



2021-2022 Pupil Progression Plan

Local Education Agency:

Jefferson Davis Parish

Jefferson Davis Parish Public Schools adhere to the equal opportunity provisions of federal and civil right laws and does not discriminate on the basis of race, color, national origin, religion, age, sex, sexual orientation, marital status, or disability.

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 necessary level of achievement on the fourth and eighth grade LEAP tests in mathematics, English language arts, science, and social studies 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 has established minimum standards in [*Bulletin 1566 – Pupil Progression Policies and Procedures*](#) 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, credit recovery, 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 prepopulated. 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.

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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.

Kindergarten

A student entering Kindergarten in any Jeff Davis Parish School shall have attained the age of 5 on or before September 30th of the calendar year in which the school year begins. Desired Results Developmental Profile Kindergarten Test (DRDP-K), a nationally recognized readiness screening, is an observation-based tool that Jeff Davis Parish will use for Kindergarten entry. Results will be used for placement and planning instruction.

First Grade

The Jeff Davis Kindergarten Exit Test shall be used to determine first grade placement of students that did not attend a full day public or private Kindergarten for a full academic year as well as out-of-state students. (This is the same instrument used for students being promoted from Kindergarten.) The School Building Level Committee (SBIT) will then determine placement.

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.

Transfer from Approved Public Schools within the State/ Outside of Louisiana

Grades K-8

Transfers from school systems within the state but outside the district are subject to state requirements. A student shall be granted equivalent credit for work completed in the former school. Equivalent credit is that credit that would be granted by Jeff Davis Parish if the work completed in the former school was completed in Jeff Davis Parish Schools.

Grades 9-12

Transfers from school systems within the state but outside the district are subject to state requirements. A student shall be allowed equivalent credit for work completed in the former school. Equivalent credit is that credit that would be granted by Jeff Davis Parish if the work completed in the former school was completed in Jeff Davis Parish Schools. Courses will be accepted at face value from a student entering from a state approved, accredited high school. Documentation shall include an official transcript showing attendance, achievement, and the units of credit earned.

Transfer from Home Study/ Non-Approved/ Non-Accredited Schools

- This includes registered non-public schools that are not seeking state approval.

Grades K-8

Parents must bring a report card and test results (ex. LEAP, Aspire, etc.) from the previous year for SBIT determination of grade level. This will determine placement for grades **1-4 and 6-8**. If no report card or test scores can be produced (no records), the guidance counselor will administer the Wide-Range Achievement Test (WRAT), then meet with SBIT to determine what grade level the student should be placed taking into consideration the age of the child as well.

For students entering grades **5 or 9**, the LDOE State Placement Test will be administered for students seeking to transfer to a public school from **any in-state nonpublic school, approved home study program, or out-of-state school**. The computer-based test is designed to measure students' knowledge and skills in ELA and math pursuant to Louisiana Student Standards in grades 4 and 8, and is consistent with the LEAP 2025 test. The test is designed to be given in two days. Results take at minimum 4 days. (*Contact the District Test Coordinator with any questions about the State Placement Test*). Students entering from an in-state public school must provide a report card and test results from the past year.

Grades 9-12 (Carnegie Unit Classes)

For students entering from home study, non-approved, or non-accredited schools with credits earned from these schools, the process below will be used.

1. Students must provide a transcript listing all high school credits and grades earned.
2. Prior to enrollment, schools will schedule students to take Pre-ACT or ACT (based on grade level).
3. If the student has an official Pre-ACT or ACT score that meets the standards in the chart below, then that score will be accepted, and no further testing will be required.
4. The ACT administered will not be an official ACT test, so this score can only be used to meet the requirements of this policy.
5. If the student obtains the set score, all credits earned will be immediately placed on the student's transcript with the grade source listed as the home study or non-approved school. Pursuant to Bulletin 741, students meeting the requirements based on proficiency, "P", shall have the course title, the year proficiency was demonstrated, P (pass), and the unit of credit earned entered on their transcript.
6. If student fails to attain the set score, he/she will be allowed one additional test opportunity that must be completed within a week of initial test.
7. If student fails to attain the set score after the second attempt (if requested) then he/she will be allowed to enroll as a first time ninth grader with no credits earned on his/her transcript.
8. Students who enroll during the course of a school year will be placed in Odysseyware as well as the current class to earn the complete credit for the Carnegie credit course.

	Pre-ACT Reading	Pre-ACT Math
Grade 10	17	17
	ACT Test Composite	
	TOPS Diploma	Career Diploma
Grade 11	20	18
Grade 12	20	18

Promotion for students in kindergarten and grades 1, 2, 3, 5, 6, and 7

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.

Kindergarten:

During the first three weeks of school, kindergarten teachers shall observe, document, and reflect on learning and development of kindergarten children assigned to them while transitioning into the new school year. Kindergarten shall begin using S, N, U (SNU numeric) in ELA and Math during the fourth week of the first nine-week period. A report of how students performed on the DRDP-K will be sent home with the first nine weeks' report card instead of a progress report. Kindergarten shall have a minimum of four (4) major grades in the first nine-week period. For the 2nd – 4th nine-week periods, kindergarten shall have a minimum of six (6) and maximum of nine (9) major grades per nine weeks. The lowest major (summative) grade will be dropped each nine-week grading period. Students scoring 80% on the Kindergarten ELA Exit Test and 80% on Kindergarten Math Exit Test shall be promoted to first grade.

