

Pupil Progression Plan 2019-2020

Local Education Agency:

Madison Parish

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 testing 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 assist LEAs in developing their required Pupil Progression Plan 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 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

Table of Contents

I. Placement of Students in Kindergarten and Grade 1	7
II. Placement of transfer students	8
Approved schools within the state (public/nonpublic)	8
Kindergarten [Approved schools within the state (public/nonpublic)]	9
Grades 1-8 [Approved schools within the state (public/nonpublic)]	9
Grades 9-12 [Approved schools within the state (public/nonpublic)]	9
Students with Disabilities [Approved schools within the state (public/nonpublic)]	9
Approved out-of-state schools (public/nonpublic)	9
Grades K-8 [Approved out-of-state schools (public/nonpublic)]	10
Grades 9-12 [Approved out-of-state schools (public/nonpublic)]	10
Students with Disabilities [Approved out-of-state schools (public/nonpublic)]	10
Home Study and Unapproved schools (public/nonpublic)	11
Kindergarten [Unapproved schools (public/nonpublic)]	11
1st Grade [Unapproved schools (public/nonpublic)]	11
Grades 4, 5, 8, and 9 [Unapproved schools (public/nonpublic)]	11
Student entering 5th or 9th grade	11
Grades 9-12 [Unapproved schools (public/nonpublic)]	12
Students with Disabilities [Unapproved schools (public/nonpublic)]	12
Home Study	12
III. Promotion for students in Grades K-8	13
Grades 1, 2, 3, 5, 6 and 7:	13
IV. Promotion of students in grade 4	13
V. Promotion and support of students in grade 8 and high school considerations	15
Regular Grade 8 Promotion	15
Grade 8 Promotion Waivers	15
Transitional 9th Grade	16
VI. Support for students	20
School year support	20
Summer remediation	20
VII. Promotion and placement of certain student populations	21

Students with disabilities	21
English learners	21
Students with Disabilities	22
English Learners	22
VIII. Alternative education placements	23
Madison Parish Alternative Center (MPAC)	23
Alternative School Programs	23
IX. Due process related to student placement and promotion	24
X. Additional LEA policies related to student placement and promotion	25
Attendance Requirements	25
XI. LEA assurances and submission information	27
Appendix A	28

PUPIL PROGRESSION PLAN

LEA CONTACT INFORMATION

LEA Contact Person (Primary) Gloria Henderson

Telephone Number (318) 574-3616 (Ex. 2312)

E-mail Address Gloria.henderson@madisonpsb.org

LEA Contact Person (Secondary) Debbie Commings

Telephone Number (318) 574-3616 (Ex. 2314)

E-mail Address Debbie.commings@madisonpsb.org

COMMITTEE OF EDUCATORS

2019-2020

Central Office Members

Mrs. Benita Young, Superintendent

Arlana Davis, Director of Academics and Student Learning

Gloria Henderson, K-6 Instructional Supervisor/Federal Programs

Delores Mack-Smith, Early Childhood/Child Welfare

Debbie Commings, Testing and Accountability Coordinator/21st Century Director

Donna Lisa Crockett, District Test Coordinator/District Family Engagement Coordinator

Principals

Mrs. Kimberly Pittman, Tallulah Elementary

Mrs. Lucille Lovette, Madison Middle/Madison High

Teachers

Mrs. Dawn-Turner Brown, Tallulah Elementary

Mrs. Joyce Williams, Wright Elementary

Mrs. Robin Jenkins, Madison Middle/Madison High School

COMMITTEE OF PARENTS

Elisha Thomas
Leonette Anderson
Amber Williams

I. Placement of Students in Kindergarten and Grade 1

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.

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.

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

TS Gold for Kindergarten is the academic screening instrument that will be used for those students who enter first grade without attending a full-day public or private kindergarten for a full academic year. All students will be placed in their age appropriate grade. Results from the assessment will be used to develop an individual intervention plan for students who score below age level on any components of the assessment.

II. Placement of transfer students

- A student who has transferred from a public school, in- or out-of-state, or a nonpublic school, shall be granted credit for work completed in the previous school. A properly certified transcript shall be required with the student's record of attendance, levels of achievement, history of immunization, and units of credit earned.
- Evaluation information for exceptional students transferring from another school system shall be reviewed by pupil appraisal and approved by a supervisor of special education before the student is enrolled in a special education program.
- 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.

