit	150901	✔		Earth Science
	150909		✔	Earth Science: DE - CGEO 1103 Physical Geology
	150910		✔	Earth Science: DE - CGEO 1113 Historical Geology
1 Unit	150310	✔		Environmental Science
	312093	✔		Environmental Awareness
	150328		✔	Environmental Science: Honors
	150913		✔	Environmental Science: Gifted
	150914		✔	Environmental Science: DE - CEVS 1103 Environmental Science
1 Unit	150311		✔	Environmental Science: AP Environmental Science
	150312		✔	Environmental Science: IB Environmental Systems
1 Unit	150802	✔		Physical Science
	150915		✔	Physical Science: DE - CPHY 1023 Physical Science I
	110810	✔		Principles of Engineering
	110864	✔		(LSU Partnership) Principles of Engineering
	080109	✔		PLTW Principles of Engineering

Science				
4 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
1 Unit	010302	✔		Agriscience II[2]
1 Unit	150000 or 150700	✔		Physics I
	150699		✔	Physics: Honors
	150705		✔	Physics: Gifted
	149997	✔		Physics I: Cambridge IGCSE
	150724		✔	Physics: AP Physics I - Algebra Based
	150703		✔	Physics: IB Physics I
1 Unit	150725		✔	Physics: AP Physics II - Algebra Based
	150794		✔	Physics: AP Physics C - Electricity and Magnetism
	150795		✔	Physics: AP Physics C - Mechanics
	150704		✔	Physics: IB Physics II
	149999		✔	Physics II: Cambridge AICE - AS (Honors)
	150726		✔	Physics: DE - CPHY 2113 Physics I (Algebra/Trig Based)
	150727		✔	Physics: DE - CPHY 2114 Physics I (Lecture and Lab)
	150728		✔	Physics: DE - CPHY 2133 Physics I (Calculus Based)

[2] Agriscience I is a prerequisite for Agriscience II and is an elective course.

Social Studies				
4 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
1 Unit	220403	✔		U.S. History
	220409		✔	U.S. History: Honors
	220406		✔	U.S. History: Gifted
	220404		✔	AP U.S. History
	220405		✔	IB History of the Americas I
	220407		✔	U.S. History: DE - CHIS 2013 American History I
	220408		✔	U.S. History: DE - CHIS 2023 American History II
1 Unit	220502	✔		American Government
	220505		✔	Government: Honors
	220513		✔	Government: Gifted
	220501	✔		Civics (1st semester)
	220504	✔		Civics (2nd semester)
	220604		✔	Government: AP Government and Politics: Comparative
	220503		✔	Government: AP Government and Politics: United States
	220514		✔	Government: DE - CPOL 2013 Introduction to American Govt
	220515		✔	Government: DE - CPOL 2113 Introduction to State & Local Govt
	220516		✔	Government: DE - CPOL 2213 Introduction to Comparative Govt
2 Units from the following: No more than one course from each unit grouping will count towards the two unit requirement.				
1 Unit	220402	✔		Western Civilization
	220446		✔	Western Civilization: DE - CHIS 1013 Western Civilization I
	220447		✔	Western Civilization: DE - CHIS1023 Western Civilization II
	220410	✔		European History
	220449		✔	European History: Gifted
	220412		✔	European History: AP European History
	220453		✔	History (European): Cambridge AICE - AS (Honors)
1 Unit	220300	✔		World Geography
	220315		✔	World/Human Geography: Gifted
	220310		✔	World Geography: AP Human Geography
	220311		✔	World Geography: IB Geography
	220453		✔	Geography: Cambridge AICE - AS (Honors)
	220312		✔	World Geography: DE - CGRG 2113 World Regional Geography or DE-CGRC 2213 Physical Geography
1 Unit	220401	✔		World History
	220400		✔	World History: Honors
	220413		✔	World History: AP World History
	220414		✔	World History: IB World History
	220411		✔	World History: IB History of the America II
	220450		✔	World History: DE - CHIS 1113 World Civilization I
	220451		✔	World History: DE - CHIS 1123 World Civilization II
	220454		✔	History (International) : Cambridge AICE - AS (Honors)
1 Unit	222009	✔		History of Religion
	222013		✔	History of Religion: DE - CPHL 2213 World Religions
1 Unit	220201	✔		Economics
	220606		✔	Economics: Gifted
	220603		✔	Economics: AP Macroeconomics
	220605		✔	Economics: AP Microeconomics
	220610		✔	Economics: IB Economics
	220517		✔	Economics: Cambridge AICE - AS (Honors)
	220202		✔	Economics: DE - CECN 2113 Economic Principles
	220608		✔	Economics: DE - CECN 2213 Macroeconomics
	220609		✔	Economics: DE - CECN 2223 Microeconomics
1 Unit	222004		✔	Psychology: AP Psychology
	225011		✔	Psychology: DE – CPSY 2013 Intro to Psychology [3]

[3] For Fall 2022 graduates and thereafter.

Social Studies				
4 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
1 Unit	220512	✔		African-American History[4]
	220511		✔	African-American History: DE – CHIS 2103 African American History[4]

[4] For Spring 2022 graduates and thereafter.

Foreign Language				
2 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
2 Units	123501	✔		Arabic I
	123502	✔		Arabic II
	123503	✔		Arabic III
	123504	✔		Arabic IV
	123507		✔	Arabic: IB Language ab initio
	123508		✔	Arabic: IB Language B
	123505		✔	Arabic: DE - CARB 1013/1014 Elementary Arabic I
	123506		✔	Arabic: DE - CARB 1023/1024 Elementary Arabic II
	123511		✔	Arabic Cambridge AICE - AS (Honors)
2 Units	121001	✔		French I
	121002	✔		French II
	121003	✔		French III
	121004	✔		French IV
	121009		✔	French III: Gifted
	121010		✔	French IV: Gifted
	121006		✔	French: AP French Language and Culture
	121007		✔	French: IB Language ab initio
	121008		✔	French: IB Language B
	120999		✔	French: Cambridge AICE - AS (Honors)
	121011		✔	French: DE - CFRN 1013/1014 Elementary French I
	121012		✔	French: DE - CFRN 1023/1024 Elementary French II
	121013		✔	French: DE - CFRN 2013/2014 Intermediate French I
	121014		✔	French: DE - CFRN 2023 Intermediate French II
2 Units	121101	✔		German I
	121102	✔		German II
	121103	✔		German III
	121104	✔		German IV
	121107		✔	German III: Gifted
	121108		✔	German IV: Gifted
	121106		✔	German: AP German Language and Culture
	121113		✔	German: IB Language ab initio
	121114		✔	German: IB Language B
	120115		✔	German: Cambridge AICE - AS (Honors)
	121109		✔	German: DE - CGRM 1013/1014 Elementary German I
	121110		✔	German: DE - CGRM 1023/1024 Elementary German II
	121111		✔	German: DE / CGRM 2013 Intermediate German I
	121112		✔	German: DE / CGRM 2023 Intermediate German II
2 Units	121601	✔		Latin I
	121602	✔		Latin II
	121603	✔		Latin III
	121604	✔		Latin IV
	121607		✔	Latin III: Gifted
	121608		✔	Latin IV: Gifted
	121606		✔	Latin: AP Latin
	121613		✔	Latin: IB Classical Language
	121609		✔	Latin: DE - CLTN 1013/1014 Elementary Latin I
	121610		✔	Latin: DE - CLTN 1023/1024 Elementary Latin II
	121611		✔	Latin: DE - CLTN 2013 Intermediate Latin I
	121612		✔	Latin: DE - CLTN 2023 Intermediate Latin II
2 Units	122501	✔		Spanish I
	122502	✔		Spanish II
	122503	✔		Spanish III
	122504	✔		Spanish IV
	122509		✔	Spanish III: Gifted
	122510		✔	Spanish IV: Gifted
	122506		✔	Spanish: AP Spanish Language and Culture

Foreign Language				
2 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
	122507		✔	Spanish: IB Language ab initio
	122508		✔	Spanish: IB Language B
	122498		✔	Spanish: IB Spanish IV
	122499		✔	Spanish: IB Spanish V
	122600		✔	Spanish: Cambridge AICE - AS (Honors)
	122601		✔	Spanish Literature: Cambridge AICE - AS (Honors)
	122511		✔	Spanish: DE - CSPN 1013/1014 Elementary Spanish I
	122512		✔	Spanish: DE - CSPN 1023/1024 Elementary Spanish II
	122513		✔	Spanish: DE - CSPN 2013/2014 Intermediate Spanish I
	122514		✔	Spanish: DE - CSPN 2023 Intermediate Spanish II
2 Units	123101	✔		Chinese I
	123102	✔		Chinese II
	123103	✔		Chinese III
	123104	✔		Chinese IV
	123108		✔	Chinese III: Gifted
	123109		✔	Chinese IV: Gifted
	123106		✔	Chinese: AP Chinese Language and Culture
	123110		✔	Chinese: IB Language ab initio
	123107		✔	Chinese: IB Language B
	123124		✔	Chinese: Cambridge AICE - AS (Honors)
2 Units	121401	✔		Italian I
	121402	✔		Italian II
	121403	✔		Italian III
	121404	✔		Italian IV
	121407		✔	Italian III: Gifted
	121408		✔	Italian IV: Gifted
	121406		✔	Italian: AP Italian Language and Culture
	121409		✔	Italian: IB Language ab initio
	121410		✔	Italian: IB Language B
2 Units	121501	✔		Japanese I
	121502	✔		Japanese II
	121503	✔		Japanese III
	121504	✔		Japanese IV
	121506		✔	Japanese III: Gifted
	121507		✔	Japanese IV: Gifted
	121505		✔	Japanese: AP Japanese Language and Culture
	121508		✔	Japanese: IB Language ab initio
	121509		✔	Japanese: IB Language B
	121510		✔	Japanese: Cambridge AICE - AS (Honors)
2 Units	121200	✔		Hindi I
	121201	✔		Hindi II
	121202	✔		Hindi III
	121203	✔		Hindi IV
2 Units	121700	✔		Portuguese I
	121701	✔		Portuguese II
	121702	✔		Portuguese III
	121703	✔		Portuguese IV
2 Units	123520	✔		Vietnamese I
	123521	✔		Vietnamese II
	123522	✔		Vietnamese III
	123523	✔		Vietnamese IV
2 Units	123530	✔		Korean I
	123531	✔		Korean II
	123532	✔		Korean III
	123533	✔		Korean IV

Foreign Language				
2 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
2 Units	122001	✔		Russian I
	122002	✔		Russian II
	122003	✔		Russian III
	122004	✔		Russian IV
2 Units	123301	✔		Hebrew I
	123302	✔		Hebrew II
	123303	✔		Hebrew III
	123304	✔		Hebrew IV
2 Units	123201	✔		Greek I
	123202	✔		Greek II
	123203	✔		Greek III
	123204	✔		Greek IV
2 Units	123456	✔		American Sign Language I
	123457	✔		American Sign Language II
2 Units	121150	✔		Indigenous Language I
	121151	✔		Indigenous Language II
2 Units	061175		✔	AP Computer Science A[5]
	061102	✔		Computer Science[5]
2 Units	121300	✔		Computer Coding as a Foreign Language I[6]
	121301	✔		Computer Coding as a Foreign Language II[6]

[5] For Fall grade 9 entry 2023-2024 students graduating in 2026-2027 and thereafter. AP Computer Science A may be used as either an elective, a math, or foreign language credit.

[6] For Fall grade 9 entry 2023-2024 graduating in 2026-2027 and thereafter. Computer Coding as a Foreign Language shall be aligned to a coding language approved by the Louisiana Workforce Commission to the Industry Based Certification State Focus List.

Art				
1 Unit Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
1 Unit	030501	✔		Art I
	030502	✔		Art II
	030503	✔		Art III
	030504	✔		Art IV
	110560	✔		Art: Drafting
	030596		✔	Art History: Gifted
	030597		✔	Art: AP Art History
	030595		✔	Art History: DE - CART 2103 Art History I
	030594		✔	Art History: DE- CART 2113 Art History II
	030514		✔	Studio Art Design: Talented Visual Arts I
	030515		✔	Studio Art Design: Talented Visual Arts II
	030516		✔	Studio Art Design: Talented Visual Arts III
	030517		✔	Studio Art Design: Talented Visual Arts IV
	030520		✔	Studio Art Design: DE - CART 1113 Art Structure/2-D Design
	030521		✔	Studio Art Drawing: DE - CART 2203 Beginning Drawing
	030509		✔	Art: AP Studio Art: 2-D Design
	030508		✔	Art: AP Studio Art: 3-D Design
	030519		✔	Art: AP Studio Art: Drawing
	030522		✔	Art: IB Visual Arts
	030360	✔		Applied Music
	030300	✔		Beginning Band
	190110	✔		Marching Band
	030310	✔		Beginning Choir
	030353	✔		Sectional Rehearsal
	030361	✔		Studio Piano I
	030362	✔		Studio Piano II
	030363	✔		Studio Piano III
	030480	✔		Studio Strings I
	030481	✔		Studio Strings II
	030482	✔		Studio Strings III
	030301	✔		Intermediate Band
	030311	✔		Intermediate Choir
	030439		✔	Music: Talented Choir: Intermediate
	030302	✔		Advanced Band
	030312	✔		Advanced Choir
	030440		✔	Music: Talented Choir: Advanced
	030320	✔		Beginning Orchestra
	030321	✔		Intermediate Orchestra
	030459		✔	Music: Talented Orchestra: Intermediate
	030322	✔		Advanced Orchestra
	030460		✔	Music: Talented Orchestra: Advanced
	030313	✔		Small Voice Ensemble
	030449		✔	Music: Talented Small Voice Ensemble II
	030303	✔		Wind Ensemble
	030304	✔		Jazz Ensemble
	030352	✔		Guitar Class
	030350	✔		Piano Class
	030341	✔		Music Theory I
	030342	✔		Music Theory II
	030318	✔		Music and Media
	030319	✔		Music and Technology
	030371		✔	Music: Talented Music I
	030372		✔	Music: Talented Music II
	030373		✔	Music: Talented Music III

Art				
1 Unit Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
	030374		✔	Music: Talented Music IV
	030365		✔	Music: IB Music I
	030366		✔	Music: IB Music II
	030332	✔		Fine Arts Survey
	030364		✔	Fine Arts Survey: AP Music Theory
	030590		✔	Fine Arts Survey: DE - CMUS 1013 Music Appreciation
	030591		✔	Fine Arts Survey: DE - CDNC 1013 Dance Appreciation
	030592		✔	Fine Arts Survey: DE - CART 1023 Introduction to Visual Arts
	030593		✔	Fine Arts Survey: DE - CART 1013 Exploring the Arts
	030600	✔		Dance I
	030621	✔		Dance II
	030631	✔		Dance III
	030641	✔		Dance IV
	030719		✔	Dance: IB Dance
	030700	✔		Theatre I
	030721	✔		Theatre II
	030731	✔		Theatre III
	030741	✔		Theatre IV
	030701	✔		Technical Theatre
	030702	✔		Theatre Design and Technology
	030710		✔	Theatre: Talented Theatre I
	030711		✔	Theatre: Talented Theatre II
	030712		✔	Theatre: Talented Theatre III
	030713		✔	Theatre: Talented Theatre IV
	030718		✔	Theatre: IB Theatre
	030709		✔	Theatre: Talented Introduction to Film Studies
	030706		✔	Theatre: IB Film Study I
	030707		✔	Theatre: IB Film Study II
	030708		✔	Theatre: IB Film Study III
	030715		✔	Theatre: DE - CTHE 2103 Acting I
	030716		✔	Theatre: DE - CTHE 2113 Acting II
	030717		✔	Theatre: DE - CTHE 1013 Introduction to Theatre
	030810	✔		Media Arts I
	030820	✔		Media Art II
	030830	✔		Media Arts III
	030840	✔		Media Arts IV
	312400	✔		Photography I
	312405	✔		Photography II
	312414	✔		Digital Photography
	040241	✔		Digital Storytelling (LSU Partnership)
	080020	✔		Sound Design (LSU Partnership)
	080021	✔		Digital Image and Motion Graphics (LSU Partnership)
	110860	✔		Engineering Design and Development
	110861	✔		Engineering Design and Development (LSU Partnership)
	051103	✔		Speech III[7]
	051104	✔		Speech IV[7]

[7] Speech III and IV (1 Unit Combined).

Physical Education				
1.5 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
1 Unit	190105	✔		Physical Education I
	190100	✔		Adapted Physical Education I[8]
	170001	✔		JROTC I[9]
	170002	✔		JROTC II
	170003	✔		JROTC III
	170004	✔		JROTC IV
½ Unit	190106	✔		Physical Education II
	190097	✔		Adapted Physical Education II
	170001	✔		JROTC I
	170002	✔		JROTC II
	170003	✔		JROTC III
	170004	✔		JROTC IV
	190110	✔		Marching Band
	190113	✔		Extracurricular Sports
	190111	✔		Cheerleading
	190112	✔		Dance Team

Health Education				
.5 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
½ Unit	190500	✔		Health Education
2 Units	170001	✔		JROTC I[9]
	170002	✔		JROTC II

Electives[10]				
2 Units[10] Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
2 Units	Electives			

Financial Literacy[11]				
1 Unit Required[11]	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
1 Unit	160345	✔		Financial Literacy

TOPS University Diploma Minimum Course Requirements
Total 24 Units

[8] Adapted physical education restricted to eligible special education student

[9] In schools having approved Junior Reserve Officer Training Corps (JROTC) training, credits may, at the option of the local school board, be substituted for the required credits in physical education and JROTC I and II may be used to meet the health education requirement provided the following requirements are met. A minimum of 2000 minutes of instructional time shall be devoted to health education in JROTC I and in JROTC II. Students must take both JROTC I and JROTC II to meet the health education requirement. All of the standards and GLEs for health shall be covered in JROTC I and JROTC II. JROTC I and JROTC II shall include instruction in CPR, automated external defibrillators, and content relative to dating violence as required by state law

[10] For Fall grade 9 entry 2024-2025 and thereafter, 2 electives are required. For grade 9 entry prior to 2024-2025, 3 electives are required.

[11] For Fall grade 9 entry 2024-2025 and thereafter, financial literacy is required. For grade 9 entry prior to 2024-2025, financial literacy is not required.

LOUISIANA DEPARTMENT OF EDUCATION

TOPS Tech
(Career Diploma) Course Requirements
For Incoming Freshmen Beginning Fall 2014

English				
4 Units Required	**Course Code**	**TOPS**		**Course Title**
		4 Point Scale	**5 Point Scale**	
1 Unit	120331	✔		English I
	120617	✔		English Language Part 1: Cambridge IGCSE
	120619	✔		English Literature Part 1: Cambridge IGCSE
1 Unit	120332	✔		English II
	120618	✔		English Language Part 2: Cambridge IGCSE
	120620	✔		English Literature Part 2: Cambridge IGCSE
2 Units from the following: No more than one course from each unit grouping will count towards the two unit requirement.				
2 Units	120336	✔		Business English
	120350	✔		Technical Writing
	120333	✔		English III
	120341		✔	English III: Honors
	120329		✔	English III: Gifted and Talented
	120325		✔	English III: AP English Language Arts and Composition
	120403		✔	English III: IB Literature
	120327		✔	English III: IB Language & Literature
	120404		✔	English III: IB Literature & Performance
	120601		✔	English III: DE - CENL 1013 English Composition I
	120602		✔	English III: DE - CENL 1023 English Composition II
	120603		✔	English III: DE - CENL 2153 American Literature I
	120604		✔	English III: DE - CENL 2163 American Literature II
	120605		✔	English III: DE - CENL 2173 Major American Writers
	120621		✔	English Language Part 1: Cambridge AICE - AS (Honors)
	120623		✔	Literature in English Part 1: Cambridge AICE - AS (Honors)
	120334	✔		English IV
	120342		✔	English IV: Honors
	120330		✔	English IV: Gifted and Talented
	120326		✔	English IV: AP English Literature and Composition
	120405		✔	English IV: IB Literature
	120328		✔	English IV: IB Language & Literature
	120406		✔	English IV: IB Literature & Performance
	120622		✔	English Language Part 2: Cambridge AICE - AS (Honors)
	120624		✔	Literature in English Part 2: Cambridge AICE - AS (Honors)
	120606		✔	English IV: DE - CENL 1013 English Composition I
	120607		✔	English IV: DE - CENL 1023 English Composition II
	120608		✔	English IV: DE - CENL 2103 British Literature I
	120609		✔	English IV: DE - CENL 2113 British Literature II
	120610		✔	English IV: DE - CENL 2123 Major British Writers
	120611		✔	English IV: DE - CENL 2203 World Literature I
	120612		✔	English IV: DE - CENL 2213 World Literature II
	120613		✔	English IV: DE - CENL 2223 Major World Writers
	120614		✔	English IV: DE - CENL 2303 Introduction to Fiction
	120615		✔	English IV: DE - CENL 2323 Introduction to Literature

	120616		✔	English IV: DE - CENL 2313 Introduction to Poetry and/or Drama
	Note: Or comparable Louisiana technical college courses offered by Jump Start regional teams as approved by BESE			

Mathematics				
4 Units Required	**Course Code**	**TOPS**		**Course Title**
		4 Point Scale	**5 Point Scale**	
1 Unit	160321	✔		Algebra[1]
	160331	✔		Applied Algebra I
	160338	✔		Algebra I, Part 2[2]
1 Unit	160323	✔		Geometry[3]
	160332	✔		Applied Geometry[3]
1 Unit	160345	✔		Financial Literacy[4]
1 Unit from the following:				
1 Units	160322	✔		Algebra II[2]
	160351	✔		Math Essentials
	165040	✔		Transition to College Mathematics
	040307	✔		Business Math
	165031	✔		Statistical Reasoning
	160375	✔		Algebra III
	160508	✔		Additional Math - Cambridge IGCSE
	160500		✔	Algebra III: DE - CMAT 1213 College Algebra
	160347	✔		Advanced Math - Functions and Statistics
	160346	✔		Advanced Math - Pre-Calculus
	160501		✔	Adv Math-Pre Calc: DE - CMAT 1223 Trigonometry
	160348	✔		Pre-Calculus
	160365		✔	Pre-Calculus: IB Math Studies I
	160502		✔	Pre-Calculus: DE - CMAT 1233 Algebra and Trigonometry
	160366		✔	Pre-Calculus: Honors
	160349	✔		Probability and Statistics
	160510		✔	Math 1 (Pure Math): Cambridge AICE - AS (Honors)
	Note: Or comparable Louisiana Technical College courses offered by Jump Start regional teams as approved by the State Board of Elementary and Secondary Education.			

