

Louisiana Believes

2016-17 Pupil Progression Plan

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2016-17 Pupil Progression Plan

Welcome

- You are being placed in broadcast mode as you join the session to reduce background noise.
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- Today's webinar slide deck is available for instant download via the "Files" pod on the right side of your screen or directly from the Louisiana Believes Webinar Library.
<http://www.louisianabelieves.com/resources/library/webinars>
- If you have any issues, please contact Tristen Guillory via the [Q & A](#) pod to the right of the screen or email PPP@la.gov.
- We will begin shortly. Thank you.

2016-17 Pupil Progression Plan

Objective:

The purpose of today's webinar is to provide an overview of the [2016-17 Pupil Progression Plan](#), highlight changes to the template, and to outline the submission process.

We ask that you **hold all questions until the end of the presentation at which time you will be able to submit questions via the **Q & A pod** on the right hand side of your screen.*

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Introduction

- The **Pupil Progression Plan** is the comprehensive plan developed and adopted by each LEA. The plan is based on student performance on the Louisiana Educational Assessment Program and is aligned to state laws and BESE policies (*Bulletin 1566* – Revised March 2010).
- The 2016-17 PPP template is now available for download using the “Files” Pod on the right side of your screen <OR> by visiting <http://www.louisianabelieves.com/resources/library/school-policy> <OR> <http://www.louisianabelieves.com/resources/library/special-school-district>
- Anything printed in **green** is to be included in the PPP.
- Anything printed in **black** is an explanation.
- Include all district policy and responses in **blue**.
- Anything highlighted in **yellow** has been revised to reflect recent policy updates

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2016-17 Pupil Progression Plan

Section I

Formal Submission Statement

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FORMAL SUBMISSION STATEMENT

What to include in Section I - general procedures for development, approval, and revision of the school district pupil progression plan.

- A formal submission statement – with signatures in **blue ink**
- A local contact information page
- A listing of the committee of educators appointed by the Superintendent
- A listing of the parents appointed by the school board
- Documentation of input into the PPP by educators/parents
- Copies of the public notice of the PPP prior to approval of PPP (dates and location)

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2016-17 Pupil Progression Plan

Section II

State and District Policies

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STATE AND DISTRICT POLICIES

Section II should include information on the following:

- I. Placement
- II. Attendance Policy
- III. Uniform Grading Policy
- IV. Promotion K-8
- V. High School Graduation Requirements
- VI. Retention Policy
- VII. Acceleration
- VIII. Remediation
- IX. Alternative Schools and Programs
- X. Other Policies and Procedures

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Placement

A. Kindergarten and First Grade Entrance and Screening Requirements

- Academic readiness screening instrument
- Early entrance into kindergarten
- Developing Skills Checklist (DSC)

B. Transfer Students

- Placement policies for nonpublic and home schooled students
- Placement policies for transfer students entering transitional 9th grade.
- Placement tests for transfer students

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Placement Continued

C. Limited English Proficient (LEP) Students

- Identify language minority students
- Describe age-appropriate placement for LEP students.
- Describe the procedures established to monitor former Limited English Proficient students

D. Review of Placement

- **Promotion and placement decisions** are monitored periodically to determine that the LEA's policies are being implemented uniformly across the system. Explain how, upon request, an individual, such as a parent, teacher, principal, superintendent, etc., could initiate an individual review.

Attendance

Elementary students

Must be in attendance a minimum of **60,120 minutes** (equivalent to 167 six-hour days) a school year.

High school students

In order to be eligible to receive grades, high school students shall be in attendance a minimum of **30,060 minutes** (equivalent to 83.5 six-hour school days), per semester or **60,120 minutes** (equivalent to 167 six-hour school days) a school year for schools not operating on a semester basis.

Uniform Grading Policy

LEAs shall use the following uniform grading system for students enrolled in all grades K-12 for which letter grades are used.

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

New for 2016-17:

LEAs are required to provide a grading scale specifically for advanced coursework such as Advanced Placement, International Baccalaureate, Dual Enrollment, Gifted and Talented, and/or Honors.

