



2026-2027 Pupil Progression Plan

Local Education Agency:

Caddo Parish Public Schools

Board Approved on:

Date

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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.

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.

Kindergarten and Grade 1 (LEA Policy)

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 standards 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.

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 of enrollment. In order to be placed in first grade, they must meet the same standards in language arts and mathematics as those students who attended kindergarten.

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, 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](#).



Kindergarten (*LEA Policy*)

Each kindergarten student must complete the English Language Arts (ELA) and Math locally developed end-of-year assessments (aligned to Louisiana Standards).

The School Building-Level Committee (SBLC) shall review the records of any student scoring below 67% in either ELA or Math. While the SBLC should review the records of students who score below 67% in ELA or Math, placement determination should not be made solely on the ELA or Math Assessment score. Rather, the SBLC should use a preponderance of evidence, including performance on classroom assignments, course grades, and benchmark assessments; the SBLC shall make a final promotion/retention decision.

Any student determined to be retained must have documentation adhering to the retention policy.

Grades 2,4, and 5 (*LEA Policy*)

Promotion and retention for grades 2-5 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 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 ELA and Math	Category 2 Science and Social Studies
Reading	Science
Language Arts	Social Studies
Math	

Any student failing to meet the promotion criteria 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 support may be promoted with intervention.

Any student determined to be retained must have documentation adhering to the retention policy outlined in this plan.

Grade 1 (LEA Policy)

Promotion and Retention of Students in Grade 1

To be eligible for promotion to second grade, a student must meet the following two academic requirements:

1. The student must achieve a passing grade in **Reading**. This is considered a fundamental skill for all future learning.
2. In addition to passing Reading, the student must achieve a passing grade in at least **one** of the following core subjects from each Category:

<u>Category 1: ELA and Math</u>	<u>Category 2: Science and Social Studies</u>
Language Arts Math	Science Social Studies

Good Cause Exemption

Students who do not pass Reading may qualify for a "Good Cause Exemption," as outlined by the Caddo Parish First-Grade Good Cause Exemption Rubric.

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.

An academic review by the SBLC will be conducted for students who do not meet promotion criteria but have passed Reading. Grade-level placement will be based on a preponderance of evidence, which suggests the student could be successful with additional support.



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.

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.

Grades 6-8 (LEA Policies)

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 promotion criteria 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 support may be promoted with intervention.

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.

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.

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 [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: 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.

A nontraditional course may not be approved for any of the following reasons:

- Does not have teacher-based instruction.



- Does not require regular and ongoing instructor-led interaction between the student and teacher.
- Does not require students to complete the entire course.
- Does not prepare students for four-year college class work.
- Does not have official student grade records.
- Does not meet NCAA core-course requirements.

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.

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.

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.

Transfer Students (*LEA Policies*)

- 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 with the student’s record of attendance, levels of achievement, history of immunization, and units of credit earned shall be required.
- Evaluation information for exceptional students transferring from another school system shall be reviewed by pupil appraisal and approved by a special education supervisor before the student is enrolled in a special education program.
- 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 (literacy screener and curriculum-based assessments, e.g., 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 9th grade for the first time from out-of-state, home-study, or non-public schools and make a T9 or 9th-grade placement decision. Any changes in T9 placement must occur before 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.

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 and Numeracy 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 or numeracy 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 and numeracy proficiency.
 - Provide information about support and interventions, including high-dosage tutoring, that will be provided by the school to support the student's literacy and numeracy 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 and 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 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 their 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*.

Grading (*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 his/her 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 can 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 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 their English language progression outlined in the Louisiana State

Standards and individual LEP accommodations.

**** If accommodations are not provided to an LEP student, a failing grade will not 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 will not be assigned.**

Retention Considerations for English Language Learners

Due to the complexity of learning the English language and content simultaneously, caution must 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 the 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 student's needs in an age-appropriate classroom.

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*)

Alternative Placement (LEA Policies)

- Caddo Virtual Academy, Pathways, AMI Kids, and Ombudsman Education Services are the four approved alternative school/program settings 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.

XII Due Process Related to Student Placement and Promotion



Regular Education Students

An individual student, parent/guardian, or school personnel may initiate Due Process involving placement. 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 the resolution of all disputes.
- Due process procedures consistent with Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Act (IDEA '97), and Louisiana Bulletin 1706 shall be followed in addition to Caddo Parish Policy JFH.
- Due process procedures 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.

XIII. Additional LEA Policies Related to Student Placement and Promotion

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 an 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 59.5% 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 an 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 will be 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 59.5% will also convert to a "D."

Uniform Grading Scale in Grades K-12 for Regular, Enriched and Advanced Courses

(Enriched, Honors, Gifted, Advanced Placement, all Dual Enrollment, International Baccalaureate-If Offered)

Grading Scale for Regular Courses	
Grade	Percentage
A	100 - 90
B	89 - 80
C	79 - 70



D	69 - 60
F	59 - 0

Weighted Grading for Two Phases in High School	
General	Enriched
A - 4	A - 5
B - 3	B - 4
C - 2	C - 3
D - 1	D - 2
F - 0	F - 0

Quality Point Values for Elementary and Middle Schools
A - 4
B - 3
C - 2
D - 1
F - 0

Grading Scale for Science/Social Studies (Grades 1-2)
Grading Scale for Health (Grades 1-5)

Grade	Criteria
	Students must achieve a minimum of 75% or

Satisfactory (S)	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: • Daily assignments • Task performance • Oral Presentations • Integrated Lessons from Reading/Math
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:

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

Homework

If homework is considered 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 count up to 15% of the semester grade.



HS LEAP 2025 Tests

Students enrolled in a course with an 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 before taking the first End-of-Course (EOC) test, the EOC test score shall count for 5 percent of the student's 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 student's 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 on track to be retained. Per the guidelines in the SBLC Handbook, the parent should be invited to the meeting. Interventions and supports designed to improve student performance shall be documented.

Retention Decision Review

- For all retained students, the SBLC shall convene before the beginning of the next school year to review additional data received before then. This shall include LEAP 2025 test scores for the most recent grade completed, and all data should either confirm or reverse the 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 his/her 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 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 in Kindergarten through the 2nd 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
9th Grade	1st year in High School (official)	0-4 ½ credits
10th Grade	2nd year in High School	5-10 ½ credits
11th Grade	3rd year in High School	11-16 ½ credits
12th Grade	4th year in High School	17 or more credits

Awarding of ½ Credits

The district may award half a unit of credit 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

- Middle school students (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.
- Students who successfully complete a LEAP 2025/EOC course but score 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

XIV. LEA Assurances and Submission Information

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

Caddo Parish Public Schools

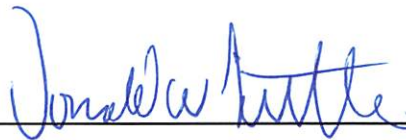
2026-2027 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

October 20, 2026

Date approved by local school board or governing authority:



Superintendent



Board President