[1] Integrated Mathematics I, Integrated Mathematics II, and Integrated Mathematics III may be substituted for Algebra I, Geometry, and Algebra II.
[2] The elective course Algebra I - Part 1 is a prerequisite.
[3] For Fall grade 9 entry 2023-2024 and thereafter, Geometry is required. For grade 9 entry prior to 2023-2024, students must take three additional Math courses of which Geometry is an option.
[4] For Fall grade 9 entry 2024-2025 and thereafter, Financial Literacy is required. For grade 9 entry prior to 2024-2025, students must take four units of math, of which Financial Math is an option.

Science				
2 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
1 Unit	150301	✔		Biology I
	150321		✔	Biology I: DE - CBIO 1013 General Biology I
	150322		✔	Biology I: DE - CBIO 1033 General Biology I (Sci Majors)
1 Unit	150401	✔		Chemistry I
	150412		✔	Chemistry I: Gifted and Talented
	150413		✔	Chemistry I: DE - CCEM 1013 General Chemistry Survey I
	150414		✔	Chemistry I: DE - CCEM 1103 Chemistry I
	150415		✔	Chemistry I: DE - CCEM 1123 Chemistry I (Sci Majors)
	150400		✔	Chemistry I: Honors
	150901	✔		Earth Science
	150909		✔	Earth Science: DE - CGEO 1103 Physical Geology
	150910		✔	Earth Science: DE - CGEO 1113 Historical Geology
	150310	✔		Environmental Science
	150913		✔	Environmental Science: Gifted and Talented
	150311		✔	Environment Science: AP Environmental Science
	150312		✔	Environmental Science: IB Environmental Systems
	150914		✔	Environmental Science: DE - CEVS 1103 Environmental Science
	150328		✔	Environmental Science: Honors
	150802	✔		Physical Science
	150915		✔	Physical Science: DE - CPHY 1023 Physical Science I
	110810	✔		Principles of Engineering
	110864	✔		(LSU Partnership) Principles of Engineering
	080109	✔		PLTW Principles of Engineering
	010302	✔		Agriscience II[5]
	150307		✔	Biology II: AP Biology
	150305		✔	Biology II: IB Biology I
	150308		✔	Biology II: IB Biology II
	149993		✔	Biology II: Cambridge AICE - AS (Honors)
	150410		✔	Chemistry II: AP Chemistry
	150423		✔	Chemistry II: IB Chemistry I
	150411		✔	Chemistry II: IB Chemistry II
	150425		✔	Chemistry II: Cambridge AICE - AS (Honors)
	150000	✔		Physics I
	149997	✔		Physics I: Cambridge IGCSE
	149999		✔	Physics II: Cambridge AICE - AS (Honors)
	150724		✔	Physics: AP Physics I - Algebra Based
	150725		✔	Physics: AP Physics II - Algebra Based
	150703		✔	Physics: IB Physics I
	150704		✔	Physics: IB Physics II
	150794		✔	Physics: AP Physics C - Electricity and Magnetism
	150795		✔	Physics: AP Physics C - Mechanics

[5] The elective course Agriscience I is a prerequisite.

Social Studies				
2 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
1 Unit	220403	✔		U.S. History
	220409		✔	U.S. History: Honors
	220406		✔	U.S. History: Gifted
	220404		✔	AP U.S. History
	220405		✔	IB History of the Americas I
	220407		✔	U.S. History: DE - CHIS 2013 American History I
	220408		✔	U.S. History: DE - CHIS 2023 American History II
1 Unit	220502	✔		American Government
	220505		✔	Government: Honors
	220513		✔	Government: Gifted
	220501	✔		Civics (1st semester)
	220504	✔		Civics (2nd semester)
	220604		✔	Government: AP Government and Politics: Comparative
	220503		✔	Government: AP Government and Politics: United States
	220514		✔	Government: DE - CPOL 2013 Introduction to American Govt
	220515		✔	Government: DE - CPOL 2113 Introduction to State & Local Govt
	220516		✔	Government: DE - CPOL 2213 Introduction to Comparative Govt

Physical Education				
1.5 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
1 Unit	190105	✔		Physical Education I
	190100	✔		Adapted Physical Education I[6]
	170001	✔		JROTC I[7]
	170002	✔		JROTC II
	170003	✔		JROTC III
	170004	✔		JROTC IV
½ Unit	190106	✔		Physical Education II
	190097	✔		Adapted Physical Education II
	170001	✔		JROTC I
	170002	✔		JROTC II
	170003	✔		JROTC III
	170004	✔		JROTC IV
	190110	✔		Marching Band
	190113	✔		Extracurricular Sports
	190111	✔		Cheerleading
	190112	✔		Dance Team

Health Education				
.5 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
½ Unit	190500	✔		Health Education
2 Units	170001	✔		JROTC I[8]
	170002	✔		JROTC II

Electives				
3 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
9 Units	Jump Start course sequence, workplace experiences and approved credentials (a minimum of one industry-based credential is required for graduation).			

TOPS TECH Diploma Minimum Course Requirements
Total 23 Units

[6] Adapted physical education restricted to eligible special education students.
[7] In schools having approved Junior Reserve Officer Training Corps (JROTC) training, credits may, at the option of the local school board, be substituted for the required credits in physical education.
[8] JROTC I and II may be used to meet the health education requirement provided the following requirements are met. A minimum of 2000 minutes of instructional time shall be devoted to health education in JROTC I and in JROTC II. Students must take both JROTC I and JROTC II to meet the health education requirement. All of the standards and GLEs for health shall be covered in JROTC I and JROTC II. JROTC I and JROTC II shall include instruction in CPR, automated external defibrillators, and content relative to dating violence as required by state law.

Appendix F: LDOE 2024-2025 Third Grade Promotion Guidance & Related Documents

https://www.louisianabelieves.com/docs/default-source/students-with-disabilities/third-grade-promotion-guidance.pdf?sfvrsn=e2566e18_2

https://louisianabelieves.com/docs/default-source/literacy/third-grade-literacy-family-letter-docx-(1).pdf?sfvrsn=802f6e18_4

https://louisianabelieves.com/docs/default-source/literacy/3rd-grade-literacy-proficiency---act-422-flyer.pdf?sfvrsn=6a216e18_2

LOUISIANA DEPARTMENT OF EDUCATION

Third Grade Promotion Guidance

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.

Assessment

- Amplify's DIBELS 8th literacy screener.
- Promotion is based on scoring higher than *well below* on the **composite score**.

End-of-Year Measures and Cut Scores

Measure	Well Above	Above	Below	Well Below
Composite	**467+**	**442-466**	**424-441**	**200-423**
Nonsense Word Fluency (Correct Letter Sounds)	141+	105-140	80-104	0-79
Nonsense Word Fluency (Words Recoded Correctly)	45+	31-44	24-30	0-23
Word Reading Fluency	70+	55-69	47-54	0-46
Oral Reading Fluency (Words Correct)	136+	114-135	96-113	0-95
Oral Reading Fluency (Accuracy)		96+	91-95	0-90
Maze	22.5+	15.5-22	12-15	0-11.5

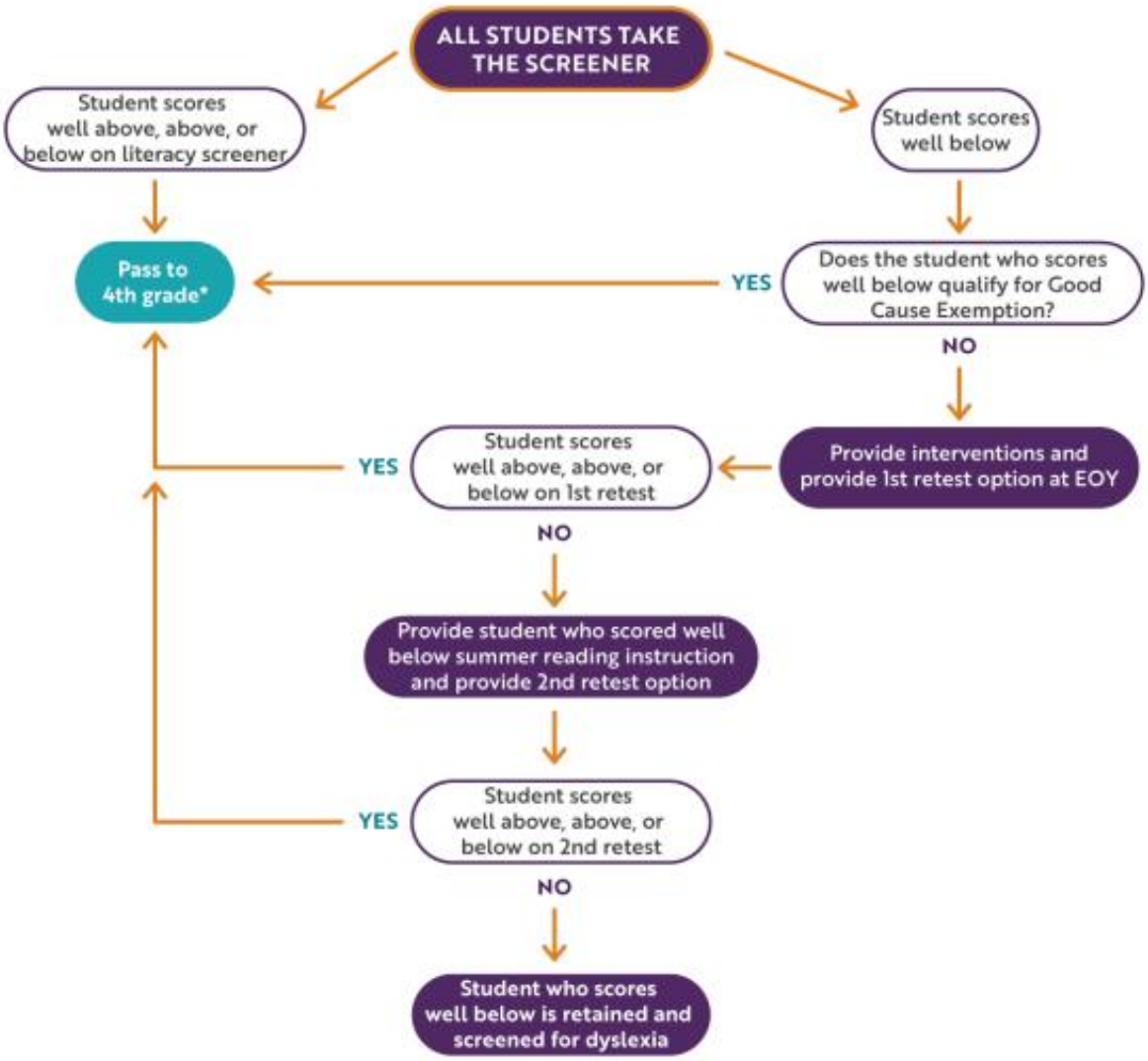
Timeline

Students are given three opportunities to score above *well below*.

- EOY benchmark in April
- Second opportunity at end of May
- Third opportunity after optional summer learning opportunity

Page 1 of 6

Decision Making Flowchart



*Passed for this requirement only. Local pupil progression determines other promotion requirements, such as grades and absenteeism.

Good Cause Exemption

All third grade students must be assessed using the approved literacy screener. A third grade student with scores on the literacy screener that fall within the lowest achievement level may be promoted to the fourth grade through a good-cause exemption. To qualify for a good-cause exemption one of the following conditions should be met. For the purposes of this Section, intensive reading intervention includes targeted intervention in a small group with progress monitoring documented through an individual reading improvement plan.

- 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.
- An Individualized Education Program (IEP) indicates that the screener is not appropriate for the student with a disability for the purpose of retention. (For more information, see the Individualized Education Program (IEP) Team Decision-Making Guidelines for Assessment Accommodations.)
- 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.
- A student with an Individualized Education Program or Section 504 Plan was previously retained in kindergarten, first, or second grade.
- 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.
- 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.
- A student demonstrates an acceptable level of proficiency on a BESE-approved alternative standardized assessment. (Alternative assessments will be presented for BESE approval upon recommendation of LDOE.)
- 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.

Note: Regardless of a student qualifying for a good-cause exemption, literacy screening, intervention, and progress monitoring should continue.

Good Cause Exemption Questions

If the answer is yes to any of the following questions, then the student falls under the Good Cause Exemption rule.

1. I am a regular education student.
    a. Has the student been previously retained in kindergarten through grade three **and** has received two years of intensive reading intervention as documented through an individual reading improvement plan?
    b. Did the student score Mastery on the third grade LEAP ELA portion?
2. I am a student with an IEP or 504 plan.
    a. Has the student been previously retained in kindergarten through grade three **and** has received two years of intensive reading intervention as documented through an individual reading improvement plan?
    b. Does the student's IEP indicate that the literacy screener is not appropriate for the student?
    c. Does the student have an IEP or 504 Plan with a reading goal and has received two years of intensive reading intervention as documented through an individual reading improvement plan?
    d. Has the student been diagnosed as a student with dyslexia (not characteristics of dyslexia)?
    e. Did the student score Mastery on the third grade LEAP ELA portion?
3. I am an English Learner.
    a. Has the student been enrolled in an English language assistance program for fewer than two years?
    b. Has the student been previously retained in kindergarten through grade three **and** has received two years of intensive reading intervention as documented through an individual reading improvement plan?
    c. Did the student score Mastery on the third grade LEAP ELA portion?
4. I am a student with Dyslexia.
    a. Has the student been diagnosed as a student with dyslexia (not characteristics of dyslexia)?
    b. Did the student score Mastery on the third grade LEAP ELA portion?
    c. Has the student been previously retained in kindergarten through grade three **and** has received two years of intensive reading intervention as documented through an individual reading improvement plan?

Dyslexia Screening

A 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.

If a dyslexia screening indicates that the student is at-risk for dyslexia, an immediate referral should be made to the School Building Level Committee (SBLC) to obtain parent permission to initiate the preliminary gathering of data and a review. SBLC members on committees reviewing data for a student who is identified as at-risk for dyslexia should include a teacher of the student identified for review, a speech-language pathologist, educational diagnostician, dyslexia practitioner, dyslexia therapist, and/or a person trained in the identification of dyslexia, a principal or their designee, and a parent or guardian. The SBLC will determine if relevant data indicates the need for further action that may include: additional assessment; continuation of specialized instructional interventions and progress monitoring; development of a 504 Plan to provide classroom accommodations; referral to pupil appraisal for support services or for an evaluation to determine eligibility for special services as provided by IDEA; or return to the the regular classroom without further strategies or interventions.

Excessive Absenteeism

Regardless of the number of absences, third grade students are held to this requirement. School personnel should work with families to communicate attendance policies and inform them of the requirement to score above *well below* on the end-of-year literacy screener.

Family Communication

Family communication is essential. Schools should share information about Act 422 with families at the beginning of the school year, as well as after each benchmark. It is recommended that schools have families sign the Family Information Letter as documentation they have received the information.

- Third Grade Promotion Family Information Letter
- Third Grade Promotion Flyer

Teacher Resources

The following resources are available in the Louisiana Literacy Library:

LIFT: A foundational skills diagnostic assessment and a library of resources to assist teachers in addressing gaps in foundational skills for students in grades 3+.

FIRE: An advanced foundational skills curriculum for students in grades 3-5 that provides instruction in advanced spelling patterns, grammar, and morphology.

K-2 Teacher Science of Reading PD Series: Provides an overview of the science of reading for teachers in grades K-2.

Literacy Leader PD Series: Provides an overview of the science of reading and strategies for school literacy leaders.

K-2 Writing PD Series: Provides information on effective writing instruction in grades K-2.

3-12 Literacy Support PD Series: Provides information on literary support for students in grades 3-12.

Paraprofessional and Support Staff PD Series: Provides information on the science of reading geared at paraprofessionals and support staff, including how they can support that work.

FUEL: These fluency supports aligned to ELA Guidebooks 3-5 (2022) are used to provide targeted individualized support to students during small-group instruction.

Louisiana Revised Statute 24.11

Act 422 of the 2023 Regular Legislative Session mandates that students in traditional public schools must meet specific literacy proficiency standards to be promoted to the fourth grade.

LOUISIANA DEPARTMENT OF EDUCATION



THIRD GRADE
LITERACY PROFICIENCY

Third grade is crucial for literacy growth as students transition from learning to read to reading to learn across subjects. Research suggests that students who are not proficient by this grade often face ongoing academic challenges, leading to higher dropout rates and fewer students prepared for college and careers.Therefore, boosting proficiency and closing achievement gaps in third grade are primary goals in our Louisiana public schools.

What is required for third grade promotion?

Third-grade students in the traditional public schools must achieve a composite score that is above the well below level on the literacy screener, DIBELS 8th.

What is DIBELS 8th?

DIBELS 8th assesses various literacy skills including phonemic awareness, alphabetic principle, accuracy, fluency with connected text, and reading comprehension.

Assessment Timeline

Students will be provided three opportunities to demonstrate proficiency.

- First opportunity at the end-of-year (EOY) benchmark in April
- Second opportunity at the end of May
- Third opportunity after optional summer learning program

How can parents be proactive about their child's literacy development?

- Contact your child's teacher to discuss the results of the DIBELS 8th literacy screener as well as the resources and services available for your child.
- Learn ways on how you can support your child's literacy development at home.

Want to help your child become strong readers?

Explore the Louisiana Literacy Library. Use your phone to scan the QR code below.

Date: _____

Dear Parents and Guardians,

As part of our ongoing commitment to providing a high-quality education for all students in Louisiana, we want to inform you about an important policy affecting third-grade students' promotion to the fourth grade.

Importance of Reading Proficiency in Third Grade

The third grade is a critical phase for literacy development as it marks the shift in the purpose of reading from applying basic reading skills to using reading as a tool for learning across all subjects). Research suggests that students who do not achieve proficient reading levels by the end of third grade are more likely to have ongoing difficulties in school, resulting in increased dropout rates and fewer students prepared for college and careers. Thus, improving proficiency rates and narrowing the achievement gap in third grade are prioritized in our public schools.

Louisiana Revised Statute 24.11

The Louisiana Legislature has enacted Act 422 of the 2023 Regular Legislative Session, which mandates that students in traditional public schools must meet specific literacy proficiency standards to be promoted to the fourth grade. Third-grade students who achieve a **well below composite score** on the DIBELS 8th literacy screener will **not** be promoted to the next grade level. Additionally, please note that third-grade students must also satisfy the requirements for promotion based on your local school system's pupil progression, including but not limited to passing grades and attendance.

Literacy Screening

The DIBELS 8th assessment will serve as the literacy screening tool to assess the literacy proficiency of third-grade students. DIBELS 8th evaluates various aspects of literacy, including phonemic awareness, alphabetic principles, accuracy, and fluency with connected text, as well as reading comprehension. The **composite score** provides a comprehensive measure of the students' literacy abilities. This screening tool not only meets legislative mandates but also aims to provide necessary support and resources to help each student succeed academically.