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

Approved schools within the state (public/nonpublic)

When a student transfers from an approved school within the state (public/nonpublic), a request is made to the previous school for the student's properly certified transcript showing the student's record of attendance, achievement, immunization, and credits earned/courses completed.

The student must also supply an up-to-date Louisiana health card, social security card, certified birth certificate, and proof of residence (for example, a utility bill). The local school system allows additional time for a transient, migrant, homeless, and/or ELL student to obtain required documentation. In extenuating circumstances where information cannot be obtained, the student is allowed to continue his/her education. All available records are carefully reviewed by the receiving school and pertinent information is made a part of the student's cumulative file.

- A student who transfers from an approved school will be placed in a grade level according to the sending school's promotion/retention decision.
- Exception: Students returning to Madison Parish Schools during the current school year who have had a change in grade placement by the sending school will have placement decisions determined by the SBLC.

Kindergarten [Approved schools within the state (public/nonpublic)]

A kindergarten student who does not meet the age requirement (September 30th of current year) and who transfers from an approved school within the state will be accepted in kindergarten if the fifth birthday is on or before December 31st of the current year and transfer records are complete.

Grades 1-8 [Approved schools within the state (public/nonpublic)]

- A student with complete records will be placed in a grade level according to the sending school's promotion/retention decision. If records are incomplete or unavailable, reading and/or math tests may be administered to a new student prior to placement. If the results of these tests indicate that the student is performing below grade level expectations, the parents of the student may be contacted for a conference to discuss placement.
- A grade 4 or 8 student who is transferring from an in-state public or nonpublic school shall be required to take and pass the 4th or 8th grade LEAP English Language Arts and Mathematics tests in order to be eligible for promotion to grade 5 or 9.

Grades 9-12 [Approved schools within the state (public/nonpublic)]

- A student in grades 9-12 will receive credit for work successfully completed in the previous school upon receipt of a properly certified transcript. Credit will be interpreted by the school counselor and/or principal. In the absence of a transcript, locally-designed proficiency examinations may be administered to determine credit.
- A transfer student who is classified as a 10th, 11th, or 12th grader must take and pass applicable parts of the LEAP 2025 (EOC), Work Keys, ACT, and/or LEAP Connect (LAA2).

Students with Disabilities [Approved schools within the state (public/nonpublic)]

The district will follow the procedures described in Bulletin 1706 for transfer students with disabilities.

Approved out-of-state schools (public/nonpublic)

When a student transfers from an approved out-of-state school (public/nonpublic), a request is made to the previous school for the student's properly certified transcript showing the student's record of attendance, achievement, immunization, and credits earned/courses completed. The student must also supply an up-to-date Louisiana health card, social security card, certified birth

certificate, and proof of residence (for example, a utility bill). The local school system allows additional time for a transient, migrant, homeless, and/or ELL student to obtain required documentation. In extenuating circumstances where information cannot be obtained, the student is allowed to continue his/her education. All available records are carefully reviewed by the receiving school and pertinent information is made a part of the student's cumulative file.

- A student who transfers from an approved out-of-state school will be placed in a grade level according to the sending school's promotion/retention decision.
- Exception: Students returning to Madison Parish Schools during the current school year who have had a change in grade placement by the sending school will have placement decisions determined by the SBLC.

Grades K-8 [Approved out-of-state schools (public/nonpublic)]

- A student with complete records will be placed in a grade level according to the sending school's promotion/retention decision. If records are incomplete or unavailable, reading and/or math tests may be administered to a new student prior to placement. If the results of these tests indicate that the student is performing below grade level expectations, the parents of the student may be contacted for a conference to discuss placement.
- A grade 4 or 8 student who transfers to a Louisiana public school before the spring administration of LEAP must take and pass the spring administration of LEAP (ELA/Math).
- Students who have been promoted to grade 5 or 9 by an approved out-of-state school are not required to take LEAP if they enroll in the local system after the end of their 4th or 8th grade school year.

