

# **2021-2022 Pupil Progression Plan**

**Local Education Agency:  
CADDO PARISH**

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## Background and Purpose

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

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

BESE established minimum standards in *Bulletin 1566 – Pupil Progression Policies and Procedures*. In October 2017, BESE approved, as Notice of Intent, revisions to Bulletin 1566 that relate to placement, promotion, and supports and interventions for students not meeting minimum academic standards. BESE has also approved regulations pursuant to state law that relate to placement and promotion in *Bulletin 741 – Louisiana Handbook for School Administrators*, which includes but is not limited to instructional time, grading policies, and graduation requirements. These bulletins also adhere to federal and state laws and regulations that govern the placement and promotion of students with disabilities, English learners, and transfer students.

The purpose of this document is to codify LEA policies and procedures related to student placement and promotion. Each section of this document includes language that conforms to applicable laws and regulations, followed by additional LEAP policies and procedures that fulfill the mandate of the law and support students in acquiring proficiency in grade appropriate skills. The Pupil Progression plan is submitted to the Louisiana Department of Education and published locally. Once completed, submitted to the Louisiana Department of Education, and published locally, teachers shall determine promotion or placement of each student on an individual basis. LEAs may review promotion and placement decisions in order to ensure compliance with their established policy, and reviews may be initiated by a school's governing body, the local superintendent, or a student's parent or legal custodian.

Questions about this document should be directed to [ppp@la.gov](mailto:ppp@la.gov).

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# I. Placement of Students

## Kindergarten

Schools can only make recommendations to parents regarding student enrollment in kindergarten, since kindergarten is not mandatory. However, in accordance with state law (R.S. 17:221), once students have enrolled in kindergarten, they are subject to compulsory attendance laws and promotion requirements set forth by the LEA.

Every child, as a prerequisite to enrollment in any first grade of a public school, shall meet one of the following criteria:

- attended a full-day public or private kindergarten for a full academic year; or
- passed an academic readiness screening administered by the LEA at the time of enrollment for first grade

The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade. Each local educational governing authority, by rule, may provide for a child of younger age to enter kindergarten, provided that such child has been evaluated and identified as gifted in accordance with state regulations for such evaluation.

### **Additional LEA policies: Kindergarten Placement**

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

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

## Grade 1

- Any child admitted to kindergarten pursuant shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled.
- The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September thirtieth of the calendar year in which the school year begins.

- Any child transferring into the first grade of a public school from another state and not meeting the requirements herein for kindergarten attendance shall be required to pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade.

### **Additional LEA policies: First-Grade Placement**

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

## **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.
- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school, any approved home study program, or a Louisiana resident transferring from any out-of-state school, shall be required to pass the English language arts and mathematics portions of the LEAP placement test.

### **Additional LEA policies: Transfer Students**

- Students without documentation of previous school information shall be initially placed in the age-appropriate grade level. The school will administer the standard screeners and assessments given to students at the beginning of the year (iSTEAP and curriculum-based assessments; i.e, Math and ELA diagnostics). The SBLC shall convene within 15 school days to review available data to identify interventions and supports.
- Schools shall review the records of any students enrolling in 9<sup>th</sup> grade for the first time enrolling from out-of-state, home-study, or non-public and make a T9 or 9th grade placement decision. Any changes in T9 placement must occur prior to October 1.

- The student's progress will be monitored during the first reporting period. Adjustments in placement may be made by the School Building Level Screening Committee (SBLC). Proposed grade placement changes identified after October 1 shall be reviewed by district leaders.

## II. Promotion of Students

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

### LEA Policies: Kindergarten Promotion

The School Building Level Screening Committee (SBLC) shall review the records of each student in danger of retention and determine grade placement based on local requirements.

In order to be promoted to first grade, kindergarten students must score 67% or above on the ELA and Math locally developed tests aligned to Louisiana Standards that are correlated with the State Content Standards in the areas of language arts and mathematics.