- A. Attain 80% proficiency in Kindergarten Louisiana ELA Standards as measured by the JDP Kindergarten ELA Exit Test and determined by the teacher.
- B. Attain 80% proficiency in Kindergarten Louisiana Mathematics Standards as measured by the JDP Kindergarten Math Exit Test and determined by the teacher.

First Grade:

Students in grade one (1) shall have combined grades for Language/Reading (ELA). Spelling shall be graded as intended within the ELA Tier 1 curriculum. Accelerated Reader, Accelerated Math, and homework shall NOT count as a grade.

- A. Students must achieve an average of a D (.6) in both ELA and mathematics with no double F earned in the third or fourth nine weeks. Final grades will be determined by adding the point values earned from the first through the fourth nine weeks and dividing the sum by four.
- B. Students must demonstrate content standard skills as defined by Louisiana State Standards.
- C. Students will receive a grade of S, N, or U (SNU numeric) in Art, Music, PE, and Social Living and letter grades of A-F in all other subjects.
- D. Students shall have a minimum of six (6) and maximum of nine (9) major grades per nine weeks. The lowest major (summative) grade will be dropped each nine-week grading period.

Second Grade:

Students in grade two (2) shall have combined grades for Language/Reading (ELA). Spelling shall be graded as intended within the ELA Tier 1 curriculum. Accelerated Reader, Accelerated Math, and homework shall NOT count as a grade.

- A. Students must achieve an average of a D (.6) in both ELA and mathematics with no double F earned in the third or fourth nine weeks. Final grades will be determined by adding the point values earned each nine weeks and dividing the sum by four.
- B. Students must demonstrate content standard skills as defined by Louisiana State Standards.
- C. Students will receive a grade of S, N, or U (SNU numeric) in Art, Music, PE, and Social Living and letter grades of A-F in all other subjects.
- D. Students shall have a minimum of six (6) and maximum of nine (9) major grades per nine weeks. The lowest major (summative) grade will be dropped each nine-week grading period.

Third Grade:

Students in grade three (3) shall have combined grades for Language/Reading (ELA). Spelling, Accelerated Reader, Accelerated Math, and homework shall NOT count as a grade.

- A. Achieve an average of a D (.6) in 3 of 4 major subjects (English Language Arts, Math, Social Studies, or Science) with no double F earned in the third or fourth nine weeks. Final grades will be determined by adding the point values earned each nine weeks and dividing the sum by four.
- B. Academic credit may be earned either through regular school, summer school, or the school's academic RTI cycle of instruction/RTI process. The SBIT will review all cases where a student does not pass 3 out of 4 major subjects to determine if the student will be promoted or retained. Students who fail three or more core subjects (English Language Arts, Social Studies, Science, or Math) will not be eligible to attend summer school for promotional purposes (either in or out-of-district) and will have to repeat the grade they failed.
- C. Students must demonstrate content standard skills as defined by Louisiana State Standards.
- D. Students will receive a grade of S, N, or U (SNU numeric) in Art, Music, and P.E. and letter grades of A-F in all other subjects.
- E. Students shall have a minimum of six (6) and maximum of nine (9) major grades per nine weeks. The lowest major (summative) grade will be dropped each nine-week grading period.

Fifth Grade:

Students in grades 4-8 shall have combined grades for Language/Reading (ELA). Spelling, Accelerated Reader, Accelerated Math, and homework shall NOT count as a grade.

- A. Achieve an average of a D (.6) in 3 of 4 major subjects (English Language Arts, Math, Social Studies, or Science) with no double F earned in the third or fourth nine weeks. Final grades will be determined by adding the point values earned each nine weeks and dividing the sum by four.
- B. Academic credit may be earned either through regular school, summer school, or the school's academic RTI cycle of instruction/RTI process. The SBIT will review all cases where a student does not pass 3 out of 4 major subjects and determine if the student will be promoted or retained. Students who fail three or more core subjects (English Language Arts, Social Studies, Science, or Math) will not be eligible to attend summer school for promotional purposes (either in or out-of-district) and will have to repeat the grade they failed.
 - A. Students must demonstrate content standards skills as defined by Louisiana State Standards.
 - B. Students will receive a grade of S, N, or U (SNU numeric) in Art, Music, P.E. and letter grades of A-F in all other subjects.
 - C. Students shall have a minimum of six (6) and maximum of nine (9) major grades per nine weeks. The lowest major (summative) grade will be dropped each nine-week grading period.

Sixth and Seventh Grades:

Students in grades 6-7 shall have combined grades for Language/Reading (ELA). Spelling, Accelerated Reader, Accelerated Math, and homework shall NOT count as a grade at any grade level in any subject.

- A. Students must achieve an average of a D (.6) in 3 of 4 major subjects (English Language Arts, Math, Social Studies, and Science) with no double F earned in the third or fourth nine weeks. Final grades will be determined by adding the point values earned each nine weeks and dividing the sum by four.
- B. Academic credit may be earned either through regular school, summer school, or the school's academic RTI cycle of instruction/RTI process. The SBIT will review all cases when a student does not pass 3 out of 4 major subjects and determine if the student will be promoted or retained. Students who fail three or more core subjects (English Language Arts, Social Studies, Science, or Math) will not be eligible to attend summer school for promotional purposes (either in or out-of-

district) and will have to repeat the grade they failed. Substitution of subjects in summer school is not allowed for promotion.