Grades 9-12 [Approved out-of-state schools (public/nonpublic)]

- A student in grades 9-12 will receive credit for work successfully completed in the previous school upon receipt of a properly certified transcript. Credit will be interpreted by the school counselor and/or principal. In the absence of a transcript, locally-designed proficiency examinations may be administered to determine credit.
- A transfer student who is classified as a 10th or 11th grader must take and pass applicable parts of the EOC and/or LAA2. A transfer student who is classified as a 12th grader and has never been a Louisiana resident is not required to take any part of the EOC and/or LAA2.
- Credits earned by a student in an American school in a foreign country will be accepted at face value.

Students with Disabilities [Approved out-of-state schools (public/nonpublic)]

The district will follow the procedures described in Bulletin 1706 for transfer students with disabilities.

Home Study and Unapproved schools (public/nonpublic)

The transferred academic records of a student from an unapproved public or nonpublic school will be carefully examined by the principal and/or supervisor to determine the placement and/or credits for the student. If the achievement is below grade level expectations, locally designed exams or district textbook exams in reading, mathematics, and/or English will be administered to help determine grade placement in grades 1-9.

Kindergarten [Unapproved schools (public/nonpublic)]

- Students who do not meet the kindergarten age requirement (September 30th of current year) and who transfer from unapproved schools will be provisionally accepted in kindergarten if the fifth birthday is on or before December 31st of the current year and transfer records are complete.
- After a screening process has been completed (not to exceed three weeks), the SBLC will determine eligibility for permanent enrollment based on the Developing Skills Checklist, pretests, and teacher input.

1st Grade [Unapproved schools (public/nonpublic)]

Students who have completed kindergarten in an unapproved school and who do not meet the age requirement for first grade (six by September 30th of the current year) will be tested using criteria of the first grade entrance requirements. SBLC will determine placement for students who do not meet 1st grade requirements.

Grades 4, 5, 8, and 9 [Unapproved schools (public/nonpublic)]

- A grade 4 or 8 student who transfers to the parish before the spring administration shall be required to take and pass the 4th or 8th grade LEAP. A student who transfers to a Louisiana public school after the spring administration shall be required to take and pass the summer administration of the LEAP.
- A student who seeks to enroll in grade 5 or grade 9 after the summer administration and before school starts shall be required to take and pass the English Language Arts and the Mathematics portions of the district placement test.
- A student who seeks to enroll in grade 5 or grade 9 after school starts and before February 15 must take and pass the English Language Arts and Mathematics portions of the district placement test.

Student entering 5th or 9th grade

Students who seek to enter the 5th or 9th grade after the summer administration and before school starts will be required to take and pass the ELA and Mathematics portions of the district placement test.

- Names of the entrance tests used to determine grade placement:

- Grades K-8: Individual Reading Inventory
- High School – District adopted proficiency examinations shall be administered for Carnegie units for high school students enrolling from Home Study programs or unapproved schools
- The procedure used for determining Carnegie credit for high school students
 - Students who transfer from home study and seek credit for courses in grades 9-12 must present course descriptions and evidence of course work before
- Carnegie credit and/or proficiency exams are considered. A proficiency exam will only be administered one time for each course.
- Locally-designed proficiency exams that test ELA and Math Standards or grade level expectations are used to determine grade placement. Each exam will only be administered one time.

Grades 9-12 [Unapproved schools (public/nonpublic)]

- The transferred academic records of a student from an unapproved public or nonpublic school will be carefully examined by the counselor, principal, and/or supervisor before Carnegie credit will be issued. Locally-designed proficiency examinations may be administered to determine credit.
- A transfer student who is classified as a 10th or 11th grader must take and pass applicable parts of the LEAP 2025 and/or LEAP Connect. A transfer student who is classified as a 12th grader and has never been a Louisiana resident is not required to take any part of the EOC and/or LAA2.
- The school issuing the high school diploma will account for all credits required for graduation, and the official high school transcript will show when and where credits were earned.
- Placement of a student transferring from a non-American foreign school will be determined by the school in which the student is enrolling.

Students with Disabilities [Unapproved schools (public/nonpublic)]

The district will follow the procedures described in Bulletin 1706 for transfer students with disabilities.

