

Introduction

[Bulletin 1566](#) supports LEA flexibility with regard to student promotion and retention. However, students who struggle must be identified early and receive the necessary support to ensure their growth and ability to stay on track toward graduation.

Struggling students must be identified early and receive intensive support to ensure growth and the ability to stay on track towards graduation while the decision for promotion and retention remains a local decision.

The policy requirements in the 2023-2024 Pupil Progression Plan should reflect promotion, retention, and placement policies for students in grades K-12.

Policy Requirements

Grade 3 Requirements

Each LEA shall identify third grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Third 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 literacy 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 relative to literacy, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in literacy. All participants shall sign the documented plan, using a template provided by the Department, and shall meet to review progress at least once more before the next administration of the LEAP assessment.
- The student shall be provided with focused literacy interventions and supports based on the science of reading designed to improve foundational literacy.
- 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 on-grade level instruction and focused literacy interventions based on the science of reading during the summer.
- Each LEA shall adopt a written policy pertaining to the development of the individual student literacy plan. This policy shall be included in the Pupil Progression Plan of the LEA and could include the following specific student supports: daily targeted small-group interventions, before and after school literacy intervention provided by a teacher or tutor with specialized literacy training, and at-home literacy programs that include literacy workshops for the parents and legal guardians of students and web-based or parent-guided home literacy activities.
- The Department may 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 grade students who have been identified for the purposes of this section. Such a 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 literacy 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 plan.

Grade 4 Requirements

Students who score below “Basic” in at least two core subjects (ELA, math, science, and social studies) at the end of Grade 4 must be placed on an [individual academic improvement plan](#).

- Address each core subject in which the student scored below “Basic”
- Include at least two approved intervention options per core subject, including possible participation in summer school as an intervention if chosen by the student and parent
- Be signed by the parent/legal guardian, following discussion of the plan
- Continue until the student achieves “Basic” in the core subjects that led to the development of the plan

Grades 5-7 Requirements

Students placed on an individual academic improvement plan at the end of Grade 4 must continue to receive intervention supports until the student achieves “Basic” in the *same core subjects* that led to the development of their individual academic improvement plan.

Promotion of students in Grade 4:

Each LEA shall identify 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 fourth grade students who have scored below the “Basic” achievement level in at least two core academic subjects. Such a 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.

Support Standard for Grades Kindergarten-3

Beginning with the 2023-2024 school year and every year thereafter, each local education agency shall identify all students in kindergarten, first, second, and third grade who score below grade-level on the literacy assessment.

The school shall notify the parents or legal custodian of students identified in writing regarding the student’s performance within 15 days of identification. Such notification shall:

Provide information on activities that can be done at home to support the student’s literacy proficiency.

Provide information about supports and interventions that will be provided by the school to support the student’s literacy proficiency.

Provide a timeline for updates as a result of progress monitoring that includes a middle-of-year and end-of-year update.

Provide information about the importance of being able to read proficiently by the end of the third grade.

The school shall provide mid-year and end-of-the-year updates to the parent or legal custodian of students identified in subsection A.

Resources to assist with support for literacy are available in the [Louisiana Literacy Library](#).

Grade 8 Requirements

Students shall score at least “Basic” in either ELA or math and “Approaching Basic” in the other subject to be promoted to Grade 9; Bulletin 1566 provides for waivers as well as placement in transitional ninth grade in certain circumstances.

The LEA determines appropriate placement in ninth grade or transitional ninth grade for students who transfer to the LEA from another state or country, no later than October 1 of each school year.

Promotion and Support Policy Process for Grade 3

[Bulletin 1566 §701](#)

All steps in this process are required and should be repeated at the end of each school year.

Action Step 1: Identify students who are academically struggling			
Who	What	When	Goal
LEA	LEA will use their LEAP data to identify students exiting grades 3 who are identified as below “Basic” in ELA and below grade level in reading	End of school year (beginning end of 2023-2024 school year)	<ul style="list-style-type: none"> Identify students exiting grade 3 who scored below “Basic” in ELA and below grade level in reading and require an individual literacy plan.

**No action required for students in grades 4 through 7 who were not previously put on a plan in grade 4.*

Action Step 2: Engage parent/legal guardian and create a plan (required)			
Who	What	When	Goal
LEA and Parent/Legal Guardian	Attend planning meeting for each student exiting Grade 3 identified in action step 1	End of school year (beginning end of 2023-2024 school year)	<ul style="list-style-type: none"> Identify support for students (both at home and at school) using available literacy resources.[†] Complete and sign the individual literacy plan and parent/legal guardian agreement form[‡] Maintain the plan and agreement form in the student’s file.