- C. Students must demonstrate content standards skills as defined by Louisiana State Standards.
- D. Students in grades 6 – 7 are given the opportunity to accelerate and earn Carnegie credits prior to entering the 9th grade in several subjects through traditional means. The scope of course offerings is contingent upon each individual school's ability to schedule and staff these courses.
- E. Summer school credit for removal of deficiencies must be earned at a school approved by the Louisiana State Department of Education, or by the equivalent agency of another state.
- E. Students in grades 6-7 shall have a minimum of six (6) and maximum of nine (9) major grades per nine weeks. The lowest major (summative) grade will be dropped each nine-week grading period.
- F. Major grades will carry 80% weight of the nine-week grade.
- G. Maximum of five (5) minor grades can be administered.
- H. Minor grades will carry 20% weight of the nine-week grade.
- I. If no minor grades are administered, then the major grades will account for 100% of the nine-week grade.
- F. At the conclusion of the school year and beyond, placement decisions for 6th and 7th grade students shall be made according to the Jefferson Davis Pupil Progression Plan. The main factor considered when determining proficiency and placement of 6th and 7th grade students will be the student's successful completion of the required coursework as outlined in Pupil Progression Plan. Additional indicators of readiness to be considered shall be a body of data including, but not limited to a student's level of performance on state-released practice tests, Accelerated Reading, Accelerated Math, and any other appropriate data.

High School Credit may be earned by Middle School students as described in Section 2321 of Bulletin 741.

- A. Carnegie credit will be awarded for successful completion of the following courses: Journey to Careers, Quest for Success, Intro to BCA, French I, French II, AgriBusiness I, FACS I, Health Education, Keyboarding, Speech, and any other subjects approved by the Superintendent or his designee. Final grades earned in each of these courses will become a part of the student's permanent high school transcript.
- B. All full-year courses or semester courses pursued in the 6th – 8th grades for Carnegie credit are required to include a final exam. Semester courses: Students may earn Carnegie credit ($\frac{1}{2}$ credit and/or accelerated one full credit), in selected courses with a D (.6) average.

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 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.

Fourth Grade:

Students in grade 4 shall have combined grades for Language/Reading (ELA). Spelling, Accelerated Reader, Accelerated Math, and homework shall NOT count as a grade.

- A. Achieve an average of a D (.6) in 3 of 4 major subjects (English Language Arts, Math, Social Studies, or Science) with no double F earned in the third or fourth nine weeks. Final grades will be determined by adding the point values earned each nine weeks and dividing the sum by four.
- B. Academic credit may be earned either through regular school, summer school, or the school's academic RTI cycle of instruction/RTI process. The SBIT will review all

cases when student does not pass 3 out of 4 major subjects and determine if the student will be promoted or retained. Students who fail three or more core subjects (English Language Arts, Social Studies, Science, or Math) will not be eligible to attend summer school for promotional purposes (either in or out-of-district) and will have to repeat the grade they failed.

- C. Students must demonstrate content standards skills as defined by Louisiana State Standards. First-time Grade 4 students' successful completion of grade-level coursework will be the principle criteria for promotion until the LEAP 2025 test results are available.
- D. Students will receive a grade of S, N, or U (SNU numeric) in Art, Music, P.E. and letter grades of A-F in all other subjects.
- E. Students shall have a minimum of six (6) and maximum of nine (9) major grades per nine weeks. The lowest major (summative) grade will be dropped each nine-week grading period.
- F. The school, in partnership with teachers and family, shall develop an Individual Academic Improvement Plan on any fourth grade student not scoring "Basic" in at least two subjects on the third grade LEAP 2025. The student and his/her parent(s) will receive the plan with an opportunity to review it, and the Parent/Guardian Agreement Form shall be signed by the student's legal guardian(s).
- G. The Individual Academic Improvement Plan will outline at least two allowable interventions per below "Basic" received by subject area. This plan will remain in place until the student meets academic expectations.
- H. The signed agreement must be kept on file as the LDOE will monitor districts each year.
- I. Other considerations for retention include, but are not limited to:
 - 1. Parent recommendation/agreement
 - 2. Student maturity
 - 3. Combination of at least 2+ test scores (ELA, Math, Science, Social Studies)
 - 4. Student work results throughout the school year
 - 5. Teacher recommendation
- J. The school's SBIT shall make the determination of final retention or promotion status based on available data.
- K. If retention is deemed the appropriate action for the struggling student, the following requirements must be met:
 - a. Criteria for determination should be listed in the school PPP and adhered to in all retention decisions.
 - b. Remediation will be offered to the student before retention takes effect.

- c. Parent meeting will be held ensuring parents understand rights relative to retention and sign permission to retain document provided by LDE.
- L. If **promotion** through instructional support is deemed the appropriate action for a struggling student in any given year, then instructional support plan must be developed or updated using the academic improvement plan template.

Promotion and support of students in Grade 8

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 in the spring 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.