To ensure that every student has a fair opportunity to demonstrate readiness for fourth grade, there are three established assessment opportunities for students:

1. End-of-Year (EOY) benchmark in April
2. Second opportunity at the end of May
3. Third opportunity after optional summer learning program

Support and Resources

We understand that retention is a crucial decision, and we are committed to supporting every student in reaching their full potential. Additional information about the requirements, resources, and services will be provided by your child's school. Resources can also be accessed through the Louisiana Literacy Family Library; you can scan the QR code for more details. If you have any questions or concerns about your child's reading progress, please do not hesitate to contact your child's teacher. We are dedicated to supporting you and your child throughout this process.

Teacher Signature:_____ Date:_____

Principal (or designee) Signature:_____ Date:_____

Parent Signature:_____ Date:_____

Appendix G: Individual Academic Support Plan Guidance & Template

https://doe.louisiana.gov/docs/default-source/academic-standards/individual-academic-support-plan-guidance.pdf?sfvrsn=43bdd3b4_6

LOUISIANA DEPARTMENT OF EDUCATION

Individual Academic Support Plan

Guidance Document for Teachers and Leaders.

Purpose

The purpose of the Individual Academic Support Plan (IASP) is to create a single student plan for academic support in literacy and mathematics and shall be created by the teacher, principal, other pertinent personnel, and the parent or legal guardian. This single plan replaces the Individual Academic Improvement Plan and further meets the requirements of the following plans:

- Expanded Academic Support Plan (R.S. 17:100.13) - Required for students in kindergarten through 5th grade performing below mastery on any statewide numeracy or literacy assessment. This is also known as a student's high dosage tutoring plan.
- Individual Reading Improvement Plan and Literacy Improvement Plan (R.S. 17:24.10)- Required for students in kindergarten through third grade that score below grade level on the literacy screener. Beginning with the 2025-2026 school year, any retained third grade student or fourth grade student who was promoted to fourth grade through a good-cause exemption shall also receive literacy interventions (R.S. 17:24:11).
- Numeracy Improvement Plan (R.S. 17:24.10) - Required for students in kindergarten through third grade that score below grade level on the numeracy screener.

Steps to Complete IASP

1. Complete student information.
2. Identify what students are eligible for an IASP.
    a. For Kindergarten through third grade students, any student below proficiency on the literacy or numeracy screener should receive an IASP. Please note that until LDOE releases a state-wide numeracy screener, schools should use their own numeracy screener or curriculum-embedded diagnostic to determine eligibility.
    b. For fourth and fifth grade students, any student scoring below Mastery on LEAP ELA or Math.

3. Attach the data report to this plan showing eligibility. This can include the DIBELS Student Report, LEAP Student Report, and/or Other Data Sources.

4. Complete Section A for literacy and numeracy if applicable. There are two requirements for K-3 students scoring below proficiency: interventions and high-dosage tutoring. These both have their own requirements and should both be met. The plan should include the skills addressed, the frequency of the interventions/tutoring sessions, who will conduct the interventions/tutoring sessions, and the materials being used. If you are conducting interventions that meet the requirements of high-dosage tutoring, then students do not need to receive both. **However, please note that high-dosage tutoring only requires a 10 week plan; interventions should be conducted until the student is proficient. Also, if the student is in a highly-effective teacher's classroom, they are not required to receive high-dosage tutoring, but should still receive interventions.**

    a. Interventions - Students should be provided with direct, explicit interventions based on individual needs using high-quality instructional materials. Progress monitoring should occur. **This shall continue until screening shows the student is proficient.**

    b. High-Dosage Tutoring - Students shall be provided with one of the following:

        i. Students are placed in the class of a highly effective teacher in that identified content area.

        ii. Students receive high-dosage tutoring. This requires that the tutoring should:

            1. begin no later than 30 days after the student is identified as eligible or 30 days after school starts for students identified during the summer.
            2. include direct instruction, utilize formative assessments throughout the school year, and align with Tier I instruction and grade-level content.
            3. persist over a period of at least 10 weeks.
            4. take place at least 3 times a week.
            5. last for approximately 30 minutes per session (or less if developmentally appropriate).
            6. consist of groups of no more than 4 students.
            7. be led by a consistent tutor or small group of tutors.
            8. be embedded within the school day.
            9. be provided in person or virtually.
            10. utilize materials on the LDOE 's approved curriculum list, including materials created or provided by the LDOE.

5. For Section A in both Literacy and Numeracy, policy requires families to be informed about activities they can do to support extended learning at home. Teachers should attach the DIBELS Home Connect Report, resources found under the Families Literacy Pillar, resources found under the Families Math Pillar, family resources connected to high-quality instructional materials, or Zearn Family resources.

6. Complete Section B for literacy and numeracy if applicable. Fourth and fifth grade students scoring below Mastery on LEAP ELA or Math must receive high-dosage tutoring. If placed in a highly-effective teacher's class, then this plan is not required. The plan should include the skills addressed, the frequency of the tutoring sessions, who will conduct the interventions/tutoring sessions, and the materials being used.

    a. High-Dosage Tutoring - Students shall be provided with one of the following:

        i. Students are placed in the class of a highly effective teacher in that identified content area.

        ii. Students receive high-dosage tutoring. This requires that the tutoring should:

            1. begin no later than 30 days after the student is identified as eligible or 30 days after school starts for students identified during the summer..
            2. include direct instruction, utilize formative assessments throughout the school year, and align with Tier I instruction and grade-level content.
            3. persist over a period of at least 10 weeks.
            4. take place at least 3 times a week.
            5. last for approximately 30 minutes per session (or less if developmentally appropriate).
            6. consist of groups of no more than 4 students.
            7. be led by a consistent tutor or small group of tutors.
            8. be embedded within the school day.
            9. be provided in person or virtually.
            10. utilize materials on the LDOE 's approved curriculum list, including materials created or provided by the LDOE.

7. Families should be informed throughout the school year the progress their child is making. Identify the date of the next screening. This may be a middle-of-the-year screener, benchmarks, progress monitoring data, and/or curriculum-embedded assessments.

8. Obtain signatures upon completion of the plan. Families should receive a copy, including attachments.
9. Implement Plan.

LOUISIANA DEPARTMENT OF EDUCATION

Individual Academic Support Plan

Purpose

The purpose of the Individual Academic Support Plan is to create a single student plan for academic support in literacy and numeracy and shall be created by the teacher, principal, other pertinent personnel, and the parent or legal guardian. (State Statutes: R.S. 17:100.13, R.S. 17:24:11, R.S. 17:24:10).

Student Information

Name: _____ Grade: _____ School Year: _____

School: _____ Teacher: _____

Other Student Identifiers:

English Language Learner
504
1508/SPED

Signatures:

Teacher(s): _____

Principal (or designee): _____

Parent or Guardian: _____

Other (if applicable): _____ Role: _____

Date of Plan: _____ Date of Next Screening: _____

Literacy

Complete Section A for Kindergarten through third grade students who scored below grade level on the literacy screener. Literacy screener data report is attached.

Complete Section B for fourth or fifth grade students who scored below mastery on the LEAP ELA assessment. LEAP Student Report is attached.

Section A

- Evidence-based literacy intervention/high-dosage tutoring plan:

Services provided by: _____

Skills addressed: _____

_____

Frequency of sessions: _____

Materials used: _____

- Strategies families can do at home: See attached.

Section B:

- Student is provided with high-dosage literacy tutoring. The plan is described below.

Services provided by: _____

Skills addressed: _____

_____

Frequency of sessions: _____

Materials used: _____

Numeracy

Complete Section A for Kindergarten through third grade students who scored below grade level on the numeracy screener. Numeracy screener data report is attached.

Complete Section B for fourth or fifth grade students who scored below mastery on the LEAP Math assessment. LEAP Student Report is attached.

Section A

- Evidence-based numeracy intervention/high-dosage tutoring plan:

Services provided by: _____

Skills addressed: _____

_____

Frequency of sessions: _____

Materials used: _____

- Strategies families can do at home: See attached.

Section B:

- Student is provided with high-dosage math tutoring. The plan is described below.

Services provided by: _____

Skills addressed: _____

_____

Frequency of sessions: _____

Materials used: _____

Appendix H: LDOE 9th Grade Transition Policy Guidance

https://doe.louisiana.gov/docs/default-source/policy/transitional-9th-grade-policy-guidance.pdf?sfvrsn=8ceb6718_1

LOUISIANA DEPARTMENT OF EDUCATION

Transitional 9th Grade Promotion Policy Guidance 2024-2025

The 9th grade transition is a critical time for high school students, often determining the likelihood of graduation; nearly 40% of overage 8th graders who are retained subsequently drop out of school. It is critical to acknowledge that struggling students need support beyond academic remediation. Struggling students need multi-faceted, intensive and customized support in all areas to achieve social, emotional, and academic progress.

As schools seek to address the challenges of 9th grade transition, it is critical to (a) ensure a smooth, well-planned transition for all students and (b) plan proper supports for struggling students who need additional academic remediation.

The document helps counselors (a) support school-wide student planning throughout Individual Graduation Plans and (b) implement Transitional 9th Grade for appropriate students. The following items are included to assist with Transitional 9th Grade Implementation:

- Transitional 9th Grade Key Policies
- Step 1: Identify Students
- Step 2: Determine Placement of Non-Proficient Students
- Step 3: Plan for Student Support
- Step 4: Select Appropriate Curriculum
- Counselor Tools and Supports
- Accountability Implications

TRANSITIONAL 9th GRADE KEY POLICIES

Policy contained in Bulletin 1566, *Pupil Progression Plan Guidance*, allows placement of students who are unable to meet the standard of proficiency in 8th grade in transitional 9th grade to improve the likelihood of high school graduation by providing the necessary remediation in a high school setting. The highlights of the transitional 9th grade policy include:

Support for Students

LEAs shall offer, at no cost, 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 passing standard set forth in §701 and §703 of the bulletin 1566. The LEA shall provide transportation to and from the assigned LEAP remediation summer site(s) from, at a minimum, a common pick-up point.

[1]Students with disabilities who meet the eligibility criteria in Act 833 of the 2014 Legislative Session will have promotion decisions determined by their IEP team. More information on high school special education policies may be found in this document *the conclusion of the prior school year, the local superintendent of that LEA shall provide a written justification to the state superintendent.*

Local Decision-making: Placement in transitional 9th grade shall be at the discretion of the school where the student was enrolled in 8th grade. Schools are highly encouraged to use the transitional 9th grade placement option as data show that students placed on a high school campus are more likely to become high school graduates. The School Building Level Committee (SBLC)[1] at the sending school will review data such as standardized test scores, past coursework and student behavioral data to determine the most appropriate setting for each student. The SBLC team must consist of a school counselor, administrator, teachers familiar with the student and the student's guardian. Each LEA shall enroll students placed in transitional 9th grade, subject to any approved school admission requirements.

BESE Approved Language from Bulletin 1566, Pupil Progression Policies and Procedures:

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.

***Inclusion in High School Graduation Cohort*:** Students placed in transitional 9th grade are considered 8th graders for accountability purposes and are not included in the high school graduation cohort during their first year on the high school campus. These students can enroll in high school-level classes, including career education courses, which parents and schools deem appropriate (i.e. the student is capable of successfully passing the course). LEAP 2025 scores earned by students in transitional 9th grade shall be transferred or banked in the same manner as students who take LEAP 2025 exams in middle school. T9 students are not placed in a high school graduation cohort in their T9 year; however, students will be eligible to graduate when they meet all graduation requirements regardless of the number of years they have been enrolled in high school.

Students who have been outside a traditional public school setting for one calendar year may be placed in transitional 9th grade as long as they have never been enrolled previously in 9th grade. 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.

LEAs shall address how they will make transitional 9th grade placement decisions, as well as address remediation, in their Pupil Progression Plans.

STEP-BY-STEP PLANNING GUIDE

STEP 1: Identify Students

Identify eligible T9 students and the areas in which they are proficient or non-proficient. LEAs will determine appropriate placement criteria. Based on a review of local Pupil Progression Plans, most LEAs are basing these decisions on the following data points:

- Benchmark assessments
- Performance on classroom assessments
- Course grades
- Student growth

- IEP goals
- Attendance

STEP 2: Determine Placement of Non-Proficient Students

The initial decision to place a student in the Transitional 9th Grade or to retain a student in the 8th grade may be at the discretion of the local school or school system where the student was enrolled in 8th grade. However, schools are highly encouraged to make such placements, as data show that students placed on a high school campus are less likely to drop out. The School Building Level Committee (SBLC) at the middle school will review standardized test scores, past coursework, and student behavioral data to determine the most appropriate setting for each student.

Data indicators for student placement include:

1) 8th grade assessment results (if available)
2) Student growth data and/or results from a teacher's SLT process
3) Results of benchmark assessments rated as Tier 1 or 2 through the Instructional Materials Review process and/or the state released ELA and math practice tests
4) Performance results on classroom assessments aligned to the state academic standards (e.g. unit assessments from Tier 1 curricula)
5) IEP goals
6) Course grades
7) attendance
8) Student graduation support profile

Student Profile Considerations (Employment, Career Inventory, Transient)

- **Employment Considerations**
  - Readiness
    - Does the student have the necessary skills?
  - Interests -
    - Knowing what students find worthy of their time and their hobbies outside of school go a long way in establishing rapport and in building a higher interest level in subject matter.
  - Anecdotal Information
    - Offers important considerations about students in terms of their strengths and concerns.
- **Career Inventory Considerations**
  - Career interest inventories typically describe or illustrate (often with pictures and videos) many occupations and job tasks and ask youth to rate how much they would enjoy doing each job or task.
  - By rating their level of interest in a wide range of occupations, these inventories help young people recognize their predominant interests and preferences.
  - Career interest inventories can be used in school classes, in afterschool and community youth programs, in workforce development programs, and at home.
  - Explore free career interest inventory tools that youth can access on the Internet.
  - Adapt methods and materials to suit individual youth needs.
  - Use the career interest inventory results as a starting point for engaging youth in exploration

and planning for careers and postsecondary education.

- **Transient Considerations**
  - Provide solid transition programs for mobile students
  - Include administrative procedures that increase the overall quality of the school
  - Implement flexible classroom strategies
  - Incorporate collaborative support and effective communication

STEP 3: Plan for Student Support

Create a customized counseling structure (e.g., a support team) to support each Transitional 9th Grade student. The National College Attainment Network (NCAN), provides an advisor training module for school counselors to create a comprehensive *early awareness program* for college and career readiness.

Career counseling, a part of career development, is a focused effort starting in middle school and accelerating in high school to help students: 1) identify the career they might pursue; 2) attain the competencies and certifications they need to secure entry-level employment; and 3) build the habits and life skills necessary to be productive adults. Effective career counseling should:

- Encourage all teachers in each pathway to become de facto career counselors in their specialty, an informal-but-powerful strategy.
- Reinforce emphasis on joint curricular planning between academic and CTE teachers.
- Retain career counseling capacity (in-person or online) to provide all students with some form/modality of one-on-one career and college planning in both 10th and 12th grades.
- Form (or expand) career-technical students organizations (CTSOs) in targeted job sectors, relying on teacher-advisors and industry partners to mentor the student-members of these organizations.
- Develop region-wide teacher professional development (PD) modules emphasizing Jump Start and specific high-demand job sectors that can be implemented in every school district.
- Recruit "near-peer" mentors (i.e., recent graduates who are gainfully employed in targeted industries), with the option of "importing" and "exporting" some of these young success stories to outlying parishes that may lack this population.
  - Hold multi-school district industry mentoring events where students from different high schools can meet with industry partners who can then perhaps provide informal mentoring or help form CTSOs.

Determine how often this structure should evaluate an individual student's progress, specifying the data the support team will use to identify student progress and gaps

- Quarterly support team meetings are recommended as interim progress checks
- Review course grades
- Review common assessments
- Review attendance records
- Review discipline reports
- Review teacher/mentor evaluations

Evaluate student growth and identify next steps

- Review academic data to determine if a student is progressing.
- Assess whether the student has socially acclimated to the high school campus and matured in his/her academic life (attendance, course work, homework, class participation and study habits).

- Plan ongoing counseling and mentoring.
- Create an Individualized Graduation Plan that will support the student in the 9th grade cohort based on his/her ongoing needs Provide Career Readiness Course Opportunities

Career development is a lifelong process that students begin in middle school and accelerate in high school. Career development includes:

a) developing an understanding of different career opportunities;
b) learning the foundational academic skills necessary to attain and succeed in employment;
c) developing the behavioral skills necessary to attain and succeed in employment;
d) learning about different college options (types of schools, programs and schedules); and
e) developing individual plans to guide learning and career searches, during and after high school.

A Middle School/Transitional 9th Grade Career Readiness opportunity includes:

- Career Exploration:
  - Career fairs
  - Career presentations.
- Career Awareness course:
  - Financial Literacy
  - Student interest testing).
- College Awareness:
  - School posters
  - College representatives presentations
  - College campus visit(s).

STEP 4: Select Appropriate Curriculum

Instructional materials are one of the most important tools educators use in the classroom to enhance student learning. It is critical that materials fully align to state standards and are high quality if teachers are to provide meaningful instruction. No program is a silver bullet, so principals must support their teachers to choose and use each program in a way that supports the unique students in their building. Review the posted instructional resource reviews.

Hundreds of titles have been reviewed by educators and experts from across the state. The Department tiers programs so that schools can easily see which programs are more and less aligned to Louisiana's academic standards. The rubrics for these reviews are available so that districts can review the materials on their own as needed as well.

Through these reviews, the Department has also identified a number of trends in missing curricular components and has released a series of resources to help districts select high-quality curricula.

These include:

- Teacher toolbox: Comprehensive set of tools for educators and districts. Teachers can also access grade specific libraries for easier use.
- English Language Arts (ELA) planning resources: Classroom-ready daily lesson plans for grades 3-12. Each unit includes three culminating tasks and lessons that prepare students for those tasks, integrating rich texts and all standards.
- Math planning resources: Includes resources to support math remediation and guides for using the Eureka math curriculum with Louisiana's math standards.
- Social Studies planning resources: Includes scope and sequence documents and instructional tasks.

Once a strong curriculum is chosen, principals must ensure all teachers receive professional development on how to implement the curriculum. Using the curriculum implementation scale , principals should observe teachers, review classroom assessment data, and look at student work to determine the level of support teachers need with implementing the curriculum effectively. Principals should also use the series of collaboration sessions (session 1, session 2, session 3, and session 4) to learn how to develop a better professional development plan for their teachers around curriculum implementation.

Schedule Student Coursework

Exemplar struggling student school schedule

Subject	Foundational Skills Core/T9 Credits	Example Courses
English	2	English I, English II
Math	2	Algebra I, Geometry
Physical Education	1.5	Physical Education
Health	.5	Health
Science	2	Biology I, Environmental Science, or Physical Science
Social Studies	2	Civics, US History
Remedial/Intervention Courses (if applicable)	2	Remedial or Intervention English / Math Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes
Electives	2	Career Readiness, Agriculture, Business, Family and Consumer Science, Art, Choir, Etc.
Totals	14	

COUNSELOR TOOLS AND SUPPORTS

Individual Graduation Plans

By the end of the 8th 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.

Pupil Progression Plans

The local Pupil Progression Plan is the comprehensive plan developed and adopted by each LEA which shall be based in significant part on student performance on the Louisiana Educational Assessment Program with goals and objectives which are compatible with the competency-based education program and which supplement standards approved by BESE.

ACCOUNTABILITY IMPLICATIONS

Inclusion in High School Graduation Cohort

Students placed in Transitional 9th Grade shall not be included in the high school's graduation cohort during their first year on the high school campus. These students can enroll in high school-level classes, including career education courses, that parents and schools deem appropriate, with a goal of keeping them on track for on-time graduation. Following one year in Transitional 9th Grade, students shall enter the high school cohort. Offering remediation in an age-appropriate setting is critical to the success of low-performing students, particularly during the transition to high school. The student is automatically placed in a graduation cohort the year after the T9, regardless of grade level – this means that students who dropout in T9 will be in the graduation cohort.

Dropout Credit Accumulation Index (DCAI)

The transition from 8th to 9th grade is critical for student success. Schools with an 8th grade earn points for the numbers of credits students accumulate by the end of the 9th grade (and Transitional 9th Grade, where applicable). This encourages a successful transition to high school by allowing students access to Carnegie credits early and often. Points are awarded as follows:

Note: Credit accumulation for transitional 9th graders include through the end of T9 (e.g., transitional 9th graders do not have two years, transitional 9th and 9th grade, to earn credits for DCAI).

Carnegie Course Credits (earned by the end of 9th grade or Transitional 9th grade)	DCAI Points Per Students
7+	150 pts.
6.5	125 pts.
6	100 pts.
5.5	75 pts.
5	50 pts.
4.5	25 pts.
4	0 pts.
3.5	0 pts.
3 or less	0 pts.
3 year 8th grade student	0 pts.
Dropout	0 pts.