Action Step 3: Determine retention or promotion status			
Who	What	When	Goal
LEA	Continue academic improvement plan and monitor student progress	Ongoing and as needed	The student meets expectations (reading on grade level and score basic or above on ELA LEAP). <i>If the student does not meet expectations, per pupil progression policy, determine retention or promotion status.</i>

Promotion and Support Policy Process for Grade 4

[Bulletin 1566 §701 and §703](#)

All steps in this process are required and should be repeated at the end of each school year.

Action Step 1: Identify students who are academically struggling			
Who	What	When	Goal
LEA	Receive roster from LDOE of students exiting grades 4 who identify as below “Basic” in at least two core subjects	End of school year	<ul style="list-style-type: none"> Identify students exiting grade 4 who scored below “Basic” in at least two core subjects and require an individual academic improvement plan

**No action required for students in grades 5 through 7 who were not previously put on a plan in grade 4.*

Action Step 2: Engage parent/legal guardian and create a plan (required)			
Who	What	When	Goal
LEA and Parent/Legal Guardian	Attend planning meeting for each student exiting Grade 4 identified as below “Basic” in action step 1	End of school year	<ul style="list-style-type: none"> Select interventions from the list of options Populate and sign the individual academic improvement plan template and parent/legal guardian agreement form Maintain the plan and agreement form in the student’s file

Action Step 3: Determine retention or promotion status			
Who	What	When	Goal
LEA	Continue academic improvement plan and monitor student progress	Ongoing and as needed	<p>Student met expectations (i.e., Basic or above). <i>If student does not meet expectations, per pupil progression policy, determine retention or promotion status.</i></p>

Intervention Options

If a student is identified as needing an [individual academic improvement plan](#), the school system is required to choose at least two interventions for each core academic subject from the list below. The parent/legal guardian shall sign an [agreement form](#) indicating the selected interventions.

Options	Requirements and Resources
<p>Enrollment in a summer program <i>(Per state law, this option must be offered to parents/legal guardians)</i></p>	<p>Summer program uses instructional curricula or learning program aligned to Louisiana State Standards.</p> <p>Program taught by a Highly Effective or Effective Proficient teacher.</p> <p>No more than 35% of the instructional time can be made up of learning below the student’s registered grade level.</p> <p>At least 65% of instructional time should be targeted to help students access on grade level learning, which includes any additional instructional time.</p>
<p>Additional In-school support</p>	<p>Additional learning minutes should come from free time during the school day or after school support.</p> <p>Student should never be pulled out of on grade level, core academic instruction with peers to receive below level instructional support.</p> <p>No more than 35% of the instructional time can be made up of learning below the student’s registered grade level.</p> <p>At least 65% of instructional time should be targeted to help students access on grade level learning, which includes any additional instructional time.</p> <p>Additional in-school support resources: Louisiana Believes Teacher Support Toolbox (by grade and subject) K-12 Math Planning Resources: Helping students who struggle (by grade) Diverse Learners Guide and the Supports Flow Chart (ELA Guidebooks 2.0)</p>
<p>Access to high quality, aligned curriculum</p>	<p>Use of a high quality curriculum aligned to Louisiana State Standards that includes built in instructional support.</p>
<p>Placement in classroom of a highly effective teacher</p>	<p>Student is placed in the classroom of a teacher rated highly effective overall or highly effective on value added model or has proven to grow academically struggling students in the past.</p>

Promotion and Support Policy FAQs

Where can I find the related policy Bulletin 1566? You can find policies related to IAIPs in [Bulletin 1566, Pupil Progression Policies and Procedures](#). In fact, LEAs can access all policies that BESE has adopted on the [BESE website](#).