Home Study

- Students with disabilities who transfer from a kindergarten home study program must meet the age requirement listed in this document. Before first grade placement, the age requirement and first grade entrance requirements must be met.
- Students who transfer from home study and wish to enroll in grades 1-9 must provide documentation of the curriculum (outline of each of the subjects taught, list of books/materials used, copies of the student's work, copies of the student's standardized test results or any other evidence of the program offered) addressed while involved in

the SBESE – Approved Home Study Program. The students must show proficiency in the locally-designed exams or district textbook exams in reading and math. Students who wish to enroll in grades 4-9 must also show proficiency in the locally-designed exams or district textbook exams in science and social studies.

- Each exam will only be administered one time.

III. Promotion for students in Grades K-8

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.

In the space below, please describe the LEA's policies and procedures that will be used to determine promotion for students in Kindergarten and Grades 1, 2, 3, 5, 6, and 7.

Grades 1, 2, 3, 5, 6 and 7:

Students who demonstrate proficiency in grades 1, 2, 3, 5, 6 or 7 skills, as defined by the Louisiana Student Standards, must meet the following criteria to be promoted to the subsequent grade:

- Meet the attendance requirements according to the Bulletin 741.
- Must demonstrate proficiency in reading and math with 67% or greater passing rate.
- Students who fail to demonstrate proficiency with 67% passing rate in more than one area will be referred to SBLC for determination of placement.
- Must take all parts of the Louisiana Department of Education test (LEAP, EOC, etc.). Students that do not demonstrate proficiency on the LDOE test will have an IAIP developed for them as required by the state.

Alternatives to retention shall be used for students in kindergarten. SBLC will assist in developing individual intervention plans for students at risk of retention.

IV. Promotion of students in grade 4

- 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.

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

Grade 4

Students who demonstrate proficiency in fourth grade skills, as defined by the Louisiana Student Standards, must meet the following criteria to be promoted to fifth grade:

- Meet the attendance requirements according to the Bulletin 741.
- Must demonstrate proficiency in reading and math with 67% or greater passing rate.
- Students who fail to demonstrate proficiency with 67% passing rate in more than one area will be referred to SBLC for determination of placement.
- Must take all parts of the Louisiana Department of Education test (LEAP, EOC, etc.)

- Students that do not demonstrate proficiency on the LDOE test will have an IAIP developed for them as required by the state.

V. 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 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 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 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.

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

Grade 8

Students who demonstrate proficiency in fourth grade skills, as defined by the Louisiana Student Standards, must meet the following criteria to be promoted to ninth grade:

- Meet the attendance requirements according to the Bulletin 741.
- Must demonstrate proficiency in reading and math with 67% or greater passing rate.

- Students who fail to demonstrate proficiency with 67% passing rate in more than one area will be referred to SBLC for determination of placement.
- Must take all parts of the Louisiana Department of Education test (LEAP, EOC, etc.)
- Students that do not demonstrate proficiency on the LDOE test will have an IAIP developed for them as required by the state.

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 Individual Graduation Plan (IGP). An IGP guides the next academic year's coursework, assisting students in exploring educational and career possibilities and in making appropriate secondary and postsecondary education decisions as part of an overall career/post-secondary plan.

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.

In the space below, please describe any local policies or additional considerations used to determine the promotion of students in Grades 9 and above and to support their attainment of a high school diploma.

Students in grades 9-12 are required to complete a minimum of (24) Carnegie Units of credit. These credits shall include (16) required units and (8) elective units as follows:

*English.....	4	Units
Mathematics.....	4	Units
Science.....	4	Units
Social Studies.....	4	Units
Health Education.....	1/2	Unit
Physical Education.....	1 ½	Units
Electives.....	8	Units
Total.....	24	Units

*Students are required to take English classes in order. If a student fails an English class, they must be re-enrolled in the one they failed before enrolling in the next one. English IV can only be taken in a student's senior year of school.

See topics: LA Core 4 Curriculum and Non-LA Core Students for additional information.

For Promotion from 9th to 10th	5	Units
For Promotion from 10th to 11th	11	Units
For Promotion from 11th to 12th	16	Units
For Graduation Requirements	24	Units

To be considered for promotion to the next classification, students must pass all core classes, and one elective. These units shall be earned through coursework as stipulated in Bulletin 741, Louisiana Handbook for Administrators, "Requirements for High School," §2317 and beyond, December 2017, Louisiana State Department of Education.