Eighth Grade:

Students in grade 8 shall have combined grades for Language/Reading (ELA). Spelling, Accelerated Reader, Accelerated Math, and homework shall NOT count as a grade at any grade level in any subject.

- A. Students must achieve an average of a D (.6) in 3 of 4 major subjects (English Language Arts, Math, Social Studies, and Science) with no double F earned in the third or fourth nine weeks. Final grades will be determined by adding the point value earned each nine weeks and dividing the sum by four.
- B. Academic credit may be earned either through regular school, summer school, or the school's academic RTI cycle of instruction/RTI process. The SBIT will review all cases when student does not pass 3 out of 4 major subjects and determine if the student will be promoted or retained. Students who fail three or more core subjects (English Language Arts, Social Studies, Science, or Math) will not be eligible to attend summer school for promotional purposes (either in or out-of-district) and will

- have to repeat the grade they failed. Substitution of subjects in summer school is not allowed for promotion.
- C. Students must demonstrate content standards skills as defined by Louisiana State Standards.
 - D. Students in grade 8 are given the opportunity to accelerate and earn Carnegie credits prior to entering the 9th grade in several subjects through traditional means. The scope of course offerings is contingent upon each individual school's ability to schedule and staff these courses.
 - E. Carnegie credit will be awarded for successful completion of the following courses: Journey to Careers, Quest for Success, Intro to BCA, French I, French II, AgriBusiness I, FACS I, Health Education, Keyboarding, Speech, and any other subjects approved by the Superintendent or his designee. Final grades earned in each of these courses will become a part of the student's permanent high school transcript.
 - F. Summer school credit for removal of deficiencies must be earned at a school approved by the Louisiana State Department of Education or by the equivalent agency of another state.
 - G. Students in Eighth grade shall have a minimum of six (6) and maximum of nine (9) major grades per nine weeks. The lowest major (summative) grade will be dropped each nine-week grading period.
 - H. Major grades will carry 80% weight of the nine-week grade.
 - I. Maximum of five (5) minor grades can be administered.
 - J. Minor grades will carry 20% weight of the nine-week grade.
 - K. If no minor grades are administered, then the major grades will account for 100% of the nine-week grade.
 - L. At the conclusion of the school year, placement decisions for eighth grade students shall be made according to the Jefferson Davis Pupil Progression Plan. The main factor considered when determining proficiency and placement of eighth grade students will be the student's successful completion of the required coursework as outlined in Pupil Progression Plan until LEAP 2025 test results are available. Additional indicators of readiness to be considered shall be a body of data including, but not limited to a student's level of performance on state-released practice tests, Accelerated Reading, Accelerated Math, and any other appropriate data.
 - M. Eighth grade students who fail to meet the passing standard may be placed on a high school campus in ninth grade or transitional ninth grade. This decision shall be made by the school in which the student is enrolled as an 8th grader in consultation with the student's parents. Students placed in ninth grade or transitional 9th grade shall meet the following criteria:
 - a. Students shall be required to participate in the school's academic RTI cycle of instruction to demonstrate acquisition of skills for the subject(s) students failed.
 - b. Students must meet minimum attendance requirements for academic RTI cycle of instruction, Rtl process, and demonstrate their readiness to complete 9th grade work in order to be placed in Transitional Ninth Grade. The sending

school's SBIT team, with input from the receiving school, will make the final determination for placement.

- c. Remediation (See Additional LEA Policies Related to Student Placement and Promotion beginning on page 25)
- N. Students placed in transitional ninth grade shall be placed in remedial classes for the subject(s) the student did not meet the passing standard and will not be included in the high school's graduation cohort their first year on campus. Counseling and career counseling should be offered to these students, and student progress should be reviewed several times per year. Students are only eligible for high school athletics for eight (8) consecutive semesters.
- O. The objective of the Transitional 9th Grade is to help students address social, emotional, and academic deficiencies in an age-appropriate setting while preparing them to graduate high school.

High School Considerations

Instructional Minutes

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

Individual Graduation Planning

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

- [Complete the FAFSA](#); or
- [Complete the Louisiana TOPS form](#); or
- Certify a waiver in writing to the LEA (sample: [non-participation LEA form/Letter](#)); or
- Receive a waiver through the district hardship waiver process.

Early Graduation

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

- The early graduation program may include distance education (§2326), dual enrollment (§2327), and Carnegie credit and credit flexibility (§2314).

- LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.

Credit Recovery

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

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

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

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

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

Credit recovery courses must be aligned with state content standards and include a standards-aligned pre-assessment to identify unfinished learning and a standards aligned post-assessment to demonstrate course proficiency for content identified as non-proficient.

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

The end-of-course exam weight in a student's final grade determined by the LEA must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-of-course exam, but have failed the course, may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

NCAA Policy

Nontraditional Courses

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

- The courses must meet NCAA course requirements.
- The courses must have ongoing and regular teacher-initiated interaction for the purposes of teaching, evaluating, and providing assistance throughout the duration of the course.

Examples include synchronous or asynchronous instructive interaction, including emails, video, HS LEAP 2025 conferencing, online chats, phone calls, and feedback on assessments.

- The courses must have a defined time period for completion. This means the nontraditional program must identify the fastest and slowest paths to successfully complete a course.