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Promotion K - 8

A. Requirements of the Louisiana Educational Assessment Program:

- Intervention and remediation for **non-proficient** (or equivalent) students
- Placement of a first-time eighth grader in **transitional 9th grade**, if the student is determined to be non-proficient
- Remediation for **transitional 9th grade students** during the summer and school year while ensuring credit accumulation and exposure to 9th grade level ELA and math content
- The function of the **SBLC** as it relates to student promotion and retention

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Promotion K - 8

B. High Stakes Testing Policy

- Describe the LEA criteria that determine if a student is retained in 4th grade more than once as a result of failure to meet requirements of local progression plans.
- Describe the criteria that determine to what grade a student will be promoted if he/she has repeated the 4th grade at least once and if he/she will be 12 years old on or before September 30th of the next school year.
- Describe the customized counseling structure (e.g., a support team) to support each Transitional 9th Grade student.
- Explain how an individual student's progress will be tracked, specifying the data the support team will use to identify student progress and gaps.
- What Career Readiness Course Opportunities will be provided to the students?
- How will an appropriate T9 curriculum be identified and implemented?

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Promotion K - 8

C. Elementary Program of Studies Requirements

- LEA promotion requirements by grade level for K-8.
- Elementary Foreign Language program
- Local definition of the term “grade level” or “on grade level.”

*Each LEA will provide instruction aligned to BESE-approved standards and shall have the **autonomy and flexibility** to develop, adopt, and utilize instructional materials that best support their student’s achievement of the standards. ([Bulletin 741](#) §2301)*

High School Graduation Requirements

A. Carnegie Credit and Credit Flexibility

- Carnegie unit requirements
- Awarding ½ unit of credit
- Credit by Proficiency (*new for 2016-17*)

B. High School Graduation Requirements

- TOPS University Diploma - §2318 of [Bulletin 741](#)
- Career Diploma - §2319 of Bulletin 741
- LAAI Career Diploma - §2320 of Bulletin 741 (*new for 2016-17*)

In addition to completing at least the minimum Carnegie credits, students must meet the **assessment requirements** to earn a College diploma, TOPS University Diploma, or a Career Diploma. (Bulletin 741 §2318 B. and §2319 B.)

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Retention Policy and Acceleration

Retention Policy

- Student retention
- Additional LEAs retention policies
- Intervention/remediation strategies

Acceleration

- Advanced Instructional Program
- LEA criteria for acceleration
- Grade “skipping”
- Gifted Students
- Carnegie credit “accelerated” courses (*new for 2016-17*)

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Remediation

Legal Authorization

- [R.S. 17:24.4 G](#) provides that those students who fail to meet required proficiency levels on the state administered criterion-referenced tests of the Louisiana Educational Assessment Program shall receive remedial education programs that comply with regulations adopted by BESE.
- [R.S. 17:394–400](#) is the established legislation for the remedial education programs.
- A program of remedial education shall be put into place by local parish and city school systems following regulations adopted by BESE pursuant to R.S. 17:24.4. All eligible students shall be provided with appropriate remedial instruction. ([R.S. 17:395 A](#)).

Purpose

- The intent of remedial educational programs is to improve student achievement in the grade-appropriate skills identified as deficient on the state’s criterion-referenced testing program for grades 4 and 8, and the End-of-Course Tests. . ([R.S. 17:395 B](#) and BESE Policy).

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Remediation

School Year Intervention/Remediation Program

- List the objectives for your school year intervention/remediation program.
- Describe the criteria used to determine which 4th and 8th grade students are **eligible** for school year intervention/remediation.
- Does the district suggest or require a minimum number of remediation services hours each school should provide to its eligible students? If so, what is the minimum?
- Describe the **materials and methodology** to be used throughout the district in school year intervention/remediation.
- Describe the form of **documentation** collected from students/parents who **refuse** school year remediation services.
- Describe how **science and social studies remediation** is implemented.
- Describe the district's plan for coordination of **state, federal, and local funds** for school year remediation.
- Describe the district's plan for documenting **evidence of achievement/growth** of students who are participating in school year remediation.

Remediation

Summer Remediation Program

- List the objectives for your **summer remediation program**.
- Describe the criteria used to determine which 4th and 8th grade students are **eligible for summer remediation**.
- Describe the **schedule for your summer remediation program**. Please be reminded that the district must schedule a minimum of 50 hours per subject at both 4th and 8th grade levels.
- Describe the **materials and methodology** to be used throughout the district in summer remediation.
- Describe the **form of documentation** collected for students and parents who refuse summer remediation services.
- Describe the district's plan for **coordination of state, federal, and local funds** for summer remediation.
- Describe the **district's plan for documenting evidence** of achievement/growth of students who are participating in summer remediation.