For incoming freshmen in 2008-09 through 2013-2014, the 24 units required for the college diploma shall include 16 required units and 8 elective units for the Louisiana Basic Core curriculum, or 21 required units and 3 elective units for the Louisiana Core 4 curriculum; the elective can be earned at technical colleges as provided in §2389. For incoming freshmen in 2010-2011 through 2013-2014, students completing the basic core curriculum must complete a career area of concentration or a Jump Start program to earn a high school diploma.

Jump Start is Louisiana's innovative career and technical education (CTE) program. Jump Start prepares students to lead productive adult lives, capable of continuing their education after high school while earning certifications in high-wage career sectors.

Students are required to attain industry-based promulgated, industry-valued credentials in order to graduate with a Career Diploma (Jump Start is an elective path for students pursuing a university-preparatory diploma.)

For incoming freshmen in 2008-2009 through 2013-2014, all ninth graders in the college and career diploma pathway will be enrolled in the Louisiana Core 4 Curriculum.

For incoming freshmen in 2010-2011 and beyond, students must meet these assessment requirements to earn a standard diploma.

Students must take a full course load each year of school including their senior year unless they have met the following criteria:

1. A score of 22 or higher on ACT or a Gold on Work Keys
 2. Taken and passed all End-of-Course assessments as required by the course
 3. Completed 20 of the required 24 Carnegie Units of credit.
- A. To be considered for graduation under TOPS University Pathway, students must pass three end-of-course tests in the following categories:
- English I, or English II and
 - Algebra I or Geometry and
 - Biology or American History and
 - Foreign language (two units of the same language)
- B. To be considered for graduation under the JUMPSTART Pathway, students must pass the following areas:
- End-of-Course testing (LEAP 2025)
 - Credentialing Exams that corresponds to the pathway
 - ACT/Work Keys Exam
 - English I, or English II, and
 - Algebra 1, or Geometry and
 - Biology or US History and
 - 9 Jumpstart electives
- C. Students enrolled in a course for which there is an EOC or LEAP 2025 test must take the EOC or LEAP 2025 test for the corresponding course(s) to be promoted. EOC or LEAP 2025 test score shall count as fifteen (15%) percent of the student's final grade for the course. During the transition to new tests, the requirement to a LEAP 2025 test score as a percentage of the student's final grade will be waived for high school state assessments

Additional requirements can be found in Bulletin 741, Louisiana Handbook For Administrators, "High Schools, §2317, March 2019, Louisiana State Department of Education.

VI. 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 achieved a value-added rating of “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.

Student 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.

VII. Promotion and placement of certain 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.

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

Students with Disabilities

Students may become eligible for Act 833 performance criteria if they do not score Fair, Good, or Excellent after two attempts of the same EOC test (Act 833, 2014)

Students with Significant Disabilities

Students who qualify for LEAP Connect/LEAP alternate Assessment, Level (LAA1) and are eligible to pursue the Jump Start Career Diploma pathway may be found in Section 2320 of Bulletin 741 and Act 833, 2014 including the following requirement for eligible students.

- a. Course requirements (23 Applied courses for 23 Carnegie course credits):
- b. Assessment requirements (Scores Meets or Exceed standards or portfolio):
- c. Workforce-Readiness and Career Education requirements, and
- d. Transition requirements

A Certificate of Achievement remains an option if student(s) is not able to meet the requirements of the Career Diploma pathway.

English Learners

The Madison Parish School District's student registration packet includes a Home Language Survey. Based on the results of the survey, students are flagged and screened within thirty days for English proficiency. If results indicate that the student is limited in English proficiency, they will be tracked as ELL students, provided needed accommodations and administered the ELPT test. Progress is monitored in the acquisition of English for all students enrolled in kindergarten through grade 12 who are identified as Limited English Proficient in addition to the grade-level content assessment. In Louisiana that assessment is the English Language Development Assessment (ELPT). School staff will be trained on ELPT using the ELPT Assessment Guide produced by the Louisiana Department of Education. If a parent/guardian of an identified ELL student does not refuse services, the ELL student is placed in a comprehensive educational program that is designed and proven to provide an education that leads to the attainment of English language proficiency and academic achievement. ELL students have access to all additional services and programs available to other students. ELL students must be placed in an age-appropriate grade. If an ELL student enters the school system with no academic records, it is recommended that the student be placed in a grade corresponding to his or her age. LEP students with records are placed in grades indicated on recent school reports. As detailed in the Office of Civil Rights guidance, ELL students can be exited from a language program when they attain levels of English proficiency in listening, speaking, reading, writing and comprehension. When ELL students score full English proficiency on the ELPT in the

language domains, they no longer require participation in the EL program. However, the student will retain ELL coding status in the SIS until the criteria in BESE Bulletin 111, Chapter 40 have been met.