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

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

Information for school administrators

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

Credit recovery programs

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

- The courses must meet NCAA core-course requirements, and in some instances, nontraditional course requirements.
- The school must follow its credit recovery policies, regardless if the student is an athlete. The NCAA Eligibility Center may request the school's policy, if necessary.
- The credit recovery courses should be clearly identified as such on the high school transcript.
- Repeated courses must be substantially comparable, qualitatively and quantitatively, to the previously attempted course.

Distance and E-Learning Environments

Coursework completed via distance learning during the spring and summer of 2020 will not require a separate review. This guidance applies to students seeking college eligibility.

Students are encouraged to complete their NCAA-approved core-courses through the channels of instruction provided or recommended by their school, district, or state department of education.

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.

Ninth through Twelfth Grades:

- A. Jeff Davis students may earn Carnegie credit as middle school and high school students in two ways:
1. By passing a course in which the student is enrolled.
 1. By demonstrating proficiency in a course with a state administered HS LEAP 2025 exam by scoring Approaching Basic, Basic, Mastery or Advanced, by successfully completing the required number of submissions for a subject offered through a virtual platform.
- B. Students awarded Carnegie credit through proficiency tests like, but not limited to College Level Examination Program (CLEP) and Odysseyware. Course title, the year proficiency was demonstrated, and the unit of credit with the letter grade earned will be entered on the student's transcript.
1. HS LEAP 2025 grade conversion charts provided by the state will be used when assigning letter grades given for proficiency in HS LEAP 2025 courses.
 2. Letter grades for proficiency demonstrated on a virtual platform will be assigned by the program based on the state's uniform grading scale.
- C. Classification of students who entered the ninth grade during the 2008 – 2009 school year thereafter will be based on units earned and will be as follows:

Less than 6 units	9 th Grade
6 units or more, but less than 12 units	10 th Grade
12 units or more, but less than 17 units	11 th Grade
17 units or more	12 th Grade

(If the student can earn enough credits for graduation, the student is classified as a senior.)

- D. Students taking Carnegie credit courses shall earn at least a .6, with no double F earned in the fourth nine weeks or on the final exam/HS LEAP 2025 exam.
- E. Students in 9-12 grades shall have a minimum of six (6) and maximum of nine (9) major grades per nine weeks. The lowest major (summative) grade will be dropped each nine-week grading period.
- F. Major grades will carry 80% weight of the nine-week grade.
- G. Maximum of five (5) minor grades can be administered.
- H. Minor grades will carry 20% weight of the nine-week grade.
- I. If no minor grades are administered, then the major grades will account for 100% of the nine-week grade.
- J. Final exam will be administered in all Carnegie credit courses. The HS LEAP 2025 exam shall count as the final exam.
- K. For graduating seniors in Carnegie credit courses, the 4th nine-week period shall have a minimum of five (5) major grades. The lowest major (summative) grade will be dropped each nine-week grading period. Final exam will be administered in all Carnegie credit courses. If the HS LEAP 2025 exam shall count as the final exam.
- L. In HS LEAP 2025 courses, final grades will be determined with the HS LEAP 2025 test score accounting for 20% of a student's final grade. The remaining four grades for the nine

- (9) week periods shall each account for 20% of a student's final grade. In HS LEAP 2025 courses the final grade shall be calculated by adding the points from each of the nine week periods and the HS LEAP 2025 exam then dividing by five (5).
- M. Non-HS LEAP 2025 Carnegie credit courses will be calculated by adding the points from each of the nine-week periods and the final exam then dividing by five (5).
 - N. No half credit in full credit Carnegie courses shall be awarded.
 - O. Semester courses: Students may earn Carnegie Credit ($\frac{1}{2}$ credit and/or accelerated one full credit), in selected courses with a D (.6) average. All semester courses shall have a final exam.
 - P. Spelling, Accelerated Reader, Accelerated Math, and homework shall NOT count as a grade at any high school grade level in any subject.
 - Q. Students entering high school in 2017-2018 and beyond must successfully complete twenty-four Carnegie units for the University Diploma or twenty-three Carnegie units for the Career Diploma as presented by BESE and pass three of the HS LEAP 2025 assessments, one in each of the categories of: Algebra I or Geometry, English I or English II, U.S History or Biology I in order to receive a high school diploma.
 - R. The Jefferson Davis Parish School Board has established a Distance Education Program that supports the State Content Standards in accordance with Chapter 24, Section 2395 of Bulletin 741. The following procedures have been established to monitor its administration:
 - a. Distance learning courses are provided through Odysseyware which is the Jefferson Davis Parish approved provider and is only allowed for Carnegie credit with permission given by the High School Principal, the Parish Distance Learning Supervisor and the Jefferson Davis Parish Assistant Superintendent.
 - b. The final grade earned in a distance learning course will be the final grade recorded on a student's transcript for credit and for grade point average. If the distance learning provider does not provide a final grade, the total number of points earned in the "fall" semester and the "spring" semester by the student will be added together and divided by the total number of points possible in the course to determine the student's average for the year. The appropriate grading scale utilized by the learning provider will then be applied to determine the final grade for the course in question.
 - S. Correspondence courses can only be provided through Odysseyware which is the Jefferson Davis approved provider and are only allowed for Carnegie credit with permission given by the High School Principal and the Jefferson Davis Parish ELA Curriculum Supervisor.
 - T. Summer school credit for removal of deficiencies must be earned at a school approved by the Louisiana Department of Education or by the equivalent agency of another state.
 - U. CLEP tests are available for proficiency credit based on the district's state-approved matrix. (See Appendix B)

- V. High school students have the opportunity to receive accelerated Carnegie credits through CLEP, Dual Enrollment, and Advanced Placement. Students needing regular courses to graduate ahead of their cohort may take accelerated courses.