LEAP High School Assessments: LEAP High School Assessments: Students in T9 must take all assessments for an assessment eligible course and the score must be used as a part of the final grade. If they score below Basic, the student may take one retest before the score is used in the high school SPS. The accountability calculation will use the highest of the first two scores earned. For initial testers, achievement levels of Basic or higher are assigned points in the assessment index of the high school performance score (SPS) from the first administration.

Appendix I: Dual Enrollment Policy Guidance

https://www.laregents.edu/wp-content/uploads/2023/06/AA-2.22-Dual-Enrollment_with-new-modality_6.14.23.pdf

Revised 1/9/2023; 6/14/2023
Effective for Enrollment in Fall 2023. Changes for 2023 in Green

Academic Affairs Policy 2.22
Minimum Requirements for Dual Enrollment

Purpose: This policy establishes the minimum requirements for high school student eligibility to enroll in dual enrollment courses offered by Louisiana public postsecondary institutions.[1]

This policy is designed to:

- Enable and encourage institutions to provide pathways of access to dual enrollment courses.
- Ensure quality and rigor of dual enrollment courses.
- Define minimum academic and technical dual enrollment eligibility requirements for students.

This policy is effective for Academic Year 2023-2024; however, any or all aspects of the policy may be implemented immediately.

Definitions:

Dual Enrollment: The enrollment of a high school student in a college course for which dual credit (both college and high school credit) is attempted, is recorded on the student's secondary record and may be recorded on the student's postsecondary academic record. A college course offered for dual enrollment may be taught onsite at the postsecondary institution, onsite at the high school, online, or in a hybrid fashion, utilizing a traditional or choice credit modality. Postsecondary institutions must comply with all accreditation requirements for awarding credit.

Early College Credit: College credit earned before completing high school or during the summer immediately following high school graduation, including by dual enrollment and credit-by-exam such as Advanced Placement (AP), International Baccalaureate (IB), or College Level Examination Program (CLEP). Credit hours for AP, IB, or CLEP are contingent on the student achieving an appropriate score as required by either the awarding institution or Board of Regents policy.

Academic Dual Enrollment Course: A dual enrollment course in an academic discipline that is designed for transfer to a Baccalaureate degree, Nexus degree, Certificate in General Studies, or Associate of Arts or Science, and/or applicable toward Regents' statewide general education requirements.

Technical Dual Enrollment Course: A dual enrollment course in applied, technical fields with content focused on acquiring specific workforce technical skills in a program leading to a Certificate of Technical Studies, Technical Diploma, or Associate of Applied Science designed to prepare students for immediate employment or career entry.

[1] The Board of Regents establishes minimum admission standards for first-time first-year and transfer students to Louisiana public colleges and universities. Two-year institutions are open admission and therefore have no academic admissions requirements for entry for first-time first-year and transfer students.

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Effective for Enrollment in Fall 2023. Changes for 2023 in Green

Minimum Requirements for Dual Enrollment

The minimum requirements to enroll in dual enrollment differ based on two types of entry:

A. Academic Dual Enrollment Courses
B. Technical Dual Enrollment Courses

A. Minimum Requirements for Academic Dual Enrollment Courses

Students must meet any eligibility requirements the postsecondary institution designates, including institutional prerequisite requirements or placement measures, in addition to the minimum requirements outlined below. Postsecondary institutions shall provide additional eligibility requirements to Regents annually for publication on LaDualEnrollment.com.

A student is eligible to enroll in Academic Dual Enrollment Courses if they meet ANY of the following four criteria[1]		
1. Success in high school		
2.5 cumulative high school GPA		
AND		
Subject-specific minimum scores on any assessment listed in Figure 1 (page 5).	**OR**	Counselor recommendation based on overall student performance and grade trends in the subject.
2. Success in subject area		
3.0 cumulative **high school** subject-area GPA, as determined by the postsecondary institution.	**AND**	Counselor recommendation based on grade trends in the subject.
3. Success in previous dual enrollment courses[2]		
2.5 cumulative **college** GPA, as demonstrated in prior dual enrollment participation.		
4. Meet the eligibility thresholds required by an approved Early College Academy.		

[1] Any of these three criteria qualify a student to continue to take dual enrollment classes. Criterion 3 should not be construed as exclusionary.
[2] Unlike criterion 1 and criterion 2, which are subject-area-based, criterion 3 creates eligibility in all subject areas.

B. Minimum Requirements for Technical Dual Enrollment Courses

Technical Dual Enrollment courses are predominantly taught at two-year institutions, which are open admissions. These course requirements may differ by institution.[3]

A student is eligible to enroll in Technical Dual Enrollment Courses if they meet ANY of the following four criteria
1. Success in high school
2.0 cumulative high school GPA
2. Success in high school performance
Counselor recommendation based on relevant high school performance.
3. Success in previous dual enrollment courses
2.0 cumulative **college** GPA, as demonstrated in prior dual enrollment participation.
4. Meet the eligibility thresholds required by an approved Early College Academy.

[3] In addition to the requirements listed in the table, some courses have additional safety requirements, and some programs have minimum age requirements set by regulatory agencies. Please reference the postsecondary institution of interest to ensure the student meets any regulatory requirements and that any safety compliance prerequisites are met.

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Effective for Enrollment in Fall 2023. Changes for 2023 in Green

Courses and Instruction

Course Content and Rigor

Dual enrollment courses are college courses taught to high school students, regardless of location, instructor type, or mode of delivery.

Student learning outcomes listed on the syllabus, as well as midterm and final examinations, must be identical to what is offered and expected on the college campus.

Assessments, including assignments, midterms, and finals, must be graded at a college level for college credit, regardless of course delivery method, location, instructor, facilitator, or process. Grades awarded may differ between the secondary transcript and postsecondary transcript if the high school measures differ from those of the postsecondary institution.

Dual Enrollment Instructors

Dual enrollment instructors are college-level instructors with documented academic credentials and professional experience that meet the postsecondary institution's policy on minimum faculty qualifications required to teach the dual enrollment course, according to SACSCOC (or COE) credential guidelines.

All new dual enrollment instructors must receive formal training by a postsecondary departmental faculty member or, preceding the start of class, participate in a workshop offered by the institution to review the curriculum, course content, assessment methods, and student learning outcomes. Institutions shall regularly conduct oversight and provide ongoing professional development to dual enrollment instructors.

Each institution will provide to the Board of Regents a description of the process which dual enrollment instructors or facilitators are required to complete before offering the course.

Delivery format and Credit-Modality

A college course offered for dual enrollment may be taught onsite at the postsecondary institution, onsite at the high school, online, or in a hybrid fashion. The course credit may also be treated in two different credit-modalities: traditional credit modality and Choice credit modality. Grades awarded in courses using the traditional credit-modality are automatically applied to both the student's secondary and collegiate transcripts. While grades for all dual enrollment courses apply to the secondary transcript, grades awarded for courses using the Choice credit-modality are only applied to the student's collegiate transcript at the student's choosing.

Regardless of the delivery format, or credit-modality, all dual enrollment courses must be taught by dual enrollment instructors adhering to identical content and rigor expectations.

An institution may only offer a course utilizing the Choice credit-modality if the institution will transcript the grade in that course on the collegiate transcript should the student's choose that option. The decision as to whether dual enrollment grades impact the student's college GPA remains with the management boards and their institutions.

Dual Enrollment Student Advising

Dual enrollment students should be advised of the benefits and implications of taking college courses. Advising should include information on admissions, GPA, costs, academic policies, and course transferability. It is important for students to understand that dual enrollment course performance can impact future federal and state financial aid eligibility. Dual enrollment students must have access to appropriate college learning resources and student support services.

Dual Enrollment Agreements

Each secondary and postsecondary institution shall join in a Memorandum of Understanding (MOU) for the delivery of dual enrollment courses. These agreements should address the following aspects of dual enrollment courses:

- Curricular oversight and rigor
- Faculty standards
- Fees and costs charged to students and families
- Fees and costs borne by the secondary and postsecondary institutions
- Student learning resources and advising
- Student support services
- Ongoing course and instructor evaluation
- Guidelines that govern delivery format and credit-modality processes

Other Dual Enrollment Programming Options

Early College Academy

An Early College Academy (ECA) is a comprehensive model of dual enrollment that provides support and the opportunity to earn up to an associate degree or 60 hours of transferable college credits at little or no cost to students. These programs, starting as early as 9th grade, provide rigorous, supportive learning environments that blend high school and college learning experiences through dedicated college and career postsecondary diploma pathways. An ECA is established by a formal memorandum of understanding (MOU) between a secondary school district and a postsecondary institution. MOUs must address student eligibility for course placement, scheduling and accessibility, student access to college learning resources and advising, instructor credential standards, curricular oversight and rigor, costs charged to students and families, and costs borne by the secondary and postsecondary institutions. The ECA will adhere to this policy except if approved by the appropriate management board and ratified by the Board of Regents.

Fast Forward

Fast Forward, an initiative of the Louisiana Department of Education and the Board of Regents, provides high school diploma pathways that include dual enrollment courses to enable students to earn an Associate of Applied Science, an Associate of Arts or Science designed to transfer to a Baccalaureate degree, or a state-approved apprenticeship. Each public postsecondary institution should approve and annually review all Fast Forward pathways that include certificates or degrees offered by the institution. For more information, go to FastForward.la.

Dual Enrollment Reporting

Institutions shall submit data annually to the Board of Regents, in the manner prescribed by the Board, relating to dual enrollment at the institution. The Board shall annually analyze and report on the data to ensure compliance with this policy and inform continuous improvement efforts.

Revised 1/9/2023; 6/14/2023
Effective for Enrollment in Fall 2023. Changes for 2023 in Green

Academic Affairs Policy 2.22 Figure 1
Placement Scores

Together with the GPA requirement, if a student has any score in the Humanities and Social Science placement score column, they are eligible to enroll in a Humanity or Social Science dual enrollment course. If they have both the GPA and any score in the Science and Mathematics placement score column, they are eligible to enroll in a Science or Mathematics dual enrollment course.

Assessment	Placement Scores for Humanities and Social Sciences	Placement Scores for Science and Mathematics
ACCUPLACER	86 Sentence Structure	65 Elem. Alg. 40 Col-Level Math*
ACCUPLACER NG	250 Writing	250 QRAS
ASPIRE	433	431
MAP	245	265
Pre-ACT	18	19
Pre-SAT	25 WL	500
EOC	740 English II	760 Algebra I 750 Geometry
LEAP 2025	Mastery or above English II	Geometry: Mastery or above (for enrollment in non-algebraic Gen. Ed Math) Geometry: Mastery or above ***and*** completion of Algebra II w/C or better for enrollment in College Algebra
ACT	18	19
SAT	500 ERW	510 Math
ALEKS PPL	n/a	35*
Advanced Placement Exam	3 in a Humanities or Social Science subject area	3 in a Math or Science subject area

Appendix J: State Placement Test Guidance Document

Subject to Change by LDE – Updated Revision as of PPP Board Approval Date

DEPARTMENT of EDUCATION
Louisiana Believes

State Placement Test Overview
For Students Transferring into Louisiana Public Schools

Overview

This document provides test coordinators with important information regarding the administration, scoring and reporting of the state placement assessment. Per BESE-approved policy, school systems determine promotion and retention for students in grades 3 through 8. Placement decisions for students entering grade 9 will be made in accordance with longstanding policy in Bulletin 1566, which includes the option for students to be enrolled in transitional grade 9. Pursuant to Bulletin 1566, *Chapter 5: §503*, students seeking to transfer to a public school in grades 5 or 9 from any

- in-state nonpublic school,
- approved home study program, or
- out-of-state school,

shall be required to take the English language arts and mathematics portions of the state placement test to inform placement decisions and design remediation for students who may need support for the next level of study.

2021-2021 Exception to Policy for One Year

In 2020, the Louisiana legislature passed law which disallows the use of state assessments to make promotion decisions in grades 4 and 8 for 2020-2021. While state placement test results can continue to be used to measure the performance of students on the Louisiana Student Standards and as a guide for planning remediation, the test results cannot be the sole source for promotion decisions.

About the Placement Test

Test Design

The state placement test is a computer-based test that is designed to measure students' knowledge and skills in English language arts and mathematics based on the Louisiana Student Standards in grades 4 and 8. The test is consistent with the annual LEAP state assessments for grades 3-8. Both English language arts and mathematics have three sessions. Session times can be found in the test administration manual posted in DRC INSIGHT.

Test Administration

District test coordinators are responsible for managing the state placement test administration in DRC INSIGHT. Test administration should be consistent with LEAP state assessment policy for:

- Accommodations that are documented on an IEP, IAP or EL checklist
- Test security as written in Bulletin 111
- Administration outlined in test coordinator and administrator manuals
    - Maintain time allocations for sessions
    - Monitor students frequently
    - Provide allowable materials (scratch paper, calculators)

The state placement test is available year round. School systems should notify the department at least 30 days in advance of any district-planned testing day to ensure scoring and reporting are completed within 4 to 7 days. The following resources are available to support district and school test administrators:

- State Placement Test Administrator Manual
- State Placement Test Coordinator Manual
- DRC INSIGHT Portal User Guide

Scoring and Reporting

The state placement test will be scored by DRC, Louisiana's testing vendor, and will provide results based on the same five achievement levels reported for LEAP assessments. School systems will receive the following reports in eDIRECT under the Report Delivery tab:

- Student-Level Report (PDF)
- District/School File (csv)

Frequently Asked Questions

What is the placement test?
The state placement test is a state-administered assessment for students transferring into Louisiana public schools and enrolling in grades 5 and 9. Decisions about promotion for all other grades is determined by the Pupil Progression Plan of each school system in accordance with state regulations.

If a student takes the LEAP 2025, does he/she have to take the state placement test, also?
If a student has a current 4th or 8th grade LEAP 2025 test score on record, the LEAP 2025 score shall be used in place of the state placement test. The student should not take the state placement test.

Do newly arrived English learners need to take the placement test?
Yes, school systems should use the results of the test in addition to federal guidelines for ELs to make decisions about class and grade placement. Federal guidelines require newly arrived ELs to be placed in their age appropriate grade.

Which students must take the state placement tests?
All public school students should take the LEAP 2025 test during the designated testing window. Nonpublic school, home study, and out-of-state transfers enrolling in grades 5 and 9 must take the state placement test if they did not participate in the spring test in a current year.

How will school systems upload students into DRC INSIGHT?

Students should be added to the system as a new student. If the student has a previously-assigned LASID the student should be uploaded with the LASID. If a student does not have a LASID, the student's SSN can be used with a leading "0".

Can school systems require home study or nonpublic students to take the spring LEAP 2025 state assessment instead of the placement test?

School systems cannot mandate transferring students seeking enrollment in grades 5 or 9 to participate in the spring LEAP 2025 assessment administration if they are not enrolled.

- School systems are required to allow students transferring from a BESE-approved home study program to participate in spring LEAP administration as requested, and they should be tested under state contract using the 998 site code.
- School systems are not required to test students from non-public schools, and there is a fee that is paid to the testing vendor for non-public, non-state scholarship school students. Non-public, non-state scholarship students should be tested using the 997 site code.
- School systems can charge an administration fee up to $ 35.00, which must be reimbursed if the

pg. 2

student enrolls in the school system in the fall. School systems can develop an application process to allow for reasonable time to make testing arrangements for transferring students.

- An FAQ for Testing Home Study and Nonpublic School Students provides additional details related to administration, cost and vendor requirements.

Can public school students take the state placement test?
Public school students shall take the LEAP 2025 grade level or course assessment. The state placement test should only be administered to public school students who had an excused absence from the regular LEAP test administration. The state placement test will not be used in any case for accountability purposes.

What resources are available on promotion guidance?

The Department provides the following documents to support school systems:

- Promotion guidance
- Individual Graduation Plan guidance
- High School Planning Guidebook

What do I do after I receive the state placement test results?

Bulletin 1566 establishes benchmark assessment requirements for students in grades 3-7 and in grade 8.

- Students in grades 3-7 must earn an achievement level of BASIC in at least two core academic subjects of the four tested: English language arts, mathematics, science, and social studies. Fourth grade students who do not meet this level of performance may be retained or promoted, but in either case, must be provided with an individual academic improvement plan (IAIP) that adheres to certain requirements. The IAIP must be maintained through each subsequent grade for which the student does not meet the benchmark requirement.
- Students in grade 8 must score 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; however, students not meeting the promotion standard after taking the eighth grade state assessments may be placed on a high school campus in transitional grade nine.
- The department created a remediation field on the csv file in DRC INSIGHT that identifies students who do not meet established grade level benchmarks. This field can also be used to as part of the April Dunn eligibility process.

Appendix K: EBR Exceptional Student Services HS Diploma Alternate Assessment Jumpstart Portfolio Rubric for Exiting Seniors

https://drive.google.com/file/d/1lqpB1WvBpS3k34fuiXmURF3NAYEbaFVw/view?usp=sharing

Exceptional Student Services Department

HS Diploma Alternate Assessment JumpStart

Portfolio (for ELA, Math, Science, and Social Studies) Rubric for Exiting Seniors

Name of the Student: _____ **School:** _____ **Date:** _____

Assessment Ratings:	0	1	2	3	Score
Sources of Learning (Alignment to Louisiana Connectors and/or Tier 1 Curriculum)	0- 48 of artifacts are aligned to the Louisiana Connectors and/or Tier 1 Curriculum.	49-96 of artifacts are aligned to the Louisiana Connectors and/or Tier 1 Curriculum.	97- 144 of artifacts are aligned to the Louisiana Connectors and/or Tier 1 Curriculum.	145- 192 of artifacts are aligned to the Louisiana Connectors and/or Tier 1 Curriculum.	
Artifacts of Learning (ELA, math, science, and social studies Classwork)	0-48 of the required classwork artifacts: a. are provided; 2. are dated; 3. are graded.	49-96 of the required classwork artifacts: a. are provided; 2. are dated; 3. are graded.	97-144 of the required classwork artifacts: a. are provided; 2. are dated; 3. are graded.	145-192 of the required classwork artifacts: a. are provided; 2. are dated; 3. are graded.	
Artifacts of Learning (ELA & math IEP Progress Report)	0-8 of the required number of IEP progress reports are provided.	9-16 of the required number of IEP progress reports are provided.	17-24 of the required number of IEP progress reports are provided.	25-32 of the required number of IEP progress reports are provided.	
Proficiency on Content and Skills (Academic Achievement in ELA, math, science, and social studies)	0-25% of data show student growth and academic achievement.	26-50% of data student growth and academic achievement	51-75% of data show student growth and academic achievement	76-100% of data show student growth and academic achievement	
Proficiency on Content and Skills (ELA and math IEP Goals Attainment)	0-25% of data show student growth and sufficient progress and/ or IEP goals attainment.	26-50% of data show student growth and sufficient progress and/ or IEP goals attainment.	51-75% of data show student growth and sufficient progress and/ or IEP goals attainment.	76-100% of data show student growth and sufficient progress and/ or IEP goals attainment.	
Overall Assessment	The passing out score for a passing portfolio is 10 with a score of at least 1 in each of the 5 assessment criteria.				Total:

CERTIFICATION

My signature below certifies that the student above has _____ (met or not met) the HS Diploma Alternate Assessment JumpStart portfolio requirement as set by the East Baton Rouge Parish School System. This certifies further that the IEP team may use the portfolio to meet the testing requirement for graduation via this pathway.

_____

Elizabeth Taylor- Chapman

Director, Exceptional Student Services

Overview:

The portfolio is used to meet the testing requirement for graduation for students on the HS Diploma Alternate Assessment JumpStart. The IEP team of students who have not earned at least a Level 2 on the LEAP Connect may submit a portfolio that illustrates academic achievement and attainment of IEP goals that will be reviewed and certified by the Director of Exceptional Student Services. A portfolio is required for every HS Community-based student.

Procedures:

1. This portfolio rubric is given to all high school principals and Community-based teachers at the beginning of the school year.
2. The school counselor will provide the ESS teacher, the IEP teams, and the school principal with a copy of the transcript audit sheets of all HS community-based students by the first week of September. For seniors, the audit sheet should also reflect whether or not a portfolio is needed for graduation. The IEP team will discuss the plans on how to move forward.

   Note: a. A portfolio is required for every HS Community-based student.

   b. All portfolios for 9th, 10, 11th, & non- exiting 12th graders will be audited using a general checkpoint timeline. Portfolios for the exiting seniors will follow a different audit timeline. The checkpoint schedules will be provided.

   c. During the IEP meeting and the counselor-student meeting, the portfolio must be reviewed and discussed.
3. By February 1st, the IEP team must submit the portfolio of the exiting seniors to the school's instructional support specialist for preliminary review. Before the portfolio is submitted to the director of ESS, the school counselor, the principal, ESS ISS assigned to the school and a Transition Facilitator will review the portfolio. They will sign off on the submission of the exiting senior's portfolio to the ESS office. The portfolio must pass the preliminary review that will focus on organization, presentation, and completeness.

   Presentation: The portfolio is correctly filed with dates chronologically arranged.