IEP and IAP decisions on individual students will determine the student's placement, promotion, and/or graduation requirements.

ELL students will follow district policy for placement, promotion, and graduation.

VIII. 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)

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

Madison Parish Alternative Center (MPAC)

The purpose of the Madison Parish Alternative Center is to provide students, whose behaviors have resulted in expulsion from their original campus, an opportunity to continue their education while learning acceptable behavior. It consists of a regular/special education and counseling component.

The program is offered to expelled students 12 years and older.

The Madison Parish Alternative Program also provides a teacher to address the needs of those students whose IEP's determine that significant emotional or behavior issues warrant a more restrictive placement.

Promotion policies at MPAC are the same as the home-based school from which they are enrolled.

Alternative School Programs

Christian Acres Alternative Boys Home provides a short-term, educational program for adjudicated youth placed in the facility by the courts. The ages of the students range from 11 to

21. Students are enrolled in a basic skills remediation program or a GED preparation program. Students exit by order of the courts and/or by completing the educational program, thereby earning a high school diploma or an equivalency diploma.

IX. Due process related to student placement and promotion

In the space below, please describe the LEA's due process procedures related to student placement for regular education students, students with disabilities having an Individualized Education Program plan, and students having an Individual Accommodation/Section 504 plan.

To assure due process provisions exist for teachers, students and parents to appeal student placement:

Level One: A person with a grievance must first take it to the local school principal.

Level Two: In the event an aggrieved person is not satisfied with the disposition of his/her grievance at Level One, he/she may request the School Building Level Review Committee to hear the complaint and render a decision.

Level Three: In the event an aggrieved person is not satisfied with the disposition of his/her grievance at Level Two, he/she may request the Parish Pupil Progression Review Committee to hear the complaint and render a decision.

Level Four: In the event the aggrieved person is not satisfied with the disposition of his/her grievance at Level Three, he/she may request a hearing before the Superintendent of Madison Parish Schools.

Level Five: In the event the aggrieved person is not satisfied with the disposition of his grievance at Level Four, he/she may request the Superintendent of Madison Parish Schools to schedule a hearing before the Madison Parish School Board at its next regular meeting.

Level Six: In the event the aggrieved person is not satisfied with the decision of the Board, further legal action may be taken.

In the case of the student with a disability, the due process procedures must be consistent with those described in the approved Individuals with Disabilities Education Act (IDEA) Part B, LEA Application

- a. Initiation of a hearing (§509 of Bulletin 1706)
- b. Hearing officer appointment and designation (§510 of Bulletin 1706)
- c. Hearing procedures (§511 of Bulletin 1706)

- d. Costs (§512 of Bulletin 1706)
- e. Review of hearing decisions (§513 of Bulletin 1706)
- f. Appeal (§517 of Bulletin 1706)
- g. Child status during proceedings (§518 of Bulletin 1706)

Due process procedures for qualified handicapped students are consistent with those defined in Section 504 of the Rehabilitation Act of 1973

Section 504 students

Due process procedures for qualified handicapped students are consistent with those defined in Section 504 of the Rehabilitation Act of 1973.

X. Additional LEA policies related to student placement and promotion

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

Attendance Requirements

Louisiana requires students to attend school for a certain number of days to be promoted to the next grade and earn credit for a course. Under the law, students must attend school from age 7 to 18 or until they graduate from high school. Students are required to attend school regularly and must attend at least 167 days to earn credit and be eligible for promotion to the next grade.

When a student misses school, their absence falls under four categories:

Exempted and Excused: The student is allowed to make up the missed work and the absence is not counted against the attendance requirement. Examples are extended illness documented by a doctor or to celebrate religious holidays. There is no limit to these absences.