Distance learning and online courses through Odysseyware are provided to facilitate a student's ability to receive a diploma in less than four years. Accelerated opportunities are provided at every high school for each student through Odysseyware. All students stay on the same schedule for course completion, and students can only begin courses at the beginning of a year or possibly a semester. Use of a web-based program for Distance learning allows students to work at their own pace and finish a course when content has been mastered rather than according to a pre-determined schedule or the standard required seat time. Distance learning requires a teacher of record for each course offered. Secondary certified teachers serve as the teachers of record for each of the core areas and district-approved electives.

The teacher of record monitors students' progress to ensure the integrity of the Carnegie credit and issues the grades and credits for those participating students. Students can communicate with parish teachers of record when the need arises.

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.

Students with disabilities attending summer remediation will receive special supports as needed.

Summer remediation

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

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

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.

The Home Language Surveys are sent out to each student at the beginning of the school year. Teachers can also refer a student to the ELL teacher if they have concerns.

The ELL teacher assesses the student using the Woodcock-Munoz Language survey test. The parents are notified of the results and parental consent is required for the student to receive ELL services.

In both elementary and secondary classes, a pull-out program is used to deliver ELL services. Students work in small groups. The ELL teacher collaborates with the regular education teachers to identify weaknesses, and the ELL teacher prepares lessons to improve students' weaknesses.

Grades for elementary (Grades 1-8) ELLs who are attending a Jeff Davis Parish school for the first school year (two complete semesters) of residence in the United States and who cannot comprehend the language of instruction will be assigned grades of S, N or U based on cooperation, effort and participation in classwork to the degree that the student's English language proficiency allows. Students will still be expected to: pay attention in class, follow directions, bring required materials, participate in class activities, complete homework assignments to the best of their abilities, and show progress.

Grades for secondary (Grades 9-12) ELLs who are attending a Jeff Davis Parish school for the first school year (two complete semesters) of residence in the United States and who cannot comprehend the language of instruction will have content courses simplified according to the ELLs' English proficiency level. Evaluations of student progress will be made in terms of successful mastery of the skills outlined in the State Standards.

Grades of A, B, C, D or F will be assigned for content courses by the school's SBIT, in conjunction with the teacher of each subject taught, by weighing end-of-semester or end-of-the-year evaluations more heavily than those given at the beginning of the school year and by utilizing, if desired, performance assessments and an assessment portfolio in addition to grades earned as documentation for assigning a grade.

Promotion/retention policies for Limited English Proficient (LEP) students in a regular instructional program will be as follows:

LEP students shall be provided language services which address their need for becoming fluent and literate in English. They shall be provided instructional programs which foster their success in math, science, social studies, and language arts.

LEP students in grades K-8 should receive instructional modifications in the regular classroom (i.e. modified lesson plans). If students are not passing but are trying to participate to the best of their language abilities, a letter grade of A, B, C, D followed by the word LEP should be issued (i.e. B/LEP). If the student is receiving instructional modifications in the regular classroom and is making no attempt at course work, an F should be issued.

The instructional program for the Limited English Proficient secondary student will be one in which the non-English speaking student will not be placed in highly language-dependent courses (i.e. American History) until he develops a level of competency to succeed in the courses. Limited English students may be scheduled in courses such as reading, speech, music, and courses that facilitate oral comprehension and production while at the same time allowing the students to earn Carnegie credits.

No LEP student shall be retained solely because of limited English Proficiency. Refer to Bulletin 1851. Students with characteristics of dyslexia are served in a multi-sensory structured language program. They receive instruction in the basal and/or the MSL program. If instruction is provided in the MSL program only, grades are derived from that program rather than the basal program.

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.

- A. Jefferson Davis Parish School Board will comply with Louisiana Adult Education Program requirements as stated in Louisiana RS.17:221.
 - 1. Requirements for entering the Adult Education Program: A student must be 18 years of age or older, unless married, pregnant, institutionalized, incarcerated, adjudicated, or economically disadvantaged in order to be accepted into the Adult Education Program. If a student has one of the above conditions and meets the age requirement of at least 16 years of age, an Age Waiver Request must be submitted to the Child Welfare and Attendance Supervisor for Jeff Davis Parish.
- B. An alternative program for students expelled or suspended long term will be housed on the West End Instructional Center Campus. An administrator, certified staff of at least three teachers, and an appropriate number of aide(s) will serve the students by working with them individually and in small groups. The instruction will utilize

computer assisted instruction (CAI); individual printed courses in booklet form, and individualized lesson plans. State standards will be met for core courses (Language Arts, Math, Science, Social Studies, and PE). IDEA students will work towards all IEP objectives.