- 1. Will the template be required or can we use our own format?** Local school systems may use their own template as long as all components from the State template are addressed, if applicable.
- 2. What documentation do you suggest the LEA keep on file locally?** The following items are required:
 - *a formal submission statement signed by Principal & Board President* See Section XI – LEA Assurances
 - *a local/LEA 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)*
- 3. 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, unless the student is eligible for a waiver or is placed in transitional ninth grade. Does that mean that they must have AB in science and social studies too?** The 8th grade policy was not revised by BESE to address science and social studies.
- 4. Do schools have to offer all four choices that are listed as allowable interventions?** No, the policy does not mandate this.
- 5. When will the roster of 3rd and 4th grade students who scored below Basic in at least two subjects be provided?** This information can be extracted from the assessment score report file provided to district test coordinators annually in June.
- 6. Will there be a template for individual academic improvement?** Yes, a [template](#) and supporting documents are available [in the School Policy library](#).
- 7. Will there be a template for individual literacy plans?** Yes, a [template](#) and supporting documents will be released [in the Literacy Library](#) Winter 2022.
- 8. How will the Individual Academic Improvement Plan change in order to incorporate the Individual Literacy Plan?** No change - the individual literacy plan will begin after grade 3 and go through the 4th grade. At the end of the 4th grade, the traditional 4th grade promotion policies commence.
- 9. How will the IGP change in order to incorporate the Individual Academic Improvement Plan?** No change - the individual academic improvement plan will begin after grade 4 and go through the 8th grade. At the end of the 8th grade, the traditional 8th grade promotion/T9/IGP policies commence.
- 10. What about attendance by teachers and parents in-person? Many of our parents cannot attend in person as we serve families from all over the state. When parents do not have transportation or otherwise cannot attend IEP**

meetings in person, we conduct the meeting over the phone/video phone. Can we do the same for these review meetings? LEAs should work with parents to determine how best to have these conversations and obtain written affirmations of their participation. We suggest documenting the meeting date and time and obtaining an electronic signature on the parent agreement form to keep on file, if an in-person meeting is not possible.

11. **What if the school makes every attempt to contact the parent to get them at the meeting, but they don't attend?** Keep documentation showing multiple attempts to contact the parent, including but not limited to phone call, written note home, email, etc.
12. **If a parent refuses to allow a student to take the 8th grade LEAP, how will the promotion/placement decision be made?** Principals and superintendents should personally discuss the implications of non-participation with parents who make these requests or express concerns about testing. While federal law does call for the participation of “all students” in state testing, local school leaders should also work to accommodate and respect parent wishes for their children. Local pupil progression policies may address this as well, and where test scores are not available to guide promotion/placement decisions, the school should review the preponderance of evidence of student learning from that school year to make that decision.
13. **If a parent instructs a student to not test (opt out students), therefore they receive unsatisfactory, do they get an individual academic improvement plan?** The school shall work with the parent to consider all other available evidence of student learning to determine if an academic improvement plan is needed.
14. **What is the difference between academic supports/interventions and remediation? Can you provide examples?** Remediation is the practice of isolated reteaching of content that was not mastered in previous grades. The difference between remediation, which is not a best practice, and the best practices (grade-level core instruction, scaffolding during core time, and extra time intervention by content strong teachers) that lead to accelerated learning, is that remediation can occur without any relevant connection to on-grade level content being taught. Student learning accelerates, they make more than a year’s progress in a year, when the teaching of prior content or skills is closely connected to current year content and current lessons.

This means a given lesson, mini lesson, or activity could be remediation (not a best practice) or best practice scaffolding or intervention. It’s not the substance of the lesson that determines whether it’s remediation or not, it’s the connection to grade level content and current grade level lessons that makes the determination.

Students who need intensive intervention in reading and math may benefit from remediation of specific prior grade-level content using high quality materials. Once students master that targeted skill or concept, student supports should shift back to an accelerating learning approach.

15. **What materials should be used to accelerate learning in ELA and Math?** The Accelerate ELA resources for [Grades K-2](#) and [Grades 3-10](#) are built to ensure that students are able to access grade level text. Each grade level includes links to resources that support students in building knowledge, vocabulary, or foundational skills including student materials for each tutoring session. In addition to Accelerate ELA resources, students can also be supported with [ELA Guidebooks Diverse Learners Guide](#) and [ELA Guidebooks Supports Flow Chart](#)

[Accelerate Math](#) serves as a model resource for accelerating math learning through providing just-in-time support. The most widely implemented high-quality materials also provided embedded tools for accelerating math learning. Examples include Great Minds Eureka Math Equip and Illustrative Math Check Your Readiness assessments.