Non-Exempt and Excused: The student is allowed to make up the missed work but the absence is counted against the attendance requirement. An example is personal or family illness documented by a parent's note. The number of non-exempt and excused absences is based on the number of school days offered. Schools are required to offer 177 days of school, which means a student can be absent ten days. If more school days are offered, then the number of absences also increases.

Unexcused: The student is not allowed to make up the missed work and the absence is counted against the attendance requirement. An example is skipping school.

Suspensions: The student is allowed to make up the missed work but the absence is counted against the attendance requirement.

Tardiness is not counted against the attendance requirement. School districts may have their own policy on tardiness.

Students must be in attendance at least 167 days in order to pass the course or grade and earn credit. Some school districts offer makeup classes that allow students to make up missed instructional time.

If a student has an excessive number of non-exempt absences, parents and legal guardians may make a formal appeal in accordance with the due process procedures established by the local school district or independent charter school. If a school district grants a waiver of the attendance requirement because of extenuating circumstances, students are eligible to make up missed work, receive grades and earn credit as long as they complete the missed work and pass the course.

Kindergarten

Promotion/Retention Criteria

Kindergarten students who meet the following criteria will be promoted to 1st grade:

- Attend 167 days of the school year
- Achieve 70% mastery of Kindergarten Skills Checklist

Students not meeting the required standards for promotion in the Regular Year Program or the Summer Program will be promoted to the next grade under the following conditions:

- a. A student shall not be retained more than one time in grades 1st-5th (except in cases dealing with the requirements of the High Stakes Testing policy). Alternatives to retention will be utilized as often as possible.
- b. If a student is retained at the 1st through the 3rd grade level, there shall be mandatory referral to the SBLC for further review and recommendation regarding placement.
- c. Students in 4th grade may be retained one (1) time. After that they will be referred to SBLC for further review and recommendation regarding promotion.
- d. A 6th - 7th grade student who has been retained one time previously, shall be referred to the SBLC for placement.
- e. For students in grade 8 refer to section on Grade 8 Excluding grades 4 and 8, the student's report card and other records will be marked SOCIAL PROMOTION and the course deficiencies will be indicated.
- f. Any student in grades 1, 2, or 3 who receive instruction and grades in reading at a level other than his assigned grade level shall be referred to the SBLC for review of

promotion/placement. In reaching a decision, the committee should address the following criteria:

- reading level as determined by the Dynamic Indicators of Basic Early
- Literacy (DIBELS)
- academic progress in reading
- academic achievement in math and language in grades 1 and 2
- academic achievement in math, language arts and Science and
- Social Studies in grade 3

In an effort to keep retention to a minimum, the district will adhere to the following:

- Limit the number of times an elementary student can be retained.
- Require multiple documented interventions prior to permitting retention
- Require teachers/SBLC to develop individual plans for all retained students and those at risk of retention
- No grade average below 60% recorded as a 9-week grade for the first 9 weeks (Example: If a student's average is 47% F for the first 9 weeks, 60%F will be recorded as the first 9-weeks grade.
- Monitor retention rates by school and grade level and intervene based on data

Students in Grades K-3 who fail to meet the criteria for their grade level will be referred to SBLC for placement. Alternatives to retention will be utilized whenever possible for students at risk of retention:

- Response to Intervention (RTI)
- Early Intervention
- Extended Instructional time
- Effective programs that frequently assess student progress and adapt instructional strategies based on results of these assessments

XI. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this Madison Parish School District 2017-2018 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: _____

Superintendent

Board President

Appendix A

Minimum Number of Minutes Requirements for the District

Grades K-2nd

Subject	Minimum # of Minutes Per Week
---------	-------------------------------

ELA	600
-----	-----

Math	300
------	-----

Science	150
---------	-----

Social Studies	150
----------------	-----

Grades 3rd-6th

Subject	Minimum # of Minutes Per Week
---------	-------------------------------

ELA	400
-----	-----

Math	300
------	-----

Science	225
---------	-----

Social Studies	225
----------------	-----

Grades 7th-8th

Subject	Minimum # of Minutes Per Week
---------	-------------------------------

ELA	450
-----	-----

Math	250
------	-----

Science	250
---------	-----

Social Studies	250
----------------	-----