A kindergarten student who scored below 67% on the locally developed test in either language arts or mathematics may be recommended for promotion. -The recommendation shall be based on student report cards, student work, and teacher input. The School Building Level Screening Committee, including the principal, parent(s)/guardian(s), teacher(s), and any other personnel relevant to the decision must review all documentation and determine placement based upon a preponderance of evidence indicating the student's readiness for first grade.

### LEA Policies: Grades 1 -5 Promotion

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

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

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

**Category 1**

Reading  
Language Arts  
Math

**Category 2**

Science  
Social Studies

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

See the *Retention Policy* in Section VII of this document for additional information.

#### **Grade 4: Additional State Policies**

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

- The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.
- The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive grade-level instruction during the summer.

- Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
- The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

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

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

### **LEA Policies: Grades 6-8 Promotion**

Promotion and retention for grades 6-8 are local decisions based on a *preponderance of evidence* from student learning throughout the school year. Performance on classroom assignments, course grades, and benchmark assessments are examples of items school systems can use when making a local decision. Struggling students should continue to be identified early and receive intensive support to ensure growth and the ability to stay on track academically.

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

The School Building Level Screening Committee shall review the records of each student in danger of retention and determine grade placement based on local requirements.

- A student must earn a total of 4 1/2 courses of study in a six-period day schedule, one of which must be reading/language or mathematics, in order to be promoted to the next grade level.
- A student must earn a total of 5 1/2 courses of study in a seven-period day schedule, one of which must be reading/language or mathematics, in order to be promoted to the next grade level.
- A student must earn a total of 6 1/2 courses of study in an eight-period day schedule, one of which must be reading/language or mathematics, in order to be promoted to the next grade level.

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

See the *Retention Policy* in Section VII of this document for additional information.

## **Grade 8: Additional State Policies**

### **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 subjects in order to be promoted to the ninth grade. Students who do not meet the promotion standard after taking the eighth grade state assessments in the spring, following the completion of summer remediation, 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 after the completion of summer remediation, 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**

- 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 student has participated in the spring administrations of LEAP and has attended the summer remediation program offered by the LEA.
- An LEA, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing or unable to attend LEAP summer remediation, including summer remediation required for placement in transitional ninth grade, because of one or more of the following extenuating circumstances as verified through appropriate documentation:
  - *Physical Illness*—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.
  - *Custody Issues*—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation

## **Transitional 9<sup>th</sup> Grade**

- Any first-time eighth grade student who does not meet the passing standard set forth in BESE Bulletin 1566, §703, and any student not eligible for any waiver pursuant to §707 of the bulletin, after completing summer remediation, may be placed on a high school campus in transitional ninth grade.
- LEAs shall follow the guidelines set forth in §703 to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA's eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA's eighth graders placed in transitional ninth grade—exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the prior school year, the local superintendent of that LEA shall provide a written justification to the state superintendent.
- The initial decision to place a student in the transitional ninth grade or to retain a student in the eighth grade shall be made by the school in which the student is enrolled in the eighth grade, in consultation with the student's parents.
- The LEA shall admit transitional ninth grade students, subject to any admissions requirements approved by the school's governing authority or charter authorizer.
- For any student who recently completed the eighth grade from another state or country and is transferring into the LEA after summer remediation has taken place, the LEA shall review the student's academic record to determine appropriate placement in ninth grade or transitional ninth grade. Students placed in the transitional ninth grade shall complete the remediation program offered by the LEA. Such placement shall occur no later than October 1 of each school year.
- After one full year of transitional ninth grade, students shall be included in the ninth grade graduation cohort for high school accountability purposes.
- Students enrolled in transitional ninth grade shall receive appropriate academic supports in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such academic supports shall be included in the student's individual graduation plan (IGP). Progress pursuant to such specified academic supports shall be reviewed at least once throughout the school year in order to determine effectiveness and any needed adjustments.