   Organization: All artifacts are filed within the designated section or divider.

   Completeness: All components of the portfolio have been filed including artifacts for all four core classes (ELA, math, science, and social studies).
4. Each portfolio is assessed based on the following criteria:

   a. **Sources of Learning**

   The portfolio contains artifacts that are aligned to the Louisiana Connectors and/ or the Tier 1 curriculum. These artifacts include work from the district-adopted curriculum, **Unique Learning curriculum and/or work that have been directly adapted from the district-adopted Tier 1 curriculum content and assessment**. The artifacts from other sources are considered supplementary and will not be included in the scoring of this criterion. Each artifact should reflect the Louisiana Connector (Unique Learning) or Louisiana Student Standards (Tier 1 curriculum)

   b. **Artifacts of Learning (Classwork)**

   The portfolio contains the required number of artifacts that support demonstration of learning outcomes. The artifacts in ELA, math, science and social studies include at least **three GRADED and DATED** artifacts aligned to criterion above **per 9 week period over the course of 4 years**. Each artifact should reflect the Louisiana Connector (Unique Learning) or Louisiana Student Standards (Tier 1 curriculum).

c. **Artifacts of Learning (IEP Goals)**

The portfolio contains the required number of artifacts that support demonstration of learning outcomes. The artifacts include the **printed and signed IEP progress report for ELA and Math** per **9 week grading** period **over the course of four years.** .

d. **Proficiency** on Content and **Skills (Academic Achievement in ELA, math, science, and social studies)**

The portfolio contains data illustrating academic achievement through **passing scores based on the district wide grading scale as stipulated on the district Pupil Progression Plan.**

e. **Proficiency** on Content and **Skills (ELA and math IEP Goals Attainment)**

The portfolio contains data illustrating IEP goal attainment or sufficient progress in ELA and math as documented in the data included in the progress reports.

5. By March 1st, the ESS ISS assigned to the school will submit the portfolio of the exiting senior to the ESS Office via the ESS Supervisor.
6. One day after the end of the 3rd 9 week period, the school will provide the ESS office with a copy of the 3rd 9 weeks artifacts (the required classwork and the IEP progress reports).
7. The Office of the ESS Director will release the results via the certification rubric by the last week of April.
8. In the event that the portfolio is not certified, the IEP team has an opportunity to appeal the decision. Please notify your ESS ISS in writing one day after the results have been released if an appeal is to be made. The results of the appeal process, if applicable, will be announced by the first week of May.

Appendix L: Kindergarten Placement

Louisiana Revised Statutes § 17:17:151.3 - Kindergarten; establishment; entrance age; prerequisites :: 2024 Louisiana Laws :: U.S. Codes and Statutes :: U.S. Law :: Justia
Louisiana Laws - Louisiana State Legislature

LA Rev Stat § 17:151.3 (2024)
RS 17:151.3 - Kindergarten; establishment; entrance age; prerequisites

A. Each city, parish, and other local public school board shall provide for and offer, in every school having a first grade or in a kindergarten center, full-day kindergarten instruction to each child who turns five years of age on or before September thirtieth of the calendar year in which the school year begins.

B. However, each city, parish, and other local public school board, by rule, may provide for a child younger than the age prescribed by Subsection A of this Section to enter kindergarten, provided that the child has been evaluated and identified as gifted in accordance with the regulations of the state Department of Education. A child admitted to kindergarten pursuant to this Subsection shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled.

C.(1)(a) For the 2021-2022 and 2022-2023 school years, a child, as a prerequisite to enrollment in the first grade of a public school, shall have attended at least a full-day public or nonpublic kindergarten for a full school year, or shall have satisfactorily passed an academic readiness screening administered by the city, parish, or other local public school board prior to the time of enrollment in the first grade. Each city, parish, or other local public school board shall establish the academic readiness level for entry into the first grade.

(b) Beginning with the 2023-2024 school year, a child, as a prerequisite to enrollment in the first grade of a public school, shall have attended a full-day public or nonpublic kindergarten for a full school year, and shall have satisfactorily passed an academic readiness screening administered by the city, parish, or other local public school board prior to the time of enrollment in the first grade. Each city, parish, or other local public school board shall establish the academic readiness level for entry into the first grade.

(2) A child transferring into the first grade of a public school from out of state who does not meet the requirements as provided in Paragraph (1) of this Subsection for kindergarten attendance shall be required to satisfactorily pass an academic readiness screening administered by the city, parish, or other local public school board prior to the time of enrollment for the first grade.

(3) A child not able to meet the kindergarten attendance requirements as provided in Paragraph (1) of this Subsection due to illness or extraordinary, extenuating circumstances as determined by the city, parish, or other local public school board shall be required to satisfactorily pass an academic readiness screening administered by the city, parish, or other local public school board prior to the time of enrollment in the first grade.

D.(1) For the 2021-2022 school year, the parent or legal guardian of a child who is eligible, as provided in Subsection A of this Section, to attend full-day kindergarten, as a prerequisite to enrollment in any first grade of a public school, shall send the child to attend public or nonpublic full-day kindergarten, or ensure that the child is administered an academic readiness screening as provided in Subsection C of this Section.

(2)(a) Beginning with the 2022-2023 school year, the parent or legal guardian of a child who is eligible, as provided in Subsection A of this Section, to attend full-day kindergarten shall send the child to a public or nonpublic kindergarten in accordance with R.S. 17:221.

(b) Notwithstanding the provisions of this Section or any other provision of law to the contrary, a parent or legal guardian shall have the option to defer enrolling his child in kindergarten for one year if either of the following applies:

(i) The child is four years of age on the first day of the school year.

(ii) The child is enrolled in a prekindergarten program.

(c) A parent or legal guardian who opts to defer enrolling his child in kindergarten pursuant to Subparagraph (b) of this Paragraph shall not be considered to be in noncompliance with the compulsory school attendance law.

(3) Nothing in this Section shall be construed to prohibit a child from being enrolled in and attending kindergarten in a home study program.

Acts 1988, No. 435, §1, eff. July 1, 1988; Acts 1988, No. 906, §1, eff. July 26, 1988; Acts 1993, No. 530, §1; Acts 2021, No. 386, §1, eff. June 16, 2021; Acts 2022, No. 374, §1; Acts 2022, No. 414, §1, eff. June 15, 2022.

Appendix M: A Louisiana Guide to Dyslexia

https://doe.louisiana.gov/docs/default-source/academics/a-guide-to-dyslexia-in-louisiana.pdf?sfvrsn=c70a821f_1

LOUISIANA DEPARTMENT OF EDUCATION

Teaching and Learning, Division of Diverse Learners

A Guide to Dyslexia in Louisiana

August 2024

What is the purpose of this guide?

The purpose of this resource is to provide basic guidelines on the identification and instruction of students with dyslexia in Louisiana. This information may serve as a guide for families, teachers, and school systems. This resource summarizes large sections from policy and state law.

How are the needs of students with dyslexia addressed in Louisiana?

The following protections and laws are in place in Louisiana to meet the needs of students with dyslexia:

1. The Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 are two fundamental federal guides for the identification and intervention of K-12 public school students with disabilities. These laws require school districts to provide a free, appropriate public education to each qualified child with a disability regardless of the nature or severity of the child's disability.
2. Bulletin 1903: *Louisiana Handbook for Students with Dyslexia* is the state's dyslexia policy that was developed by a group of parents, advocates, and educators and has been approved by the Board of Elementary and Secondary Education (BESE) to provide specific guidance on how students with dyslexia should be identified, evaluated, and educationally supported.
3. Other IDEA-related policies include Bulletin 1706 – *Regulations for Implementation of the Children with Exceptionalities Act* and Bulletin 1508 – *Pupil Appraisal Handbook*.

What is dyslexia?

Dyslexia is defined in Louisiana law as "an unexpected difficulty in reading for an individual who has the intelligence to be a much better reader, most commonly caused by a difficulty in phonological processing, which affects the ability of an individual to speak, read, and spell."

"Phonological processing" means the appreciation of the individual sounds of spoken and written language. (Act 206, 2020)

Under the Federal Individuals with Disabilities Education Act (IDEA), there are 13 categories of qualifying disabilities, one of which is "specific learning disability" (SLD). Dyslexia is included within this category (Title 20, *United States Code*, Section 1401[3][A]).

Students who are evaluated and meet the criteria for having an exceptionality, outlined in Bulletin 1508 – *Pupil Appraisal Handbook*, are eligible to receive special education services. Special education means specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability, including an SLD which is defined as "a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. An SLD does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage." (Title 20, United States Code, Section 1401[30][A][B]).

What are some common signs or indicators of dyslexia?

While there are some common signs shared by students with dyslexia, it is important to note that dyslexia manifests differently based on the individual, their age, and other factors impacting foundational reading skill development.

Additionally, there are co-occurring disabilities/disorders, including twice-exceptionality (i.e., gifted and dyslexia). Comorbid symptoms may make the signs of dyslexia more difficult to detect. For instance, inattention and behavioral concerns may be more apparent than dyslexia or students who are gifted could compensate well which might camouflage dyslexia.

Dyslexia may also be overshadowed by acceptable grades that have been earned through the student's tremendous determination and application of strengths to overcome struggles. Recognizing the strengths of dyslexia allows educators to plan lessons that utilize strengths to enhance instruction, promote the acquisition of skills, and increase self-confidence which drives motivation.

The following provides a breakdown of common signs of dyslexia that may occur on a continuum from mild to severe and may occur in some combination, not in isolation. The purpose of this list is not to serve as a checklist or evaluation tool that requires a certain number of characteristics to be present to be considered to have dyslexia, rather it is to bring awareness to common signs of dyslexia.

PreK to Grade 1		
General Strengths	**General Weaknesses**	**Difficulties in Speaking**
• curiosity • a great imagination • the ability to figure things out • eager to embrace new ideas • gets the gist of things • a good understanding of new concepts • large vocabulary • enjoyment in solving puzzles	• family history of reading/spelling difficulties • confuses left and right; delay in hand dominance • trouble reciting the alphabet, numbers, days of the week, or other sequences • trouble learning common nursery rhymes such as "Jack and Jill" • difficulty recognizing rhyming patterns (cat, bat, rat) • have a lack of appreciation for rhymes • difficulty following multistep directions • struggles to learn the letters in their own name	• delays in learning to talk • may have difficulty forming words, such as saying "aminal" for "animal" or "mawn lower" for "lawn mower" • difficulty retelling a familiar story in order • trouble naming letters, matching letters to sounds, or blending sounds • confuses names or pronunciations of letters with similar sounds (e.g. p/b; z/s; v/f; d/t)

Grades 1 to 3			
General Strengths	**General Weaknesses**	**Difficulties in Speaking**	**Difficulties in Reading/Spelling**
• ability to solve practical problems	• lacks fast, effortless recognition of numbers and simple math facts	• mispronunciation of long, unfamiliar, or complicated words and or mixing up sounds	• difficulty sounding out simple words (cat, map, nap) • complains about how hard

• strong listening comprehension • easily understands new concepts • large oral vocabulary for age • enjoys solving puzzles • talented at building models • excellent thinking skills: conceptualization, reasoning, imagination, abstraction • learning is accomplished best through meaning vs. rote memorization • ability to get the "big picture" • a high-level understanding of what is read to them	• Family history of reading/spelling difficulties • Inaccuracies in reading and speaking • Slow processing	("cinnamon" for "synonym") • difficulty breaking spoken words apart into sounds or syllables • speech that is not fluent • the use of imprecise language • difficulties with word retrieval • the need for time to summon a verbal response • confusing words that sound alike	reading or spelling is, or avoids reading • trouble reading/spelling sounds in sequence ("left" for "felt") • reading is not fluent (e.g., reading slow, inaccurate, and/or without expression) • spells words incorrectly, even common words (was, were, then) • relies on picture clues, story themes, memorization, or guessing at words while reading • confuses similar looking letters and words (b/d, p/q, was/saw) • organization of written language is difficult • difficulty connecting speech sounds and appropriate letter or letter combinations and omitting letters in words for spelling (e.g. "later" spelled "*lettr*") • copying from provided text is slow • avoids reading aloud

Grades 3 to 6			
General Strengths	**General Weaknesses**	**Difficulties in Speaking**	**Difficulties in Reading/Spelling**
• large spoken vocabulary • strong comprehension of stories presented orally • strong conceptualization, reasoning, imagination, abstraction • ability to understand the "big picture"	• trouble recalling dates, names, phone numbers, random lists, math facts • low self-esteem and/or anxiety • trouble finishing tests on time	• confuses words that sound alike (e.g., "tornado" for "volcano"; "lotion" for "ocean") • uses imprecise language (e.g., stuff, things) • oral language abilities are much higher than writing skills	• slow, inaccurate, and/or choppy reading • trouble reading unfamiliar words • difficulty sounding out multisyllabic words • lacks strategies for sounding out new words • avoids reading aloud • poor spelling and/or handwriting • spells words the way they sound • avoids reading and writing tasks; prefers word processing

Grades 6 to 9			
General Strengths	**General Weaknesses**	**Difficulties in Speaking**	**Difficulties in Reading/Spelling**
• strong understanding of information read aloud	• trouble finishing tests on time • difficulty learning a foreign	• pauses or hesitates when speaking, using "um" and "like"	• slower reading and writing compared to peers

• sophisticated spoken vocabulary • strengths in areas not dependent on reading (i.e., math, computers, visual arts) • exceptional empathy, warmth, and emotional intelligence	language or reading music • low self-esteem and/or anxiety • must study more than peers	repeatedly • mispronounces words that are multisyllabic, unfamiliar, or complicated • uses imprecise language (e.g., stuff, things) • requires extra time to respond to questions • oral language abilities more advanced than writing skills	• must reread for meaning • may answer higher-level questions about text but miss easier, literal questions • avoids writing, compositions are brief and simplistic, but can orally present a detailed composition • poor spelling and/or handwriting • suffers fatigue when reading; avoids reading

Grades 9 to 12			
General Strengths	**General Weaknesses**	**Difficulties in Speaking**	**Difficulties in Reading/Spelling**
• excellence in writing content is the focus and spelling is not important • exceptional empathy, warmth, and emotional intelligence • success in areas not dependent on rote memory • talent for high-level conceptualization and original insights	• low self-esteem and/or anxiety • knowledge not reflected in standardized test scores • must study more than peers	• not fluent, often anxious while speaking • pauses or hesitates when speaking, using "um" and "like" repeatedly • uses imprecise language, (e.g., stuff, things) • struggles to retrieve words (i.e., "tip of my tongue" moments) • often pronounces names	• reading requires great effort and is at a slow pace • rarely reads for pleasure • avoids reading aloud • avoids writing; handwritten compositions are brief and simplistic especially compared to oral compositions • word-processed compositions can be disorganized and lack

• big-picture thinking • inclination to think outside of the box • noticeable reliance and ability to adapt		incorrectly; trips over parts of words; avoids saying words that might be mispronounced • difficulty remembering names of people and places; confused names that sound alike • struggles when put on the spot in conversations or writing • has spoken vocabulary that is smaller than listening vocabulary	cohesion • poor spelling and/or handwriting • difficulty determining the correct spelling of words, even when using a spell check while word processing

What is the referral process for a student suspected of having dyslexia?

The referral process begins with a multi-tiered system of support (MTSS) that utilizes a school-wide approach to address the needs of all students, including struggling learners and students with disabilities. MTSS integrates assessment and intervention within a multilevel instructional and behavioral system to maximize student achievement. In a "Dear Colleague" letter, the federal Office of Special Education and Rehabilitative Services (OSERS) states that MTSS "may be used to identify children suspected of having a specific learning disability" by providing an instructional framework through which schools can "identify students at risk for poor learning outcomes, including those who may have dyslexia; monitor their progress; provide evidence-based interventions; and adjust the intensity and nature of those interventions depending on a student's responsiveness." It outlines State's responsibility to identify students with dyslexia and indicates there is nothing prohibiting using the terms "dyslexia, dyscalculia, and dysgraphia" in IDEA evaluation, eligibility determinations or IEP documents. The letter also states that "Children who do not, or minimally, respond to interventions must be referred for an evaluation to determine if they are eligible for special education and related services". (OSERS 2015)

"The challenges of dyslexia can best be managed when students are recognized and reached through an MTSS framework providing both early identification and a continuum of needed supports." (LRP 2017) MTSS consists of several tiers in which students receive core instruction, classroom interventions, intensive interventions, and special education interventions. A school can implement the following steps through intentional scheduling and planning that provides for the incorporation of dyslexia-specific supports into each tier.

Step 1: Universal Screening

Universal screening for dyslexia is designed to reliably indicate each student's unique risk for experiencing later difficulties with accuracy and/or fluency in word reading. Screening for dyslexia risk is not the same as evaluating a student for special education eligibility, as screening tools are designed to predict the likelihood of reading challenges without the presence of targeted interventions and support.

Core Instruction

All kindergarten through third grade teachers are required to complete professional development based on the science of reading. This learning is intended to support teachers with providing students systematic foundational literacy skills with instruction based on the scientifically researched methods proven to provide a strong literacy foundation. Effective literacy instruction should utilize high-quality instructional materials with a focus on the foundational literacy skills of phonemic awareness, phonics, fluency, vocabulary, and comprehension. (ACT 438, 2021)

Universal Kindergarten - 3rd Early Literacy Assessment (DIBELS 8th)

Louisiana Act 438 (2021) prioritized high quality literacy instruction for all students in kindergarten through third grade and required a literacy assessment to be administered to assess the literacy level of each student. The results of the assessment serve as a tool for identifying students for further evaluation for specific programming.

The universal literacy screener is to be administered at the beginning of the school year (within 30 days of school starting), middle of the school year, and end of the school year.

DIBELS 8th K-3rd grade Universal Literacy Assessment Required Skills Beginning, Middle, and End of Year

Measure	K	1	2	3
Letter Naming Fluency (LNF)	✔	✔		
Phonemic Segmentation Fluency (PSF)	✔	✔		
Nonsense Word Fluency (NWF)	✔	✔	✔	✔
Word Reading Fluency (WRF)	✔	✔	✔	✔
Oral Reading Fluency (ORF)		✔	✔	✔
Maze			✔	✔

Universal Kindergarten Dyslexia Screening (Shaywitz DyslexiaScreen℠) or Upon Request:

In addition to the DIBELS 8th screenings, Act 266, 2023 requires a universal dyslexia screener to be administered to all kindergarten students in the second half of the school year. Additionally, if a dyslexia screening is requested for students at any grade level one should be administered.

Step 2: Data Review and Parent Notification

Data from the universal literacy screener and dyslexia screener should be analyzed to

- identify students with scores falling below grade-level benchmarks
- provide parent notification for students with scores falling below grade-level benchmarks within 15 days of receiving DIBELS screening results
- provide parent notification for at risk dyslexia screening within 30 days of receiving screening results
- determine skill strengths and deficits
- make informed decisions about evidence-based interventions
- develop a reading improvement plan

IDEA requires school systems to implement a proactive approach to identifying and evaluating students who are suspected of having a disability. If after reviewing screening data or any point throughout the process, it is suspected that a student has a disability, the school system has an obligation to identify and evaluate the needs of such students according to Bulletin 1508: *Pupil Appraisal Handbook*, and as applicable propose a special education program to meet those needs.

The Office of Special Education Programs has stated that the use of screening measures and/or tiered interventions may not be used to delay or deny the evaluation of a student suspected of having a disability. Core instruction and universal supports (Tier 1) and other tiered interventions should continue throughout the special education eligibility process.

Step 3: Skill-Specific Measures

For K-3 grade students with below grade level scores on the universal DIBELS 8th assessment or for any grade level upon request, Bulletin 1903: *Louisiana Handbook for Students with Dyslexia* requires the following additional screenings to be administered.

Additional Screenings for Students with Scores Below Grade Level Benchmarks	
Kindergarten and fall semester of 1st grade	**Spring semester of 1st - 3rd grade**
a. phonological awareness including onset and rime, rhyming, and syllable manipulation; **and** b. rapid automatic naming skills of: colors, objects, **and/or** numbers	a. phonological/phonemic awareness including blending, onset, and rime, rhyming, syllable manipulation, **and** phoneme segmentation **and** phoneme manipulation;

	b. rapid automatic naming of colors, objects, **and/or** numbers; c. encoding skills using spontaneous spelling; d. oral and written language skills; **and** e. letter sound association

Step 4: Interventions and Progress Monitoring

Planning for Interventions

Data from universal literacy screenings, as well as skill-specific measures available in core curriculum materials, should be used to plan evidence-based, targeted interventions. Results from skill-specific inventories provide a detailed profile of the student's needs to guide intervention and can be repeated as often as needed.

Progress Monitoring

Progress monitoring assessments are brief (no more than 5 minutes) and directly measure the student's retention of skills and concepts recently taught. Regular progress monitoring data should be collected to determine a student's response to interventions. Monitoring progress regularly, about every two weeks of instruction, allows for determining whether achievement gaps are being narrowed in response to the extra intervention and support.