EOC Remediation

Describe the EOC remediation provided for students. Include the following:

- **Program Description**

- ✓ Student selection criteria
- ✓ Pupil/Teacher ratio
- ✓ Instructional time
- ✓ Selection criteria for teachers and/or paraprofessionals
- ✓ Materials and methodology to be used
- ✓ Program type – Examples: remediation courses, after-school tutoring, Saturday tutoring, summer school, other: List all that apply
- ✓ Documentation of students' and parents' refusal to accept remediation

- Plan for **coordination of state, federal, and local funds** for remediation
- Evaluation plan for **documenting evidence** of achievement/growth of students

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Alternative Schools & Other Policies

Alternative Schools/Program/Settings

- Written policies
- Approved alternative schools or programs operating in the LEA
- Procedures for placement in adult education programs
- Alternate Education curriculum (*new for 2016-17*)

Other Policies and Procedures

- Describe the LEA's policies on due process procedures for teachers, students and parents as related to student placement for the following:
 - Regular education students
 - Students with disabilities
 - Section 504 students

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Section III

Local Policies & Submission

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Local Policies

The [Pupil Progression Plan](#) is the comprehensive plan developed and adopted by each LEA. The plan is based on student performance on the Louisiana Educational Assessment Program and is aligned to state laws and BESE policies.

Add any local pupil placement and progression policies in this section (e.g. grading policies).

2016-17 Submission Requirements

Each LEA is required to **electronically** submit a 2016-17 Pupil Progression Plan (including signature pages) to PPP@la.gov in **PDF format**. ***A hard copy **WILL NOT** be accepted in lieu of an electronic file***

In addition, the document must be made available on the LEA's website or online platform.

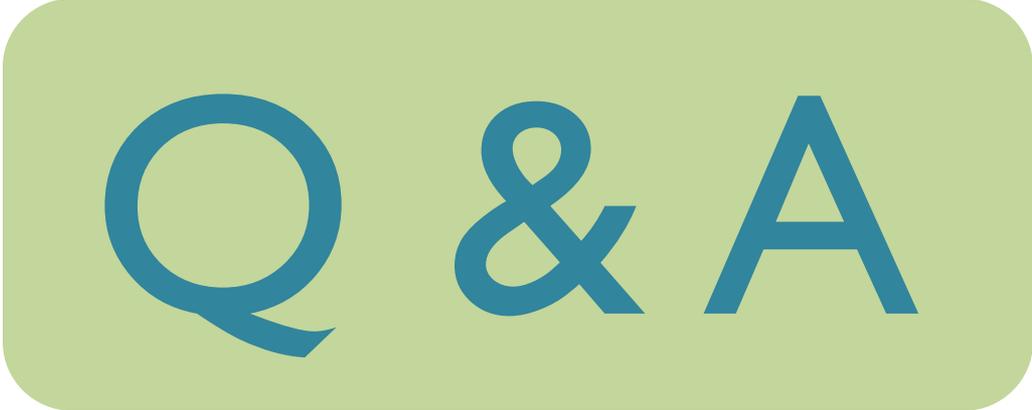
The following pages are required to have signatures in **blue ink**:

- **Page 1: FORMAL SUBMISSION STATEMENT**
- **Page 2: LEA CONTACT INFORMATION**

SUBMISSION DEADLINE: Friday, October 14, 2016

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2016-17 Pupil Progression Plan

A green rounded rectangle containing the letters 'Q', '&', and 'A' in a blue, sans-serif font.

You may now submit questions in reference to the **2016-17 Pupil Progression Plan** using the **Q & A pod** on the right hand side of your screen.

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Contact Information

For more information on the
2016-17 Pupil Progression Plan,
please email your request to
PPP@la.gov.

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Education Policy

Ryan.N.Gremillion@la.gov

Special Education

SpecialEducation@la.gov

Assessment & Accountability

Assessment@la.gov

Jump Start Career Diploma
Requirements

Jumpstart@la.gov

TOPS University Diploma
Requirements

Collegereadiness@la.gov