## **High School Considerations**

### **Instructional Minutes**

When awarding credit based on instructional time, LEAs shall provide a minimum of 7,965 instructional minutes for one Carnegie credit, and students shall be in attendance for a minimum of 7,515 minutes. In order to grant one-half Carnegie credit, LEAs shall provide a minimum of 3,983 instructional minutes, and students shall be in attendance for a minimum of 3,758 minutes.

## Individual Graduation Planning

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

## Financial Aid Planning

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

1. **Complete the FAFSA**; or
2. **Complete the Louisiana TOPS form**; or
3. Certify a waiver in writing to the LEA (sample: **non-participation LEA form/Letter**); or
4. Receive a waiver through the district hardship waiver process.

## Early Graduation

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

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

## Credit Recovery

Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually. The school system must annually report to LDE the rationale for any student:

- receiving more than two credit recovery credits annually; and/or
- applying more than seven total credit recovery Carnegie units towards graduation requirements.

Students earning Carnegie credit in a credit-recovery course must have previously taken and failed the field. Previously attempted coursework is considered an academic record and must be recorded on the official transcript.

Completed credit recovery courses must be recorded and clearly labeled on the official transcript.

Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333 (Part A).

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.

Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record or certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.

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 Policy**

### **Nontraditional Courses**

Courses include classes taught online or through blended learning, distance learning, credit recovery, independent study, or similar means. For a nontraditional program to be approved, the courses must meet the following requirements:

- The courses must meet NCAA course requirements.
- The courses must have ongoing and regular teacher-initiated interaction for the purposes of teaching, evaluating, and providing assistance throughout the duration of the course. Examples include synchronous or asynchronous instructive interaction, including emails, videoconferencing, online chats, phone calls, and feedback on assessments.
- The courses must have a defined time period for completion. This means the nontraditional program must identify the fastest and slowest paths to successfully complete a course.

Nontraditional courses could fail to meet NCAA core-course requirements for any of the following reasons:

- Does not require regular and ongoing instructive interaction between the student and teacher throughout the duration of a course.
- Does not require students to complete the entire course.
- Allows students to take numerous courses at the same time, especially courses in the same subject area or that are sequential.
- Does not prepare students for four-year college classwork.
- Does not have official student grade records.

### **Information for school administrators**

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

### **LHSAA Academic Credit Policy**

At the January 2020 LHSAA Convention, the LDOE, LSBA, and Superintendent Association Executive Committee representatives proposed and supported a policy that passed 310-4 by the General Assembly to recognize Jump Start and Dual Enrollment credits. This approval removes the LHSAA hardship appeals process eligible student athletes met to gain eligibility. LHSAA will meet all of the following requirements:

- Recognize multi- Carnegie credits for a single course title when a multi-credit course has a dedicated course code assigned by the Louisiana Department of Education.
- Dual enrollment courses posted on a student's high school transcript will be used in determining scholastic eligibility.
- Promotion into High School: Promotion from the 8th grade into the 9th grade for the first time shall fulfill the scholastic requirements.

### **Additional LEA policies: High School**

#### **High School Course Credit**

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

#### **Early Graduation Plans**

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

- The District SBLC Committee may convene to make placement decisions for students as needed.

### **III. Support for students**

#### **School year support**

- The individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.
- The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:
  - The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
  - The student completes summer remediation.
  - Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
  - The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.
- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.
- The LEA will offer, at no cost, extended, on-grade level instruction through summer remediation to students who did not take the spring LEAP tests or who failed to meet the standard set forth in §701 and §703 of BESE Bulletin 1566. The LEA will provide transportation to and from the assigned remediation summer site(s) from, at a minimum, a common pick-up point.
- Students with disabilities attending summer remediation will receive special supports as needed.

