

2023-2024 Pupil Progression Plan

Local Education Agency:

InspireNOLA Charter Schools

Alice M. Harte Charter School

Andrew Wilson Charter School

Dwight D. Eisenhower Charter School

Pierre A. Capdau S.T.E.A.M. School

Edna Karr High School

McDonogh 35 Senior High School

Eleanor McMain Secondary School

Background and Purpose

Louisiana state law (R.S. 24.4) requires local education agencies (LEAs) to establish a comprehensive Pupil Progression Plan based on student performance on the Louisiana Educational Assessment Program with goals and objectives that are compatible with the Louisiana Competency-Based Education Program and which supplements the minimum standards approved by the State Board of Elementary and Secondary Education (BESE). **The plan shall address student placement and promotion** and shall require the student’s mastery of grade-appropriate skills before he or she can be recommended for promotion.

The law states that “particular emphasis shall be placed upon the student’s proficiency in grade-appropriate skills which may be considered in promotion and placement; however, each local school board shall establish a policy regarding student promotion and placement.” The law goes on to require the state Department of Education to establish, subject to the approval of BESE, the level of achievement on the fourth and eighth grade LEAP test—in mathematics, English language arts, science, and social studies—needed for students to advance to grades five and nine. BESE must also determine the nature and application of various intervention options to be used when students fail to meet the minimum academic standards approved by the board.

BESE established minimum standards in [*Bulletin 1566 – Pupil Progression Policies and Procedures*](#).

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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I. Placement of students in kindergarten and grade 1

Kindergarten

Beginning with the 2022-2023 school year, the parent or legal guardian of a child who resides in Louisiana and who is age five by September thirtieth of the calendar year in which the school year begins though eighteen shall send the child to a public or nonpublic school, as defined by R.S. 17:236, unless the child's parent or legal guardian opted to defer enrollment of his child in kindergarten pursuant to R.S. 17:151.3 (D) or the child graduates from high school prior to his eighteenth birthday. A child below the age of five who legally enrolls in school shall also be subject to the provisions of this Subpart.

Grade 1

Any child admitted to kindergarten pursuant shall be eligible to enter first grade upon successful completion of kindergarten and shall have satisfactorily passed an academic readiness screening, provided all other applicable entrance requirements have been fulfilled.

The age at which a child may enter the first grade of any public school at the beginning of the public-school session shall be six years on or before September thirtieth of the calendar year in which the school year begins.

Any child transferring into the first grade of a public school from another state and not meeting the requirements herein for kindergarten attendance shall be required to pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade.

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

- It is recommended that schools administer the academic readiness screening prior to the start of the school year to ensure the student is placed in the appropriate grade. However, as students are assigned to schools within InspireNOLA via the common enrollment system, the time of enrollment will be defined as the first school day after the student is assigned. In the event that a student is assigned after the first day of school, the school will have (5) five school days to administer the academic readiness screener.
- All K-8 InspireNOLA schools will administer the academic readiness screener to students assigned to their school.
- Failure of the student to pass the academic readiness screening required for placement in first grade will not jeopardize the student's placement at the school in an appropriate grade. A meeting of the SATeam will be convened to determine appropriate student grade placement based on the results of the academic readiness screener.

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

The decision to promote or retain will be made by the collaborative effort of parents, teachers, counselors and administrators after careful consideration of all of the available data. The final recommendation, however, lies with the school. See Appendix A for Documentation of Promotion/Retention.

Types of data to consider when making the decision to promote or retain includes, but are not limited to, the following:

- Grades 1 and 2: Students must attain at least the lowest "D" percentage as defined by the LDOE's Grading Policy in each of the Core Subjects: Reading, Language Arts, and Math.
- Performance on literacy assessment. Students in grade 2 must score a minimum of "benchmark" on the state literacy assessment to be considered for promotion to the 3rd grade. Students who do not meet the literacy requirements by the end of 2nd grade must attend mandatory summer remediation as outlined in the individualized academic literacy plan.
- Grades 5, 6, and 7: Students must attain at least the lowest "D" percentage as defined by the LDOE's Grading Policy in each of the Core Subjects: Reading, Language Arts, Math, Science and Social Studies.
- Performance on end of the year readiness requirements as indicated by a score of "Mastery" or above on a standardized measure such as LEAP 2025.
- All students must meet yearly attendance requirements as outlined in InspireNOLA Charter Schools' policy and in accordance with Bulletin 741.
- Whether or not the student meets the expectations set for successfully completing summer remediation, including 90% attendance rate in summer remediation program.
- Growth from beginning of summer remediation to end of summer remediation.
- Re-analysis of the data used to determine non-proficiency in ELA and/or Math.
- Number of subjects in which the student was identified as non-proficient.
- Qualitative data from parents, teachers, counselors and administrators.

Each SATeam will review and may either approve or reverse a determination of student promotion made by a teacher at the school based on a preponderance of the data available. See Appendix A/or *Documentation of Promotion/Retention* and Appendix B *Student Educational Study Plan*.

InspireNOLA Charter Schools, through its CEO, may grant a waiver on behalf of individual students who otherwise meet a school's promotional standards (including completion of coursework and proficient scores on state tests), but have an excessive number of unexcused or unverified absences as indicated by the official student information system.