16. **What are the implications for those districts which may not be able to provide “highly effective” teachers for every class?** BESE, at its December 2017 board meeting, approved a policy revision which provides that summer school teachers be rated Highly Effective or Effective: Proficient pursuant to their most recent evaluation. This is one of four options that LEAs have to meet the needs of academically struggling students. LEAs need only provide two of the four required.
17. **For students with disabilities, can the IEP serve as the individual academic improvement plan if they add the needed components or should a separate plan be written?** The IEP is based on federally required components related to special education services. An [Individual Academic Improvement Plan](#) is required in addition to the IEP for students with disabilities. The two plans should work in tandem to support student learning and improvement.
18. **Do students with 504 plans or IEPs that do not meet the standard for promotion still need an Individual Academic Improvement Plan?** Yes, an [Individual Academic Improvement Plan](#) is required in addition to the 504 plan and IEP.
19. **How does this policy affect the April Dunn Act?** No change - all state laws continue to be in effect. Refer to Bulletin 1530 for specific regulations regarding promotion decisions for these students.
20. **Will all four subjects need to be offered during summer remediation?** Yes, the policy provides for remediation to be offered in each of the four core subjects where students may have weaknesses. The objective is to help students in the core academic subjects in which they’ve scored below Basic.
21. **Using only highly effective teachers narrows the summer school teacher pool down considerably. What if there are not enough HE teachers in the district to teach summer school?** BESE, at the December 2017 board meeting, approved a policy revision which provides that summer school teachers be rated Highly Effective or Effective: Proficient pursuant to his/her most recent evaluation. LEAs are encouraged to assemble the most effective group of educators to support students in addressing their academic weaknesses.
22. **How is “summer” defined for purposes of summer remediation?** The Legislature has not defined this term which is used in state law (R.S. 17:24.4). This past year, legislation was passed to allow summer remediation to be optional. LEAs that chose to offer summer remediation may offer it on the timeline that they believe works best for them.
23. **With the repeal of the 50-hour cap for each subject taught during summer remediation, won’t this increase local costs?** The 50-hour requirement in the previous policy was a minimum, not a cap, that BESE has since voted to repeal. LEAs can now determine the appropriate length of summer remediation programs needed to address students’ needs.
24. **Will LEAP scores come in at the end of May in order to be ready for summer school at the beginning of June?** LEAP results will likely not be available until July, per the LDOE Assessment team and test vendor.
25. **Can a resident or a first year teacher teach summer school or be the classroom teacher the following year for the struggling student?** No. The regulations require that the summer school teacher must have been rated Highly

Effective or Effective: Proficient pursuant to his/her most recent evaluation. Thus, a teacher must have been formally evaluated in order to have such a rating.

26. **Are first-time eighth grade students not meeting the eighth grade promotion standard required to complete summer remediation before being placed on a high school campus in transitional ninth grade?** No, revisions to policy approved in January 2018 remove the requirement that a first-time eighth grade student who does not meet the eighth grade promotion standard complete summer remediation before being placed on a high school campus in transitional ninth grade. Beginning with the 2018-2019 school year, it was determined that transitional ninth grade placement decisions shall be based on both results of the eighth grade LEAP test and all other available evidence of student learning.
27. **Are LEAs allowed to offer summer remediation only to those students who have been identified as academically struggling, based on the results of state assessments?** The revisions approved in January 2018 continue to offer summer remediation to students who have been identified as academically struggling, but enable LEAs to identify such students based not only on the results of state assessments, but also on a preponderance of evidence of student learning available at the end of the school year.
28. **What high-quality science curricula should be used for students who need additional support?** Full reviews of science programs that have been identified as Tier 1 through the Department’s Instructional Materials Review Process, meaning these full course instructional materials exemplify quality alignment to standards, can be found on the [Curricular Resources Annotated Reviews](#) page. Additional implementation guidance for [all high-quality science materials](#), including pilots are located on the [Science Planning Page](#). Students who need additional support may also have extra time on three-dimensional science tasks such as those in [EAGLE and Science Sample Scope and Sequence Documents](#). According to intervention options outlined in the IAIP, no more than 35% of the instructional time can be made up of learning below the student’s registered grade level. At least 65% of instructional time should be targeted to help students access on grade level work.
29. **Is summer remediation (or any other IAIP intervention) required for a subject area for which the IAIP was not originally written?** While not required, the school should strongly consider additional interventions in this subject area as part of the student’s updated IAIP. Students who are struggling academically must be identified early and receive appropriate supports to ensure growth and the ability to stay on track towards graduation. If a student was identified as struggling academically in the prior year and is now struggling in a new content area, then supports should address current struggles.