Curriculum-based measures serve as valuable progress monitoring tools. They are short, usually timed, tests of oral passage reading fluency and accuracy, word reading, sound-symbol association, or other skills. It is important to use standardized, norm-referenced tools in the event that the School Building Level Committee refers the student to pupil appraisal for an evaluation to determine the need for special education services. As part of the evaluation process, the multi-disciplinary pupil appraisal team will review, analyze, and report on the student's response to interventions.

Step 5: School Building Level Committee (SBLC)

Initiation of SBLC Process

A request for an SBLC review from a parent or educator or at-risk screening data initiates the preliminary gathering of data. The SBLC assists in addressing the educational progress of a student who is consistently struggling or having difficulty attaining expected academic progress, despite receiving instruction in a high-quality curriculum with the implementation of additional instructional intervention strategies within the framework of a multi-tiered system of support.

SBLC Members
School leaders will ensure that SBLC members on committees reviewing data for a student who is identified as at-risk for reading difficulty, which includes indicators of dyslexia, will include members knowledgeable of student data, assessment process, and dyslexia. The SBLC should include, but is not limited to:

- a teacher of the student identified for review,
- at least two additional education professionals knowledgeable about the student data and history, as well as indicators of condition in the individual school setting,
- a speech-language pathologist, educational diagnostician, dyslexia practitioner, dyslexia therapist, and/or a person trained in the identification of dyslexia;
- a principal or their designee; and
- the referring teacher,
- a parent or guardian shall be an invited participant in discussions regarding their child's difficulties

Referral to the SBLC

- the SBLC chair/facilitator will coordinate the process and meetings
- data from screenings will be used to make informed decisions about evidence-based interventions
- progress will be monitored frequently to determine the student's response to the targeted interventions and to determine if the intervention will be continued or adjusted
- in addition to intervention data, the SBLC will collect and analyze screening data, formatives, summative assessments, parent questionnaires, intervention progress monitoring data, standardized test results, writing samples
- a review of historical grades may be conducted; however, grades are not the most accurate indicator of dyslexia. Students with dyslexia may utilize strengths and develop coping strategies to mask dyslexia. For instance, homework assignments may be completed over several hours and with the assistance of a parent/guardian; whereas a peer may complete the assignment quickly.

Determining Next Steps
When the SBLC has reviewed and cross-validated multiple sources of student data, one of the following decisions will be made:

- administer additional assessment(s)
- continue specialized instructional interventions and progress monitoring
- develop a 504 Plan to provide classroom accommodations
- refer the student to pupil appraisal for a full individual evaluation to determine eligibility for special education services
- return the student to the regular classroom without further strategies or interventions

How are students suspected of having dyslexia evaluated and determined eligible for special

educational services?

Louisiana requires screening of certain students for characteristics of dyslexia and related disorders and evaluation of any student suspected of having a disability as described in the previous section. Such evaluations help to determine the child's need for specialized instruction and related services.

Step 1: Screening
All K-3 graders participate in universal literacy assessment (DIBELS 8th) three times a year and additional screenings are conducted for students with scores that fall below grade-level benchmarks. A reading plan and interventions are provided to address skill deficits and progress is monitored.

Students may also be screened at any time upon request.

Step 2: Evaluation
The SBLC, in conjunction with parents/guardians, determines whether to develop a Section 504 Plan (Rehabilitation Act of 1973) or to refer the student to the multi-disciplinary pupil appraisal team to conduct a full individual evaluation to determine if the student has a disability and is in need of special education services.

Section 504 Committee reviews are not full, individual evaluations as required under IDEA. Section 504 reviews provide the team with information about the physical or mental impairment concern(s), the major life activity or bodily function impacted by the disability, and the degree to which the impairment substantially limits the major life activity (activities). Once eligibility is determined, a Section 504 Plan is prepared and implemented.

Individuals with Disabilities Education Act, special education evaluations are conducted in accordance with Bulletin 1508 – Pupil Appraisal Handbook. If a student is referred for a special education evaluation, parental consent for the evaluation is required. If the parent/guardian grants permission, the multi-disciplinary pupil appraisal team conducts an evaluation to determine whether the student meets eligibility requirements as a student with a disability and in need of special education services.

Students with dyslexia who qualify for special education services are typically identified as a student with a Specific Learning Disability and their educational needs are addressed through an Individualized Education Program (IEP).

Some students identified with other primary impairments such as Speech-Language Impairment or Other Health Impairment may receive specialized instructional services and/or accommodations to address dyslexia if deemed appropriate by their IEP team.

What are Section 504 accommodations?

The Individuals with Disabilities Education Act (IDEA) is a federal law governing special education that addresses the education of students with disabilities who meet the eligibility criteria with one or more of the thirteen categories of disabilities. Both IDEA and Section 504 mandate the provision of a Free Appropriate Public Education (FAPE), for students who do not qualify for an Individualized Education

Program (IEP) under IDEA, a Section 504 Plan (Individualized Accommodation Plan) may be developed. IDEA requires that a child's disability must adversely affect a student's education, requiring special education, whereas, in order to qualify under Section 504, a student must have a physical or mental impairment that substantially limits a major life activity or is regarded as having such impairment.

Children with disabilities such as dyslexia may also qualify for services under Section 504. This law is intended to provide services designed to meet the individual educational needs of students with disabilities as adequately as those without disabilities.

Each school has a Section 504 Chairperson who can assist and oversee this process.

What educational services are available if a student has dyslexia and has been identified as eligible to receive IDEA special education services?

Students identified with a disability under IDEA are entitled to special education and related services through an Individual Education Program (IEP) as described in Bulletin 1530 – Louisiana's *IEP Handbook for Students with Exceptionalities*. Students who have been evaluated and identified as a student with dyslexia who qualifies for special education services should receive remediation in an educational program that meets the requirements of the Louisiana Dyslexia Law which requires school districts to routinely provide remediation in a Multisensory Structured Language and Literacy Program within the regular school day that is in alignment with the MTSS framework.

Multisensory structured language and literacy programs may be administered in a regular classroom setting, a separate classroom setting, through individual or small group instruction, any additional accommodations that are developed by the SBLC, or a combination of these options as long as all components, content, and delivery methods are followed.

Multisensory structured language and literacy programs should do the following:

- contain instruction in phonological awareness, phoneme-grapheme association, phonics, syllable instruction, linguistics, MTSS framework.

Multisensory structured language and literacy programs may be administered in regular classroom setting, separate classroom setting, individual or small group instruction, any additional accommodations that are developed by the SBLC, or a combination of these options as long as all components, content, and delivery methods are followed.

Multisensory structured language and literacy programs should do the following:

- contain instruction in phonological awareness, phoneme-grapheme association, phonics, syllable instruction, linguistics, and
- integrate all aspects of language and comprehension (receptive language skills of listening and reading, oral expressive in work selection and sequencing, written expression in spelling, mechanics, coherence, and handwriting.

- meaning-based instruction provided in words and sentences to extract meaning in addition to teaching isolated letter sound correspondence.

The instructional methods for a multisensory structured language and literacy program must be explicit, systematic, sequential, cumulative, individualized, diagnostic, demonstrate automaticity of performance, simultaneously multisensory, and follow the synthetic to analytic phonics instructional process.

Progress monitoring data should be maintained on students receiving instruction in a multisensory structured language and literacy program. Students' participation in multisensory structured language and literacy programming should be periodically reviewed to determine the appropriateness and effectiveness of the program for the student.

What educational services are available if a student has dyslexia and is not identified as eligible to receive IDEA special education services?

Students identified as having signs of dyslexia but not meeting the criteria of an IDEA disability are entitled to remediation in an educational program that meets the requirements of the Louisiana Dyslexia Law. Bulletin 1903 requires school districts to:

- Routinely provided remediation in a Multisensory Structured Language and Literacy Program within the regular school day within the MTSS framework.

Multisensory structured language and literacy programs may be administered in regular classroom setting, separate classroom setting, individual or small group instruction, any additional accommodations that are developed by the SBLC, or a combination of these options as long as all components, content, and delivery methods are followed.

Multisensory structured language and literacy programs should do the following:

- contain instruction in phonological awareness, phoneme-grapheme association, phonics, syllable instruction, linguistics, and
- integrate all aspects of language and comprehension (receptive language skills of listening and reading, oral expressive in work selection and sequencing, written expression in spelling, mechanics, coherence, and handwriting.
- meaning-based instruction provided in words and sentences to extract meaning in addition to teaching isolated letter sound correspondence.

The instructional methods for a multisensory structured language and literacy program must be explicit, systematic, sequential, cumulative, individualized, diagnostic, demonstrate automaticity of performance, simultaneously multisensory, and follow the synthetic to analytic phonics instructional process.

Progress monitoring data should be maintained on students receiving instruction in a multisensory structured language and literacy program. Students' participation in multisensory structured language and literacy programming should be periodically reviewed to determine the appropriateness and effectiveness of the program for the student.

Kindergarten Decision-Making Flowchart

Beginning of the Year (within first 30 days) Universal Literacy Screening Required DIBELS 8th Measures

- Letter Naming Fluency (LNF)
- Phonemic Segmentation Fluency (PSF)
- Nonsense Word Fluency (NWF)
- Word Reading Fluency (WRF)

Middle of the Year Universal Literacy Screening Required DIBELS 8th Measures

- Letter Naming Fluency (LNF)
- Phonemic Segmentation Fluency (PSF)
- Nonsense Word Fluency (NWF)
- Word Reading Fluency (WRF)

★ 2nd Half of School Year Dyslexia Screening ★

During second half of school year **or** any time requested by teacher or parent/guardian, teachers are to administer to all kindergarten students a dyslexia screener that is selected and provided by the Department. (Act 266)

End of the Year Universal Literacy Screening Required DIBELS 8th Measures

- Letter Naming Fluency (LNF)
- Phonemic Segmentation Fluency (PSF)
- Nonsense Word Fluency (NWF)
- Word Reading Fluency (WRF)

If at risk

Additional Screeners if Scores Indicate at Risk (Bulletin 1903)	DIBELS 8th Measure
Phonological awareness such as rhyming and syllable manipulation; **and/or**	Phonemic Segmentation Fluency (PSF)
Rapid automatic naming skills such as colors, objects, and numbers (*DIBELS 8 currently supports screening for RAN deficits using LNF.*)	Letter Naming Fluency (LNF)

If at risk

A student demonstrating deficits after additional screening should be provided multisensory structured language and literacy instruction and referred for a review by SBLC. (Bulletin 1903)

Middle of the Year Kindergarten Dyslexia Screener Next Steps (Act 266)

- Within 30 days of at risk results on the dyslexia screener a parent is to be notified
- Children in need of services shall have them provided to them.
- Children referred for further evaluation for 504 or special education will be provided further evaluation.

NOTE Regarding Addition Screeners

Measures highlighted in green are administered to all students during universal screening windows. These measures are also listed as the "additional screeners that are required if scores fall within the "at risk" range.

Appendix N: LDOE LEAP 2025 High School (End of Course) Conversion Charts

https://louisianabelieves.com/docs/default-source/assessment/high-school-leap-2025-grade-conversion-table.pdf?sfvrsn=bfb6911f_4

Subject to Change by LDE – Updated Revision as of PPP Board Approval Date

LEAP 2025 High School Tests Scale Score to Grade Scale Conversion Tables

Students enrolled in a course for which there is a LEAP 2025 High School test must take the test (*Bulletin 741, Section 2318*). The LEAP 2025 High School test score shall count a percentage of the student's final grade for the course. The percentage must be between 15 and 30 percent inclusive, and shall be determined by the local district. The LDOE provides conversion tables to help districts factor the LEAP 2025 High School tests scores into final course grades.

The following table shows the relationship among LEAP 2025 achievement levels, scale scores, grade scale scores based on the grading scale (90 80 70 60 0), and the corresponding letter grade.

	LEAP 2025 Achievement Level	LEAP 2025 Scale Score	Grade Scale Score	Grade
Algebra I	Advanced	805-850	90-100	A
	Mastery	750-804	80-89	B
	Basic	725-749	70-79	C
	Approaching Basic	700-724	60-69	D
	Unsatisfactory	650-699	0-59	F
English I	Advanced	791-850	90-100	A
	Mastery	750-790	80-89	B
	Basic	725-749	70-79	C
	Approaching Basic	700-724	60-69	D
	Unsatisfactory	650-699	0-59	F
Geometry	Advanced	783-850	90-100	A
	Mastery	750-782	80-89	B
	Basic	725-749	70-79	C
	Approaching Basic	700-724	60-69	D
	Unsatisfactory	650-699	0-59	F
English II	Advanced	794-850	90-100	A
	Mastery	750-793	80-89	B
	Basic	725-749	70-79	C
	Approaching Basic	700-724	60-69	D
	Unsatisfactory	650-699	0-59	F
US History	Advanced	774-850	90-100	A
	Mastery	750-773	80-89	B
	Basic	725-749	70-79	C
	Approaching Basic	711-724	60-69	D
	Unsatisfactory	650-710	0-59	F
Biology	Advanced	772-850	90-100	A
	Mastery	750-771	80-89	B
	Basic	725-749	70-79	C
	Approaching Basic	707-724	60-69	D
	Unsatisfactory	650-706	0-59	F
Civics	Advanced	777-850	90-100	A
	Mastery	750-776	80-89	B
	Basic	729-749	70-79	C
	Approaching Basic	707-728	60-69	D
	Unsatisfactory	650-706	0-59	F

The attached tables show the corresponding grade scale score for each LEAP 2025 scale score. Each LEAP 2025 High School test scale score is mapped onto a grade scale score within each of the LEAP 2025 achievement level ranges. The following is an example of how the conversion tables are used to calculate the student's final course grade:

Michelle earned 87% in her Algebra I coursework, and had a scale score of 768 on her LEAP 2025 Algebra I test which placed her in the *Mastery* achievement level. The LEAP 2025 High School tests count for 20% of the final course grade in her district. According to the conversion table for Algebra I on page 3, her LEAP 2025 scale score 768 translates into a grade scale score of 83. Her final course percentage is 83*0.20 + 87*0.80 = 86.2, which is a B.

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
ALGEBRA I - 90 80 70 60 0			
LEAP 2025 Achievement Level	**LEAP 2025 SCALE SCORE**	**GRADE SCALE SCORE**	**GRADE**
Advanced	850	100	A
Advanced	849	100	A
Advanced	848	100	A
Advanced	847	99	A
Advanced	846	99	A
Advanced	845	99	A
Advanced	844	99	A
Advanced	843	98	A
Advanced	842	98	A
Advanced	841	98	A
Advanced	840	98	A
Advanced	839	98	A
Advanced	838	97	A
Advanced	837	97	A
Advanced	836	97	A
Advanced	835	97	A
Advanced	834	96	A
Advanced	833	96	A
Advanced	832	96	A
Advanced	831	96	A
Advanced	830	96	A
Advanced	829	95	A
Advanced	828	95	A
Advanced	827	95	A
Advanced	826	95	A
Advanced	825	94	A
Advanced	824	94	A
Advanced	823	94	A
Advanced	822	94	A
Advanced	821	94	A
Advanced	820	93	A
Advanced	819	93	A
Advanced	818	93	A
Advanced	817	93	A
Advanced	816	92	A
Advanced	815	92	A
Advanced	814	92	A
Advanced	813	92	A
Advanced	812	92	A
Advanced	811	91	A
Advanced	810	91	A
Advanced	809	91	A
Advanced	808	91	A

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
ALGEBRA I - 90 80 70 60 0			
LEAP 2025 Achievement Level	**LEAP 2025 SCALE SCORE**	**GRADE SCALE SCORE**	**GRADE**
Advanced	807	90	A
Advanced	806	90	A
Advanced	805	90	A
Mastery	804	89	B
Mastery	803	89	B
Mastery	802	89	B
Mastery	801	89	B
Mastery	800	88	B
Mastery	799	88	B
Mastery	798	88	B
Mastery	797	88	B
Mastery	796	88	B
Mastery	795	88	B
Mastery	794	87	B
Mastery	793	87	B
Mastery	792	87	B
Mastery	791	87	B
Mastery	790	87	B
Mastery	789	87	B
Mastery	788	86	B
Mastery	787	86	B
Mastery	786	86	B
Mastery	785	86	B
Mastery	784	86	B
Mastery	783	86	B
Mastery	782	85	B
Mastery	781	85	B
Mastery	780	85	B
Mastery	779	85	B
Mastery	778	85	B
Mastery	777	85	B
Mastery	776	84	B
Mastery	775	84	B
Mastery	774	84	B
Mastery	773	84	B
Mastery	772	84	B
Mastery	771	84	B
Mastery	770	83	B
Mastery	769	83	B
Mastery	768	83	B
Mastery	767	83	B
Mastery	766	83	B
Mastery	765	83	B

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
ALGEBRA I - 90 80 70 60 0			
LEAP 2025 Achievement Level	**LEAP 2025 SCALE SCORE**	**GRADE SCALE SCORE**	**GRADE**
Mastery	764	82	B
Mastery	763	82	B
Mastery	762	82	B
Mastery	761	82	B
Mastery	760	82	B
Mastery	759	82	B
Mastery	758	81	B
Mastery	757	81	B
Mastery	756	81	B
Mastery	755	81	B
Mastery	754	81	B
Mastery	753	81	B
Mastery	752	80	B
Mastery	751	80	B
Mastery	750	80	B
Basic	749	79	C
Basic	748	79	C
Basic	747	78	C
Basic	746	78	C
Basic	745	78	C
Basic	744	77	C
Basic	743	77	C
Basic	742	76	C
Basic	741	76	C
Basic	740	76	C
Basic	739	75	C
Basic	738	75	C
Basic	737	75	C
Basic	736	74	C
Basic	735	74	C
Basic	734	73	C
Basic	733	73	C
Basic	732	73	C
Basic	731	72	C
Basic	730	72	C
Basic	729	72	C
Basic	728	71	C
Basic	727	71	C
Basic	726	70	C
Basic	725	70	C
Approaching Basic	724	69	D
Approaching Basic	723	69	D
Approaching Basic	722	68	D

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
ALGEBRA I - 90 80 70 60 0			
LEAP 2025 Achievement Level	**LEAP 2025 SCALE SCORE**	**GRADE SCALE SCORE**	**GRADE**
Approaching Basic	721	68	D
Approaching Basic	720	68	D
Approaching Basic	719	67	D
Approaching Basic	718	67	D
Approaching Basic	717	66	D
Approaching Basic	716	66	D
Approaching Basic	715	66	D
Approaching Basic	714	65	D
Approaching Basic	713	65	D
Approaching Basic	712	65	D
Approaching Basic	711	64	D
Approaching Basic	710	64	D
Approaching Basic	709	63	D
Approaching Basic	708	63	D
Approaching Basic	707	63	D
Approaching Basic	706	62	D
Approaching Basic	705	62	D
Approaching Basic	704	62	D
Approaching Basic	703	61	D
Approaching Basic	702	61	D
Approaching Basic	701	60	D
Approaching Basic	700	60	D
Unsatisfactory	699	59	F
Unsatisfactory	698	58	F
Unsatisfactory	697	57	F
Unsatisfactory	696	55	F
Unsatisfactory	695	54	F
Unsatisfactory	694	53	F
Unsatisfactory	693	52	F
Unsatisfactory	692	51	F
Unsatisfactory	691	49	F
Unsatisfactory	690	48	F
Unsatisfactory	689	47	F
Unsatisfactory	688	46	F
Unsatisfactory	687	45	F
Unsatisfactory	686	43	F
Unsatisfactory	685	42	F
Unsatisfactory	684	41	F
Unsatisfactory	683	40	F
Unsatisfactory	682	39	F
Unsatisfactory	681	37	F
Unsatisfactory	680	36	F
Unsatisfactory	679	35	F

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
ALGEBRA I - 90 80 70 60 0			
LEAP 2025 Achievement Level	**LEAP 2025 SCALE SCORE**	**GRADE SCALE SCORE**	**GRADE**
Unsatisfactory	678	34	F
Unsatisfactory	677	33	F
Unsatisfactory	676	31	F
Unsatisfactory	675	30	F
Unsatisfactory	674	29	F
Unsatisfactory	673	28	F
Unsatisfactory	672	26	F
Unsatisfactory	671	25	F
Unsatisfactory	670	24	F
Unsatisfactory	669	23	F
Unsatisfactory	668	22	F
Unsatisfactory	667	20	F
Unsatisfactory	666	19	F
Unsatisfactory	665	18	F
Unsatisfactory	664	17	F
Unsatisfactory	663	16	F
Unsatisfactory	662	14	F
Unsatisfactory	661	13	F
Unsatisfactory	660	12	F
Unsatisfactory	659	11	F
Unsatisfactory	658	10	F
Unsatisfactory	657	8	F
Unsatisfactory	656	7	F
Unsatisfactory	655	6	F
Unsatisfactory	654	5	F
Unsatisfactory	653	4	F
Unsatisfactory	652	2	F
Unsatisfactory	651	1	F
Unsatisfactory	650	0	F