- C. Additionally, a variety of vocational courses will be offered through SOWELA Technical Community College, Jennings, Louisiana.
- D. Regular education students recommended for expulsion may be admitted to the Alternative Program by interviewing with an admissions committee, designated by the Superintendent, which will determine the appropriateness of placing the student in the Alternative Program. Special Education students may be assigned to the Alternative Program by the student's IEP team, with the approval of the admissions committee, which includes the Director of Special Education as a member. Special Education students will be served in meeting their IEP objectives as they would have been served at their sending school, with no deviation or modification.
- E. The grading scale at the Alternative Program will be the same as at all other schools in the parish. The same criteria for promotion will apply to the Alternative Program as applies in the PPP to all other students.
- F. The JDPSB Mentor Plus Program (M+) began in 2015-2016 targeting middle school students that are in danger of dropping out of school and would greatly benefit from positive mentoring.
- G. The instruction will utilize computer assisted instruction (CAI) and individualized lesson plans. State standards will be met for core courses (Language Arts, Math, Science, Social Studies, and PE). IDEA students will work towards all IEP objectives.

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.

Regular Education Students

Due process as related to student placement may be initiated by an individual student, parent, and/or teacher within 30 days. Due process policies apply to all regular and special education students. If an appeal concerning placement is made by a student, parent/guardian, and/or teacher, it shall follow the proper lines of authority as outlined in the established grievance procedures of Jefferson Davis Parish.

Students with Disabilities with an Individualized Education Program Plan

Placement responsibilities for LEA's are identified by Title 28 Part XLIII Bulletin 1706 subpart A section 440. Children with exceptionalities maintain their due process rights throughout the placement process. These due process rights are outlined in the Louisiana's Educational Rights of Children with Disabilities in Public Schools handbook by the Louisiana Department of Education, revised September 2013

Individual Accommodation/Section 504 Plan

Placement of 504 students is overseen by the policies and procedures identified in the Jefferson Davis SBIT/504 Policies and Procedures, revised 2013. Due process procedures are outlined in Section V.

Additional LEA policies related to student placement, promotion, etc.

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

Note: This may include course pre-reqs, class ranking, etc.

A. Jeff Davis will have four (4) – nine (9) week periods.

Students will still be expected to: Pay attention in class, follow directions, bring required materials, participate in class activities, complete homework assignments to the best of their abilities, and show progress.

Uniform Grading Policy

A. LEAs shall use the following uniform grading system for students enrolled in all grades K-12 for which letter grades are used. [R.S. 17:7(31) (A)] (Bulletin 741 §2302.Uniform Grading Policy)

Grading Scale for Regular Courses	
Grade	Percentage
A	100-93
B	92-85
C	84-75
D	74-67
F	66-0

Jefferson Davis Parish uses a 10-point grading scale for all Advanced Placement courses, approved Honors courses, Dual Enrollment (DE) and articulated courses as determined by course requirements.

Grading Scale for AP, DE, H, AC	
Grade	Percentage
A	100-90
B	89-80
C	79-70
D	69-60
F	59-0

Grades for promotion and retention shall be determined using the following scale:

Letter Grade	Point Value	4.0 Scale	% Scale	Grade (Definition)
A	4	3.500 – 4.000	92.500 – 100.00	S (Satisfactory)
B	3	2.500 – 3.499	84.500 – 92.499	
C	2	1.500 – 2.499	74.500 – 84.499	
D	1	0.600 – 1.499	66.500 – 74.499	N (Needs Improvement)
F	0	0.000 – 0.599	0.0000 – 66.499	

Overview of the School Building Intervention Team (SBIT)

1. Every school in Jefferson Davis Parish has an SBIT comprised of teachers and specialists who represent the various programs within a school.
2. Although the core team should remain the same, SBIT membership should be modified to ensure that a committee of knowledgeable persons can address an individual student's needs.
3. The SBIT should meet on a regular basis to discuss individual students who are experiencing academic, behavioral, social, or other academic difficulties. Functioning in a coordinated team approach, members should plan, carry out, and determine the effectiveness of interventions designed for individual students.
4. The SBIT will also be responsible for implementing the Five-Step Process for Evaluation and Determination of Program Eligibility for dyslexia/504 and/or referral to Pupil Appraisal Services, if applicable, and will assist in making student promotion and retention decisions.

Membership of the SBIT

1. Each campus must establish a committee of knowledgeable persons, as per requirements of Section 504 and Special Education regulations to conduct assessment and referral activities. The SBIT must be comprised of at least three members:
 - a. The child's teacher, and
 - b. Two other professional persons who are knowledgeable about the child and/or the suspected condition in the individual school setting:
 1. Reading Specialist
 2. School Counselor
 3. Language/Speech Therapist
 4. Curriculum Specialist in Language Arts
 5. Master degree teachers in reading, language arts, special education, and/or elementary education
 6. School Psychologist
 7. Educational Diagnostician
 8. Social Worker
2. The Committee of knowledgeable persons may include additional members:
 - a. The parent or guardian and student, when possible; and
 - b. Pupil Appraisal team members, when deemed necessary

The Goal of the SBIT

The overall goal of the SBIT, at each level, is the coordination among the committees, agencies, and individuals responsible for student education in order to

assist individual students in obtaining a successful education. A request may be made to the SBIT for review of a student's educational progress if school personnel (principal, school counselor, teacher, school nurse), a parent/guardian, community agency personnel, or a student has reason to believe that the student may be exceptional.