## Summer remediation

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

- Uses curriculum determined by the Louisiana Department of Education to fully align to Louisiana State Standards (Bulletin 141 – *Louisiana Standards for English Language Arts*, Bulletin 142 – *Louisiana Standards for Mathematics*, Bulletin 1962 – *Louisiana Science Content Standards*, and Bulletin 1964 – *Louisiana Social Studies Content Standards*).
- Utilizes teachers rated “Highly Effective” pursuant to the teacher’s most recent evaluation or have achieved a value-added rating of “Highly Effective” on the most recent evaluation.
- Limits remedial (below grade-level) instruction to only necessary and focused skills as identified from top-quality assessments and does not account for more than 35 percent of the total summer remediation instructional time.

## IV. Special Student Populations

### Students with disabilities

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

### English learners

- The requirements of Title VI of the Civil Rights Act of 1964 are as follows:
  - Establish procedures to identify language minority students.
  - Establish procedures to determine if language minority students are Limited English Proficient.
  - Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.

- Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.
  - Establish procedures to monitor former Limited English Proficient students for two years.
  - Ensure that no LEP student shall be retained solely because of limited English proficiency.

## **Additional LEA Policies**

### **Grading Guidelines**

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

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

### **Elementary**

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

### **Middle and High School**

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

LEP students with no measurable proficiency in English will be:

- Placed in mainstream subjects where the reliance on understanding English is not solely connected to achievement
- Instructed in simplified methods according to the English Language Learners' (ELLs) English proficiency
- Introduced to extensive visual learning materials, i.e. KWL charts, VENN diagrams, etc.
- Evaluated in terms of their English language progression as outlined in the Louisiana State Standards and individual LEP accommodations.  
**\*\* If accommodations are not provided to an LEP student, a failing grade is not to be assigned.**

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

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

### **Retention Considerations for English Language Learners**

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

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

## **V. Alternative education placements**

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

### **Additional LEA policies**

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

## **VI. Due process**

### **Regular education students**

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

### **Students with disabilities**

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

## **Section 504 students**

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

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

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

## **VII. Additional LEA policies**

### **Grading Policy**

#### **Grades 1-5**

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

#### **Grades 6-8**

At the middle school level, each grading period will be reported as a discrete unit indicating only the work accomplished during that nine weeks (ten weeks for extended school year) with equitable distribution of total points among the grading periods. Points shall be converted to a

percentage at the end of each grading period, and the appropriate letter grade assigned in accordance with the Caddo Parish grading scale. Quality point values will be assigned to each letter grade according to the scale below. The final grade will be determined by dividing the sum of quality points by the number of grading periods. Letter grades only will be assigned for elementary music, art, physical education, and conduct. A resulting grade-point average of not less than .75 is required to earn a "D" letter grade. In all other cases, fractions of .5 or higher are to be rounded up to the next highest letter grade equivalent, and fractions of less than .5 are rounded off to the lower letter grade equivalent. A final percentage of at least 66.5% will also convert to a "D."

## Grading Scales

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

### Grading Scale for Regular Courses

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

### Grading Scale for Enriched/Advanced Courses

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

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

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

**Grading Scale for Health (Grades 1-5)**

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

**Grading Criteria for Art, Physical Education, and Music**

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

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

**Homework**

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

**High School Coursework: Mid-Term and Final Exams**

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

## **HS LEAP 2025 Tests**

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

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

## **Mid-term and final exams**

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

## **High School LEAP 2025 Course Credit**

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

## **Retention Policy**

### **Checkpoints**

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

### **Retention Decision Review**

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

### Retention Limitations

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

### Retention of Students with Passing Grades

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

### High School Credits

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

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

### Awarding of ½ Credits

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

### Carnegie Credit Courses in Middle School

#### LEAP 2025/EOC Courses

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

#### Foreign Language Courses

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

### VIII. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this Caddo Parish Public Schools 2020-2021 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: October 19, 2021

  
\_\_\_\_\_  
Superintendent

  
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Board President