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
English I - 90 80 70 60 0			
LEAP 2025 Achievement Level	LEAP 2025 SCALE SCORE	GRADE SCALE SCORE	GRADE
Advanced	850	100	A
Advanced	849	100	A
Advanced	848	100	A
Advanced	847	99	A
Advanced	846	99	A
Advanced	845	99	A
Advanced	844	99	A
Advanced	843	99	A
Advanced	842	99	A
Advanced	841	98	A
Advanced	840	98	A
Advanced	839	98	A
Advanced	838	98	A
Advanced	837	98	A
Advanced	836	98	A
Advanced	835	97	A
Advanced	834	97	A
Advanced	833	97	A
Advanced	832	97	A
Advanced	831	97	A
Advanced	830	97	A
Advanced	829	96	A
Advanced	828	96	A
Advanced	827	96	A
Advanced	826	96	A
Advanced	825	96	A
Advanced	824	96	A
Advanced	823	95	A
Advanced	822	95	A
Advanced	821	95	A
Advanced	820	95	A
Advanced	819	95	A
Advanced	818	95	A
Advanced	817	94	A
Advanced	816	94	A
Advanced	815	94	A
Advanced	814	94	A
Advanced	813	94	A
Advanced	812	94	A
Advanced	811	93	A
Advanced	810	93	A
Advanced	809	93	A
Advanced	808	93	A

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
English I - 90 80 70 60 0			
LEAP 2025 Achievement Level	**LEAP 2025 SCALE SCORE**	**GRADE SCALE SCORE**	**GRADE**
Advanced	807	93	A
Advanced	806	93	A
Advanced	805	92	A
Advanced	804	92	A
Advanced	803	92	A
Advanced	802	92	A
Advanced	801	92	A
Advanced	800	92	A
Advanced	799	91	A
Advanced	798	91	A
Advanced	797	91	A
Advanced	796	91	A
Advanced	795	91	A
Advanced	794	91	A
Advanced	793	90	A
Advanced	792	90	A
Advanced	791	90	A
Mastery	790	89	B
Mastery	789	89	B
Mastery	788	89	B
Mastery	787	88	B
Mastery	786	88	B
Mastery	785	88	B
Mastery	784	88	B
Mastery	783	87	B
Mastery	782	87	B
Mastery	781	87	B
Mastery	780	87	B
Mastery	779	87	B
Mastery	778	86	B
Mastery	777	86	B
Mastery	776	86	B
Mastery	775	86	B
Mastery	774	85	B
Mastery	773	85	B
Mastery	772	85	B
Mastery	771	85	B
Mastery	770	84	B
Mastery	769	84	B
Mastery	768	84	B
Mastery	767	84	B
Mastery	766	84	B
Mastery	765	83	B

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
English I - 90 80 70 60 0			
LEAP 2025 Achievement Level	**LEAP 2025 SCALE SCORE**	**GRADE SCALE SCORE**	**GRADE**
Mastery	764	83	B
Mastery	763	83	B
Mastery	762	83	B
Mastery	761	82	B
Mastery	760	82	B
Mastery	759	82	B
Mastery	758	82	B
Mastery	757	82	B
Mastery	756	81	B
Mastery	755	81	B
Mastery	754	81	B
Mastery	753	81	B
Mastery	752	80	B
Mastery	751	80	B
Mastery	750	80	B
Basic	749	79	C
Basic	748	79	C
Basic	747	78	C
Basic	746	78	C
Basic	745	78	C
Basic	744	77	C
Basic	743	77	C
Basic	742	76	C
Basic	741	76	C
Basic	740	76	C
Basic	739	75	C
Basic	738	75	C
Basic	737	75	C
Basic	736	74	C
Basic	735	74	C
Basic	734	73	C
Basic	733	73	C
Basic	732	73	C
Basic	731	72	C
Basic	730	72	C
Basic	729	72	C
Basic	728	71	C
Basic	727	71	C
Basic	726	70	C
Basic	725	70	C
Approaching Basic	724	69	D
Approaching Basic	723	69	D
Approaching Basic	722	68	D

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
English I - 90 80 70 60 0			
LEAP 2025 Achievement Level	**LEAP 2025 SCALE SCORE**	**GRADE SCALE SCORE**	**GRADE**
Approaching Basic	721	68	D
Approaching Basic	720	68	D
Approaching Basic	719	67	D
Approaching Basic	718	67	D
Approaching Basic	717	66	D
Approaching Basic	716	66	D
Approaching Basic	715	66	D
Approaching Basic	714	65	D
Approaching Basic	713	65	D
Approaching Basic	712	65	D
Approaching Basic	711	64	D
Approaching Basic	710	64	D
Approaching Basic	709	63	D
Approaching Basic	708	63	D
Approaching Basic	707	63	D
Approaching Basic	706	62	D
Approaching Basic	705	62	D
Approaching Basic	704	62	D
Approaching Basic	703	61	D
Approaching Basic	702	61	D
Approaching Basic	701	60	D
Approaching Basic	700	60	D
Unsatisfactory	699	59	F
Unsatisfactory	698	58	F
Unsatisfactory	697	57	F
Unsatisfactory	696	55	F
Unsatisfactory	695	54	F
Unsatisfactory	694	53	F
Unsatisfactory	693	52	F
Unsatisfactory	692	51	F
Unsatisfactory	691	49	F
Unsatisfactory	690	48	F
Unsatisfactory	689	47	F
Unsatisfactory	688	46	F
Unsatisfactory	687	45	F
Unsatisfactory	686	43	F
Unsatisfactory	685	42	F
Unsatisfactory	684	41	F
Unsatisfactory	683	40	F
Unsatisfactory	682	39	F
Unsatisfactory	681	37	F
Unsatisfactory	680	36	F
Unsatisfactory	679	35	F

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
English I - 90 80 70 60 0			
LEAP 2025 Achievement Level	**LEAP 2025 SCALE SCORE**	**GRADE SCALE SCORE**	**GRADE**
Unsatisfactory	678	34	F
Unsatisfactory	677	33	F
Unsatisfactory	676	31	F
Unsatisfactory	675	30	F
Unsatisfactory	674	29	F
Unsatisfactory	673	28	F
Unsatisfactory	672	26	F
Unsatisfactory	671	25	F
Unsatisfactory	670	24	F
Unsatisfactory	669	23	F
Unsatisfactory	668	22	F
Unsatisfactory	667	20	F
Unsatisfactory	666	19	F
Unsatisfactory	665	18	F
Unsatisfactory	664	17	F
Unsatisfactory	663	16	F
Unsatisfactory	662	14	F
Unsatisfactory	661	13	F
Unsatisfactory	660	12	F
Unsatisfactory	659	11	F
Unsatisfactory	658	10	F
Unsatisfactory	657	8	F
Unsatisfactory	656	7	F
Unsatisfactory	655	6	F
Unsatisfactory	654	5	F
Unsatisfactory	653	4	F
Unsatisfactory	652	2	F
Unsatisfactory	651	1	F
Unsatisfactory	650	0	F

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
Geometry - 90 80 70 60 0			
LEAP 2025 Achievement Level	**LEAP 2025 SCALE SCORE**	**GRADE SCALE SCORE**	**GRADE**
Advanced	850	100	A
Advanced	849	100	A
Advanced	848	100	A
Advanced	847	100	A
Advanced	846	99	A
Advanced	845	99	A
Advanced	844	99	A
Advanced	843	99	A
Advanced	842	99	A
Advanced	841	99	A
Advanced	840	99	A
Advanced	839	98	A
Advanced	838	98	A
Advanced	837	98	A
Advanced	836	98	A
Advanced	835	98	A
Advanced	834	98	A
Advanced	833	97	A
Advanced	832	97	A
Advanced	831	97	A
Advanced	830	97	A
Advanced	829	97	A
Advanced	828	97	A
Advanced	827	97	A
Advanced	826	96	A
Advanced	825	96	A
Advanced	824	96	A
Advanced	823	96	A
Advanced	822	96	A
Advanced	821	96	A
Advanced	820	96	A
Advanced	819	95	A
Advanced	818	95	A
Advanced	817	95	A
Advanced	816	95	A
Advanced	815	95	A
Advanced	814	95	A
Advanced	813	94	A
Advanced	812	94	A
Advanced	811	94	A
Advanced	810	94	A
Advanced	809	94	A
Advanced	808	94	A

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
Geometry - 90 80 70 60 0			
LEAP 2025 Achievement Level	**LEAP 2025 SCALE SCORE**	**GRADE SCALE SCORE**	**GRADE**
Advanced	807	94	A
Advanced	806	93	A
Advanced	805	93	A
Advanced	804	93	A
Advanced	803	93	A
Advanced	802	93	A
Advanced	801	93	A
Advanced	800	93	A
Advanced	799	92	A
Advanced	798	92	A
Advanced	797	92	A
Advanced	796	92	A
Advanced	795	92	A
Advanced	794	92	A
Advanced	793	91	A
Advanced	792	91	A
Advanced	791	91	A
Advanced	790	91	A
Advanced	789	91	A
Advanced	788	91	A
Advanced	787	91	A
Advanced	786	90	A
Advanced	785	90	A
Advanced	784	90	A
Advanced	783	90	A
Mastery	782	89	B
Mastery	781	89	B
Mastery	780	88	B
Mastery	779	88	B
Mastery	778	88	B
Mastery	777	88	B
Mastery	776	87	B
Mastery	775	87	B
Mastery	774	87	B
Mastery	773	86	B
Mastery	772	86	B
Mastery	771	86	B
Mastery	770	86	B
Mastery	769	85	B
Mastery	768	85	B
Mastery	767	85	B
Mastery	766	85	B
Mastery	765	84	B

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
Geometry - 90 80 70 60 0			
LEAP 2025 Achievement Level	**LEAP 2025 SCALE SCORE**	**GRADE SCALE SCORE**	**GRADE**
Mastery	764	84	B
Mastery	763	84	B
Mastery	762	83	B
Mastery	761	83	B
Mastery	760	83	B
Mastery	759	83	B
Mastery	758	82	B
Mastery	757	82	B
Mastery	756	82	B
Mastery	755	81	B
Mastery	754	81	B
Mastery	753	81	B
Mastery	752	81	B
Mastery	751	80	B
Mastery	750	80	B
Basic	749	79	C
Basic	748	79	C
Basic	747	78	C
Basic	746	78	C
Basic	745	78	C
Basic	744	77	C
Basic	743	77	C
Basic	742	76	C
Basic	741	76	C
Basic	740	76	C
Basic	739	75	C
Basic	738	75	C
Basic	737	75	C
Basic	736	74	C
Basic	735	74	C
Basic	734	73	C
Basic	733	73	C
Basic	732	73	C
Basic	731	72	C
Basic	730	72	C
Basic	729	72	C
Basic	728	71	C
Basic	727	71	C
Basic	726	70	C
Basic	725	70	C
Approaching Basic	724	69	D
Approaching Basic	723	69	D
Approaching Basic	722	68	D

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
Geometry - 90 80 70 60 0			
LEAP 2025 Achievement Level	**LEAP 2025 SCALE SCORE**	**GRADE SCALE SCORE**	**GRADE**
Approaching Basic	721	68	D
Approaching Basic	720	68	D
Approaching Basic	719	67	D
Approaching Basic	718	67	D
Approaching Basic	717	66	D
Approaching Basic	716	66	D
Approaching Basic	715	66	D
Approaching Basic	714	65	D
Approaching Basic	713	65	D
Approaching Basic	712	65	D
Approaching Basic	711	64	D
Approaching Basic	710	64	D
Approaching Basic	709	63	D
Approaching Basic	708	63	D
Approaching Basic	707	63	D
Approaching Basic	706	62	D
Approaching Basic	705	62	D
Approaching Basic	704	62	D
Approaching Basic	703	61	D
Approaching Basic	702	61	D
Approaching Basic	701	60	D
Approaching Basic	700	60	D
Unsatisfactory	699	59	F
Unsatisfactory	698	58	F
Unsatisfactory	697	57	F
Unsatisfactory	696	55	F
Unsatisfactory	695	54	F
Unsatisfactory	694	53	F
Unsatisfactory	693	52	F
Unsatisfactory	692	51	F
Unsatisfactory	691	49	F
Unsatisfactory	690	48	F
Unsatisfactory	689	47	F
Unsatisfactory	688	46	F
Unsatisfactory	687	45	F
Unsatisfactory	686	43	F
Unsatisfactory	685	42	F
Unsatisfactory	684	41	F
Unsatisfactory	683	40	F
Unsatisfactory	682	39	F
Unsatisfactory	681	37	F
Unsatisfactory	680	36	F
Unsatisfactory	679	35	F

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
Geometry - 90 80 70 60 0			
LEAP 2025 Achievement Level	**LEAP 2025 SCALE SCORE**	**GRADE SCALE SCORE**	**GRADE**
Unsatisfactory	678	34	F
Unsatisfactory	677	33	F
Unsatisfactory	676	31	F
Unsatisfactory	675	30	F
Unsatisfactory	674	29	F
Unsatisfactory	673	28	F
Unsatisfactory	672	26	F
Unsatisfactory	671	25	F
Unsatisfactory	670	24	F
Unsatisfactory	669	23	F
Unsatisfactory	668	22	F
Unsatisfactory	667	20	F
Unsatisfactory	666	19	F
Unsatisfactory	665	18	F
Unsatisfactory	664	17	F
Unsatisfactory	663	16	F
Unsatisfactory	662	14	F
Unsatisfactory	661	13	F
Unsatisfactory	660	12	F
Unsatisfactory	659	11	F
Unsatisfactory	658	10	F
Unsatisfactory	657	8	F
Unsatisfactory	656	7	F
Unsatisfactory	655	6	F
Unsatisfactory	654	5	F
Unsatisfactory	653	4	F
Unsatisfactory	652	2	F
Unsatisfactory	651	1	F
Unsatisfactory	650	0	F

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
English II - 90 80 70 60 0			
LEAP 2025 Achievement Level	**LEAP 2025 SCALE SCORE**	**GRADE SCALE SCORE**	**GRADE**
Advanced	850	100	A
Advanced	849	100	A
Advanced	848	100	A
Advanced	847	99	A
Advanced	846	99	A
Advanced	845	99	A
Advanced	844	99	A
Advanced	843	99	A
Advanced	842	99	A
Advanced	841	98	A
Advanced	840	98	A
Advanced	839	98	A
Advanced	838	98	A
Advanced	837	98	A
Advanced	836	98	A
Advanced	835	97	A
Advanced	834	97	A
Advanced	833	97	A
Advanced	832	97	A
Advanced	831	97	A
Advanced	830	96	A
Advanced	829	96	A
Advanced	828	96	A
Advanced	827	96	A
Advanced	826	96	A
Advanced	825	96	A
Advanced	824	95	A
Advanced	823	95	A
Advanced	822	95	A
Advanced	821	95	A
Advanced	820	95	A
Advanced	819	94	A
Advanced	818	94	A
Advanced	817	94	A
Advanced	816	94	A
Advanced	815	94	A
Advanced	814	94	A
Advanced	813	93	A
Advanced	812	93	A
Advanced	811	93	A
Advanced	810	93	A
Advanced	809	93	A
Advanced	808	93	A

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
English II - 90 80 70 60 0			
LEAP 2025 Achievement Level	**LEAP 2025 SCALE SCORE**	**GRADE SCALE SCORE**	**GRADE**
Advanced	807	92	A
Advanced	806	92	A
Advanced	805	92	A
Advanced	804	92	A
Advanced	803	92	A
Advanced	802	91	A
Advanced	801	91	A
Advanced	800	91	A
Advanced	799	91	A
Advanced	798	91	A
Advanced	797	91	A
Advanced	796	90	A
Advanced	795	90	A
Advanced	794	90	A
Mastery	793	89	B
Mastery	792	89	B
Mastery	791	89	B
Mastery	790	88	B
Mastery	789	88	B
Mastery	788	88	B
Mastery	787	88	B
Mastery	786	88	B
Mastery	785	87	B
Mastery	784	87	B
Mastery	783	87	B
Mastery	782	87	B
Mastery	781	86	B
Mastery	780	86	B
Mastery	779	86	B
Mastery	778	86	B
Mastery	777	86	B
Mastery	776	85	B
Mastery	775	85	B
Mastery	774	85	B
Mastery	773	85	B
Mastery	772	85	B
Mastery	771	84	B
Mastery	770	84	B
Mastery	769	84	B
Mastery	768	84	B
Mastery	767	84	B
Mastery	766	83	B
Mastery	765	83	B

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
English II - 90 80 70 60 0			
LEAP 2025 Achievement Level	**LEAP 2025 SCALE SCORE**	**GRADE SCALE SCORE**	**GRADE**
Mastery	764	83	B
Mastery	763	83	B
Mastery	762	83	B
Mastery	761	82	B
Mastery	760	82	B
Mastery	759	82	B
Mastery	758	82	B
Mastery	757	81	B
Mastery	756	81	B
Mastery	755	81	B
Mastery	754	81	B
Mastery	753	81	B
Mastery	752	80	B
Mastery	751	80	B
Mastery	750	80	B
Basic	749	79	C
Basic	748	79	C
Basic	747	78	C
Basic	746	78	C
Basic	745	78	C
Basic	744	77	C
Basic	743	77	C
Basic	742	76	C
Basic	741	76	C
Basic	740	76	C
Basic	739	75	C
Basic	738	75	C
Basic	737	75	C
Basic	736	74	C
Basic	735	74	C
Basic	734	73	C
Basic	733	73	C
Basic	732	73	C
Basic	731	72	C
Basic	730	72	C
Basic	729	72	C
Basic	728	71	C
Basic	727	71	C
Basic	726	70	C
Basic	725	70	C
Approaching Basic	724	69	D
Approaching Basic	723	69	D
Approaching Basic	722	68	D

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
English II - 90 80 70 60 0			
LEAP 2025 Achievement Level	**LEAP 2025 SCALE SCORE**	**GRADE SCALE SCORE**	**GRADE**
Approaching Basic	721	68	D
Approaching Basic	720	68	D
Approaching Basic	719	67	D
Approaching Basic	718	67	D
Approaching Basic	717	66	D
Approaching Basic	716	66	D
Approaching Basic	715	66	D
Approaching Basic	714	65	D
Approaching Basic	713	65	D
Approaching Basic	712	65	D
Approaching Basic	711	64	D
Approaching Basic	710	64	D
Approaching Basic	709	63	D
Approaching Basic	708	63	D
Approaching Basic	707	63	D
Approaching Basic	706	62	D
Approaching Basic	705	62	D
Approaching Basic	704	62	D
Approaching Basic	703	61	D
Approaching Basic	702	61	D
Approaching Basic	701	60	D
Approaching Basic	700	60	D
Unsatisfactory	699	59	F
Unsatisfactory	698	58	F
Unsatisfactory	697	57	F
Unsatisfactory	696	55	F
Unsatisfactory	695	54	F
Unsatisfactory	694	53	F
Unsatisfactory	693	52	F
Unsatisfactory	692	51	F
Unsatisfactory	691	49	F
Unsatisfactory	690	48	F
Unsatisfactory	689	47	F
Unsatisfactory	688	46	F
Unsatisfactory	687	45	F
Unsatisfactory	686	43	F
Unsatisfactory	685	42	F
Unsatisfactory	684	41	F
Unsatisfactory	683	40	F
Unsatisfactory	682	39	F
Unsatisfactory	681	37	F
Unsatisfactory	680	36	F
Unsatisfactory	679	35	F

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
English II - 90 80 70 60 0			
LEAP 2025 Achievement Level	**LEAP 2025 SCALE SCORE**	**GRADE SCALE SCORE**	**GRADE**
Unsatisfactory	678	34	F
Unsatisfactory	677	33	F
Unsatisfactory	676	31	F
Unsatisfactory	675	30	F
Unsatisfactory	674	29	F
Unsatisfactory	673	28	F
Unsatisfactory	672	26	F
Unsatisfactory	671	25	F
Unsatisfactory	670	24	F
Unsatisfactory	669	23	F
Unsatisfactory	668	22	F
Unsatisfactory	667	20	F
Unsatisfactory	666	19	F
Unsatisfactory	665	18	F
Unsatisfactory	664	17	F
Unsatisfactory	663	16	F
Unsatisfactory	662	14	F
Unsatisfactory	661	13	F
Unsatisfactory	660	12	F
Unsatisfactory	659	11	F
Unsatisfactory	658	10	F
Unsatisfactory	657	8	F
Unsatisfactory	656	7	F
Unsatisfactory	655	6	F
Unsatisfactory	654	5	F
Unsatisfactory	653	4	F
Unsatisfactory	652	2	F
Unsatisfactory	651	1	F
Unsatisfactory	650	0	F