School Building Level Committee Responsibilities:

1. To facilitate communication among school staff concerning students having difficulties.
2. To provide support to teachers who are trying to individualize instruction.
3. To design educational intervention for students who are experiencing various kinds of difficulties in school.
4. To serve as point of entry for determination of Section 504 handicaps and determination of program eligibility according to Bulletin 1903, the Louisiana Dyslexia Law.
5. To act as a screening vehicle for referrals for Pupil Appraisal Services.
6. To act as the final decision-making body regarding student placement.

Remediation

1. Remediation for regular education students and students with disabilities will take place during the regular school day for all students not meeting the passing standard on the LEAP 2025 and/or HS LEAP 2025 assessments.
2. Each school shall create a plan for implementing the Academic RTI Cycle of Instruction and RTI schedule that will meet the needs of students needing remediation, including, but not limited to those students that score *Approaching Basic/Unsatisfactory* on a LEAP 2025/HS LEAP 2025 test or struggling students.
3. Any student taking high school courses scoring *Approaching Basic/Unsatisfactory* on a HS LEAP 2025 will be provided 30 hours of remediation during the school's Academic RTI Cycle of Instruction throughout the school year and through each school's RTI process or sessions held before and after school hours. A list of all eligible students shall be maintained at the Central Office level with individual school lists maintained at the building level.
4. Remedial teachers will possess the appropriate certification for the area(s) in which they are providing remediation as evidenced by their teaching certificates.
5. Instructional paraprofessionals must have the qualifications as specified by the State Department of Education. Paraprofessionals, who assist with remediation, will work under "immediate supervision" of a certified teacher who is responsible for planning activities and assessment of students.
6. Additional certified and paraprofessional personnel (who meet the state guidelines) will be employed where numbers warrant.
7. Instruction will include on grade level content and "just in time remediation" for mastery of skills in the areas of English Language Arts, mathematics, science, or social studies.
8. Lesson plans will include reference to appropriate Louisiana State Standards.

9. Remediation program will be coordinated with other programs under state, federal, and local funds in accordance with Bulletin 1566.
10. The failure of special education students to achieve performance standards on the state criterion-referenced tests does not qualify such students for special education extended school year programs (Board Policy).
11. Students who successfully exit the school's Academic RTI Cycle of Instruction and RTI Process by meeting the minimum attendance requirements (90% of the time) and demonstrate mastery of skills will be promoted to the next grade level. Students who do not demonstrate mastery but do show a readiness to begin work at the next grade level may be placed in the next grade or granted a transitional waiver to the 9th grade. Students who fail to demonstrate readiness for the next grade level may be retained in their current grade.
12. SBIT should consider a body of data including, but not limited to Amplify, Zearn Reports, LEAP 25 results, formative and summative assessments, DIBELS results, T.S. Gold, report cards, classroom assignments, and Academic RTI Cycle of Instruction/RTI results in determining promotion or retention.

LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this Jefferson Davis Parish 2020-2021 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority:

August 19th, 2021

Kirk W. Credeur

JDP Superintendent

John S. Sibley

JDP Board President

LEAP 2025 High School Tests Scale Score to Grade Scale Conversion Tables

Students enrolled in a course for which there is a LEAP 2025 High School test must take the test (*Bulletin 741, Section 2318*). The LEAP 2025 High School test score shall count a percentage of the student's final grade for the course. The percentage must be between 15 and 30 percent inclusive, and shall be determined by the local district. The LDOE provides conversion tables to help districts factor the LEAP 2025 High School tests scores into final course grades.

The following table shows the relationship among LEAP 2025 achievement levels, scale scores, grade scale scores based on the uniform grading scale (93 85 75 67 0), and the corresponding letter grade.

	LEAP 2025 Achievement Level	LEAP 2025 Scale Score	Grade Scale Score	Grade
Algebra I	Advanced	805-850	93-100	A
	Mastery	750-804	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	700-724	67-74	D
	Unsatisfactory	650-699	0-66	F
English I	Advanced	791-850	93-100	A
	Mastery	750-790	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	700-724	67-74	D
	Unsatisfactory	650-699	0-66	F
Geometry	Advanced	783-850	93-100	A
	Mastery	750-782	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	700-724	67-74	D
	Unsatisfactory	650-699	0-66	F
English II	Advanced	794-850	93-100	A
	Mastery	750-793	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	700-724	67-74	D
	Unsatisfactory	650-699	0-66	F
US History	Advanced	774-850	93-100	A
	Mastery	750-773	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	711-724	67-74	D
	Unsatisfactory	650-710	0-66	F

The attached tables show the corresponding grade scale score for each LEAP 2025 scale score. Each LEAP 2025 High School test scale score is mapped onto a grade scale score within each of the LEAP 2025 achievement level ranges. The following is an example of how the conversion tables are used to calculate the student's final course grade:

Dana earned 89% in her Algebra I coursework, and had a scale score of 768 on her LEAP 2025 Algebra I test which placed her in the *Mastery* achievement level. The LEAP 2025 High School tests count for 20% of the final course grade in her district. According to the conversion table for Algebra I on page 3, her LEAP 2025 scale score 768 translates into a grade scale score of 87. Her final course percentage is $87 \times 0.20 + 89 \times 0.80 = 88.6$, which is a B.