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
US History - 90 80 70 60 0			
LEAP 2025 Achievement Level	**LEAP 2025 SCALE SCORE**	**GRADE SCALE SCORE**	**GRADE**
Advanced	850	100	A
Advanced	849	100	A
Advanced	848	100	A
Advanced	847	100	A
Advanced	846	99	A
Advanced	845	99	A
Advanced	844	99	A
Advanced	843	99	A
Advanced	842	99	A
Advanced	841	99	A
Advanced	840	99	A
Advanced	839	99	A
Advanced	838	98	A
Advanced	837	98	A
Advanced	836	98	A
Advanced	835	98	A
Advanced	834	98	A
Advanced	833	98	A
Advanced	832	98	A
Advanced	831	98	A
Advanced	830	97	A
Advanced	829	97	A
Advanced	828	97	A
Advanced	827	97	A
Advanced	826	97	A
Advanced	825	97	A
Advanced	824	97	A
Advanced	823	96	A
Advanced	822	96	A
Advanced	821	96	A
Advanced	820	96	A
Advanced	819	96	A
Advanced	818	96	A
Advanced	817	96	A
Advanced	816	96	A
Advanced	815	95	A
Advanced	814	95	A
Advanced	813	95	A
Advanced	812	95	A
Advanced	811	95	A
Advanced	810	95	A
Advanced	809	95	A
Advanced	808	94	A

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
US History - 90 80 70 60 0			
LEAP 2025 Achievement Level	**LEAP 2025 SCALE SCORE**	**GRADE SCALE SCORE**	**GRADE**
Advanced	807	94	A
Advanced	806	94	A
Advanced	805	94	A
Advanced	804	94	A
Advanced	803	94	A
Advanced	802	94	A
Advanced	801	94	A
Advanced	800	93	A
Advanced	799	93	A
Advanced	798	93	A
Advanced	797	93	A
Advanced	796	93	A
Advanced	795	93	A
Advanced	794	93	A
Advanced	793	93	A
Advanced	792	92	A
Advanced	791	92	A
Advanced	790	92	A
Advanced	789	92	A
Advanced	788	92	A
Advanced	787	92	A
Advanced	786	92	A
Advanced	785	91	A
Advanced	784	91	A
Advanced	783	91	A
Advanced	782	91	A
Advanced	781	91	A
Advanced	780	91	A
Advanced	779	91	A
Advanced	778	91	A
Advanced	777	90	A
Advanced	776	90	A
Advanced	775	90	A
Advanced	774	90	A
Mastery	773	89	B
Mastery	772	89	B
Mastery	771	88	B
Mastery	770	88	B
Mastery	769	87	B
Mastery	768	87	B
Mastery	767	87	B
Mastery	766	86	B
Mastery	765	86	B

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
US History - 90 80 70 60 0			
LEAP 2025 Achievement Level	**LEAP 2025 SCALE SCORE**	**GRADE SCALE SCORE**	**GRADE**
Mastery	764	85	B
Mastery	763	85	B
Mastery	762	85	B
Mastery	761	84	B
Mastery	760	84	B
Mastery	759	84	B
Mastery	758	83	B
Mastery	757	83	B
Mastery	756	82	B
Mastery	755	82	B
Mastery	754	82	B
Mastery	753	81	B
Mastery	752	81	B
Mastery	751	80	B
Mastery	750	80	B
Basic	749	79	C
Basic	748	79	C
Basic	747	78	C
Basic	746	78	C
Basic	745	78	C
Basic	744	77	C
Basic	743	77	C
Basic	742	76	C
Basic	741	76	C
Basic	740	76	C
Basic	739	75	C
Basic	738	75	C
Basic	737	75	C
Basic	736	74	C
Basic	735	74	C
Basic	734	73	C
Basic	733	73	C
Basic	732	73	C
Basic	731	72	C
Basic	730	72	C
Basic	729	72	C
Basic	728	71	C
Basic	727	71	C
Basic	726	70	C
Basic	725	70	C
Approaching Basic	724	69	D
Approaching Basic	723	68	D
Approaching Basic	722	68	D

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
US History - 90 80 70 60 0			
LEAP 2025 Achievement Level	**LEAP 2025 SCALE SCORE**	**GRADE SCALE SCORE**	**GRADE**
Approaching Basic	721	67	D
Approaching Basic	720	66	D
Approaching Basic	719	66	D
Approaching Basic	718	65	D
Approaching Basic	717	64	D
Approaching Basic	716	63	D
Approaching Basic	715	63	D
Approaching Basic	714	62	D
Approaching Basic	713	61	D
Approaching Basic	712	61	D
Approaching Basic	711	60	D
Unsatisfactory	710	59	F
Unsatisfactory	709	58	F
Unsatisfactory	708	57	F
Unsatisfactory	707	56	F
Unsatisfactory	706	55	F
Unsatisfactory	705	54	F
Unsatisfactory	704	53	F
Unsatisfactory	703	52	F
Unsatisfactory	702	51	F
Unsatisfactory	701	50	F
Unsatisfactory	700	49	F
Unsatisfactory	699	48	F
Unsatisfactory	698	47	F
Unsatisfactory	697	46	F
Unsatisfactory	696	45	F
Unsatisfactory	695	44	F
Unsatisfactory	694	43	F
Unsatisfactory	693	42	F
Unsatisfactory	692	41	F
Unsatisfactory	691	40	F
Unsatisfactory	690	39	F
Unsatisfactory	689	38	F
Unsatisfactory	688	37	F
Unsatisfactory	687	36	F
Unsatisfactory	686	35	F
Unsatisfactory	685	34	F
Unsatisfactory	684	33	F
Unsatisfactory	683	32	F
Unsatisfactory	682	31	F
Unsatisfactory	681	30	F
Unsatisfactory	680	30	F
Unsatisfactory	679	29	F

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
US History - 90 80 70 60 0			
LEAP 2025 Achievement Level	**LEAP 2025 SCALE SCORE**	**GRADE SCALE SCORE**	**GRADE**
Unsatisfactory	678	28	F
Unsatisfactory	677	27	F
Unsatisfactory	676	26	F
Unsatisfactory	675	25	F
Unsatisfactory	674	24	F
Unsatisfactory	673	23	F
Unsatisfactory	672	22	F
Unsatisfactory	671	21	F
Unsatisfactory	670	20	F
Unsatisfactory	669	19	F
Unsatisfactory	668	18	F
Unsatisfactory	667	17	F
Unsatisfactory	666	16	F
Unsatisfactory	665	15	F
Unsatisfactory	664	14	F
Unsatisfactory	663	13	F
Unsatisfactory	662	12	F
Unsatisfactory	661	11	F
Unsatisfactory	660	10	F
Unsatisfactory	659	9	F
Unsatisfactory	658	8	F
Unsatisfactory	657	7	F
Unsatisfactory	656	6	F
Unsatisfactory	655	5	F
Unsatisfactory	654	4	F
Unsatisfactory	653	3	F
Unsatisfactory	652	2	F
Unsatisfactory	651	1	F
Unsatisfactory	650	0	F

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
Biology - 90 80 70 60 0			
LEAP 2025 Achievement Level	**LEAP 2025 SCALE SCORE**	**GRADE SCALE SCORE**	**GRADE**
Advanced	850	100	A
Advanced	849	100	A
Advanced	848	100	A
Advanced	847	100	A
Advanced	846	99	A
Advanced	845	99	A
Advanced	844	99	A
Advanced	843	99	A
Advanced	842	99	A
Advanced	841	99	A
Advanced	840	99	A
Advanced	839	99	A
Advanced	838	98	A
Advanced	837	98	A
Advanced	836	98	A
Advanced	835	98	A
Advanced	834	98	A
Advanced	833	98	A
Advanced	832	98	A
Advanced	831	98	A
Advanced	830	97	A
Advanced	829	97	A
Advanced	828	97	A
Advanced	827	97	A
Advanced	826	97	A
Advanced	825	97	A
Advanced	824	97	A
Advanced	823	97	A
Advanced	822	96	A
Advanced	821	96	A
Advanced	820	96	A
Advanced	819	96	A
Advanced	818	96	A
Advanced	817	96	A
Advanced	816	96	A
Advanced	815	96	A
Advanced	814	95	A
Advanced	813	95	A
Advanced	812	95	A
Advanced	811	95	A
Advanced	810	95	A
Advanced	809	95	A
Advanced	808	95	A

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
Biology - 90 80 70 60 0			
LEAP 2025 Achievement Level	**LEAP 2025 SCALE SCORE**	**GRADE SCALE SCORE**	**GRADE**
Advanced	807	94	A
Advanced	806	94	A
Advanced	805	94	A
Advanced	804	94	A
Advanced	803	94	A
Advanced	802	94	A
Advanced	801	94	A
Advanced	800	94	A
Advanced	799	93	A
Advanced	798	93	A
Advanced	797	93	A
Advanced	796	93	A
Advanced	795	93	A
Advanced	794	93	A
Advanced	793	93	A
Advanced	792	93	A
Advanced	791	92	A
Advanced	790	92	A
Advanced	789	92	A
Advanced	788	92	A
Advanced	787	92	A
Advanced	786	92	A
Advanced	785	92	A
Advanced	784	92	A
Advanced	783	91	A
Advanced	782	91	A
Advanced	781	91	A
Advanced	780	91	A
Advanced	779	91	A
Advanced	778	91	A
Advanced	777	91	A
Advanced	776	91	A
Advanced	775	90	A
Advanced	774	90	A
Advanced	773	90	A
Advanced	772	90	A
Mastery	771	89	B
Mastery	770	89	B
Mastery	769	88	B
Mastery	768	88	B
Mastery	767	87	B
Mastery	766	87	B
Mastery	765	86	B

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
Biology - 90 80 70 60 0			
LEAP 2025 Achievement Level	**LEAP 2025 SCALE SCORE**	**GRADE SCALE SCORE**	**GRADE**
Mastery	764	86	B
Mastery	763	86	B
Mastery	762	85	B
Mastery	761	85	B
Mastery	760	84	B
Mastery	759	84	B
Mastery	758	83	B
Mastery	757	83	B
Mastery	756	83	B
Mastery	755	82	B
Mastery	754	82	B
Mastery	753	81	B
Mastery	752	81	B
Mastery	751	80	B
Mastery	750	80	B
Basic	749	79	C
Basic	748	79	C
Basic	747	78	C
Basic	746	78	C
Basic	745	78	C
Basic	744	77	C
Basic	743	77	C
Basic	742	76	C
Basic	741	76	C
Basic	740	76	C
Basic	739	75	C
Basic	738	75	C
Basic	737	75	C
Basic	736	74	C
Basic	735	74	C
Basic	734	73	C
Basic	733	73	C
Basic	732	73	C
Basic	731	72	C
Basic	730	72	C
Basic	729	72	C
Basic	728	71	C
Basic	727	71	C
Basic	726	70	C
Basic	725	70	C
Approaching Basic	724	69	D
Approaching Basic	723	68	D
Approaching Basic	722	68	D

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
Biology - 90 80 70 60 0			
LEAP 2025 Achievement Level	**LEAP 2025 SCALE SCORE**	**GRADE SCALE SCORE**	**GRADE**
Approaching Basic	721	67	D
Approaching Basic	720	67	D
Approaching Basic	719	66	D
Approaching Basic	718	66	D
Approaching Basic	717	65	D
Approaching Basic	716	65	D
Approaching Basic	715	64	D
Approaching Basic	714	64	D
Approaching Basic	713	63	D
Approaching Basic	712	63	D
Approaching Basic	711	62	D
Approaching Basic	710	62	D
Approaching Basic	709	61	D
Approaching Basic	708	61	D
Approaching Basic	707	60	D
Unsatisfactory	706	59	F
Unsatisfactory	705	58	F
Unsatisfactory	704	57	F
Unsatisfactory	703	56	F
Unsatisfactory	702	55	F
Unsatisfactory	701	54	F
Unsatisfactory	700	53	F
Unsatisfactory	699	52	F
Unsatisfactory	698	51	F
Unsatisfactory	697	50	F
Unsatisfactory	696	48	F
Unsatisfactory	695	47	F
Unsatisfactory	694	46	F
Unsatisfactory	693	45	F
Unsatisfactory	692	44	F
Unsatisfactory	691	43	F
Unsatisfactory	690	42	F
Unsatisfactory	689	41	F
Unsatisfactory	688	40	F
Unsatisfactory	687	39	F
Unsatisfactory	686	38	F
Unsatisfactory	685	37	F
Unsatisfactory	684	36	F
Unsatisfactory	683	35	F
Unsatisfactory	682	34	F
Unsatisfactory	681	33	F
Unsatisfactory	680	32	F
Unsatisfactory	679	31	F

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
Biology - 90 80 70 60 0			
LEAP 2025 Achievement Level	**LEAP 2025 SCALE SCORE**	**GRADE SCALE SCORE**	**GRADE**
Unsatisfactory	678	30	F
Unsatisfactory	677	28	F
Unsatisfactory	676	27	F
Unsatisfactory	675	26	F
Unsatisfactory	674	25	F
Unsatisfactory	673	24	F
Unsatisfactory	672	23	F
Unsatisfactory	671	22	F
Unsatisfactory	670	21	F
Unsatisfactory	669	20	F
Unsatisfactory	668	19	F
Unsatisfactory	667	18	F
Unsatisfactory	666	17	F
Unsatisfactory	665	16	F
Unsatisfactory	664	15	F
Unsatisfactory	663	14	F
Unsatisfactory	662	13	F
Unsatisfactory	661	12	F
Unsatisfactory	660	11	F
Unsatisfactory	659	9	F
Unsatisfactory	658	8	F
Unsatisfactory	657	7	F
Unsatisfactory	656	6	F
Unsatisfactory	655	5	F
Unsatisfactory	654	4	F
Unsatisfactory	653	3	F
Unsatisfactory	652	2	F
Unsatisfactory	651	1	F
Unsatisfactory	650	0	F

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
Civics - 90 80 70 60 0			
LEAP 2025 Achievement Level	**LEAP 2025 SCALE SCORE**	**GRADE SCALE SCORE**	**GRADE**
Advanced	850	100	A
Advanced	849	100	A
Advanced	848	100	A
Advanced	847	100	A
Advanced	846	99	A
Advanced	845	99	A
Advanced	844	99	A
Advanced	843	99	A
Advanced	842	99	A
Advanced	841	99	A
Advanced	840	99	A
Advanced	839	98	A
Advanced	838	98	A
Advanced	837	98	A
Advanced	836	98	A
Advanced	835	98	A
Advanced	834	98	A
Advanced	833	98	A
Advanced	832	98	A
Advanced	831	97	A
Advanced	830	97	A
Advanced	829	97	A
Advanced	828	97	A
Advanced	827	97	A
Advanced	826	97	A
Advanced	825	97	A
Advanced	824	96	A
Advanced	823	96	A
Advanced	822	96	A
Advanced	821	96	A
Advanced	820	96	A
Advanced	819	96	A
Advanced	818	96	A
Advanced	817	95	A
Advanced	816	95	A
Advanced	815	95	A
Advanced	814	95	A
Advanced	813	95	A
Advanced	812	95	A
Advanced	811	95	A
Advanced	810	95	A
Advanced	809	94	A
Advanced	808	94	A

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
Civics - 90 80 70 60 0			
LEAP 2025 Achievement Level	**LEAP 2025 SCALE SCORE**	**GRADE SCALE SCORE**	**GRADE**
Advanced	807	94	A
Advanced	806	94	A
Advanced	805	94	A
Advanced	804	94	A
Advanced	803	94	A
Advanced	802	93	A
Advanced	801	93	A
Advanced	800	93	A
Advanced	799	93	A
Advanced	798	93	A
Advanced	797	93	A
Advanced	796	93	A
Advanced	795	92	A
Advanced	794	92	A
Advanced	793	92	A
Advanced	792	92	A
Advanced	791	92	A
Advanced	790	92	A
Advanced	789	92	A
Advanced	788	92	A
Advanced	787	91	A
Advanced	786	91	A
Advanced	785	91	A
Advanced	784	91	A
Advanced	783	91	A
Advanced	782	91	A
Advanced	781	91	A
Advanced	780	90	A
Advanced	779	90	A
Advanced	778	90	A
Advanced	777	90	A
Mastery	776	89	B
Mastery	775	89	B
Mastery	774	88	B
Mastery	773	88	B
Mastery	772	88	B
Mastery	771	87	B
Mastery	770	87	B
Mastery	769	87	B
Mastery	768	86	B
Mastery	767	86	B
Mastery	766	86	B
Mastery	765	85	B

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
Civics - 90 80 70 60 0			
LEAP 2025 Achievement Level	**LEAP 2025 SCALE SCORE**	**GRADE SCALE SCORE**	**GRADE**
Mastery	764	85	B
Mastery	763	84	B
Mastery	762	84	B
Mastery	761	84	B
Mastery	760	83	B
Mastery	759	83	B
Mastery	758	83	B
Mastery	757	82	B
Mastery	756	82	B
Mastery	755	82	B
Mastery	754	81	B
Mastery	753	81	B
Mastery	752	81	B
Mastery	751	80	B
Mastery	750	80	B
Basic	749	79	C
Basic	748	79	C
Basic	747	78	C
Basic	746	78	C
Basic	745	77	C
Basic	744	77	C
Basic	743	76	C
Basic	742	76	C
Basic	741	75	C
Basic	740	75	C
Basic	739	75	C
Basic	738	74	C
Basic	737	74	C
Basic	736	73	C
Basic	735	73	C
Basic	734	72	C
Basic	733	72	C
Basic	732	71	C
Basic	731	71	C
Basic	730	70	C
Basic	729	70	C
Approaching Basic	728	69	D
Approaching Basic	727	69	D
Approaching Basic	726	68	D
Approaching Basic	725	68	D
Approaching Basic	724	67	D
Approaching Basic	723	67	D
Approaching Basic	722	66	D

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
Civics - 90 80 70 60 0			
LEAP 2025 Achievement Level	**LEAP 2025 SCALE SCORE**	**GRADE SCALE SCORE**	**GRADE**
Approaching Basic	721	66	D
Approaching Basic	720	66	D
Approaching Basic	719	65	D
Approaching Basic	718	65	D
Approaching Basic	717	64	D
Approaching Basic	716	64	D
Approaching Basic	715	63	D
Approaching Basic	714	63	D
Approaching Basic	713	63	D
Approaching Basic	712	62	D
Approaching Basic	711	62	D
Approaching Basic	710	61	D
Approaching Basic	709	61	D
Approaching Basic	708	60	D
Approaching Basic	707	60	D
Unsatisfactory	706	59	F
Unsatisfactory	705	58	F
Unsatisfactory	704	57	F
Unsatisfactory	703	56	F
Unsatisfactory	702	55	F
Unsatisfactory	701	54	F
Unsatisfactory	700	53	F
Unsatisfactory	699	52	F
Unsatisfactory	698	51	F
Unsatisfactory	697	50	F
Unsatisfactory	696	48	F
Unsatisfactory	695	47	F
Unsatisfactory	694	46	F
Unsatisfactory	693	45	F
Unsatisfactory	692	44	F
Unsatisfactory	691	43	F
Unsatisfactory	690	42	F
Unsatisfactory	689	41	F
Unsatisfactory	688	40	F
Unsatisfactory	687	39	F
Unsatisfactory	686	38	F
Unsatisfactory	685	37	F
Unsatisfactory	684	36	F
Unsatisfactory	683	35	F
Unsatisfactory	682	34	F
Unsatisfactory	681	33	F
Unsatisfactory	680	32	F
Unsatisfactory	679	31	F

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
Civics - 90 80 70 60 0			
LEAP 2025 Achievement Level	**LEAP 2025 SCALE SCORE**	**GRADE SCALE SCORE**	**GRADE**
Unsatisfactory	678	30	F
Unsatisfactory	677	28	F
Unsatisfactory	676	27	F
Unsatisfactory	675	26	F
Unsatisfactory	674	25	F
Unsatisfactory	673	24	F
Unsatisfactory	672	23	F
Unsatisfactory	671	22	F
Unsatisfactory	670	21	F
Unsatisfactory	669	20	F
Unsatisfactory	668	19	F
Unsatisfactory	667	18	F
Unsatisfactory	666	17	F
Unsatisfactory	665	16	F
Unsatisfactory	664	15	F
Unsatisfactory	663	14	F
Unsatisfactory	662	13	F
Unsatisfactory	661	12	F
Unsatisfactory	660	11	F
Unsatisfactory	659	9	F
Unsatisfactory	658	8	F
Unsatisfactory	657	7	F
Unsatisfactory	656	6	F
Unsatisfactory	655	5	F
Unsatisfactory	654	4	F
Unsatisfactory	653	3	F
Unsatisfactory	652	2	F
Unsatisfactory	651	1	F
Unsatisfactory	650	0	F