III. Promotion of students in grade 3

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 support 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.

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

The decision to promote or retain will be made by the collaborative effort of parents, teachers, counselors and administrators after careful consideration of all of the available data. The final recommendation, however, lies with the school. See Appendix A for Documentation of Promotion/Retention.

Types of data to consider when making the decision to promote or retain includes, but are not limited to, the following:

- Students must attain at least the lowest "D" percentage as defined by the LDOE's Grading Policy in each of the Core Subjects: Reading, Language Arts, Math, Science and Social Studies.
- Performance on end of the year readiness requirements as indicated with a score of "Mastery" or above on a standardized measure such as LEAP 2025.
- All students must meet yearly attendance requirements as outlined in InspireNOLA Charter Schools' policy and in accordance with Bulletin 741.
- Whether or not the student meets the expectations set for successfully completing summer remediation, including 90% attendance rate in summer remediation program.
- Growth from beginning of summer remediation to end of summer remediation.
- Re-analysis of the data used to determine non-proficiency in ELA and/or Math.
- Number of subjects in which the student was identified as non-proficient.
- Qualitative data from parents, teachers, counselors and administrators

Each SATeam will review and may either approve or reverse a determination of student promotion made by a teacher at the school based on a preponderance of the data available. See Appendix A/or *Documentation of Promotion/Retention* and Appendix B *Student Educational Study Plan*.

InspireNOLA Charter Schools, through its CEO, may grant a waiver on behalf of individual students who otherwise meet a school's promotional standards (including completion of coursework and proficient scores on state tests), but have an excessive number of unexcused or unverified absences as indicated by the official student information system.

IV. 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.

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.

The decision to promote or retain will be made by the collaborative effort of parents, teachers, counselors and administrators after careful consideration of all of the available data. The final recommendation, however, lies with the school. See Appendix A for Documentation of Promotion/Retention.

Types of data to consider when making the decision to promote or retain includes, but are not limited to, the following:

- Students must attain at least the lowest "D" percentage as defined by the LDOE's Grading Policy in each of the Core Subjects: Reading, Language Arts, Math, Science and Social Studies.
- All students must meet yearly attendance requirements as outlined in InspireNOLA Charter Schools' policy and in accordance with Bulletin 741.
- Whether or not the student meets the expectations set for successfully completing summer remediation, including 90% attendance rate in summer remediation program.
- Growth from beginning of summer remediation to end of summer remediation.
- Re-analysis of the data used to determine non-proficiency in ELA and/or Math.
- Number of subjects in which the student was identified as non-proficient.
- Qualitative data from parents, teachers, counselors and administrators

The SA Team/Stakeholders will convene to evaluate individual students based on the criteria set above and make a recommendation. The final recommendation, however, lies with the school.

Types of measures to determine successful completion of summer remediation could include, but are not limited to the following:

- State-released ELA and Math Practice Tests results
- Results from purchased assessments rated as Tier 1 and Tier 2 through the Instructional Materials Review
- Results from district developed assessments aligned to the Louisiana State Standards (e.g., EAGLE)
- Results from district developed assessments aligned to the priority content outlined in the Assessment Guidance
- Growth from pre-test to post -test aligned to the Louisiana State Standards

Fourth grade students who have not met the acceptable level of performance may be retained or promoted. Each student shall be provided with an individual academic improvement plan. *See Appendix F Individual Academic Improvement Plan.*

V. Promotion and support of students in grade 8 and high school considerations

Regular Grade 8 Promotion

Eighth grade students shall score at least at the “Basic” achievement level in either English language arts or mathematics and “Approaching Basic” in the other subject in order to be promoted to the ninth grade. Students who do not meet the promotion standard after taking the eighth grade state assessments may be placed on a high school campus in the transitional ninth grade. For any student who recently completed the eighth grade and is transferring into the LEA from another state or country, the LEA shall review the student’s academic record to determine appropriate placement in ninth grade or transitional ninth grade. Such placement shall occur no later than October 1 of each school year.

Grade 8 Promotion Waivers

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 support 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.

The decision to promote or retain will be made by the collaborative effort of parents, teachers, counselors and administrators after careful consideration of all of the available data. The final recommendation, however, lies with the school. See Appendix A for Documentation of Promotion/Retention.

Types of data to consider when making the decision to promote or retain includes, but are not limited to, the following:

- Students must attain at least the lowest "D" percentage as defined by the LDOE's Grading Policy in each of the Core Subjects: Reading, Language Arts, Math, Science and Social Studies.
- All students must meet yearly attendance requirements as outlined in InspireNOLA Charter Schools' policy and in accordance with Bulletin 741.
- Whether or not the student meets the expectations set for successfully completing summer remediation, including 90% attendance rate in summer remediation program.
- Growth from beginning of summer remediation to end of summer remediation.
- Re-analysis of the data used to determine non-proficiency in ELA and/or Math.
- Number of subjects in which the student was identified as non-proficient.
- Qualitative data from parents, teachers, counselors and administrators

The SATeam/Stakeholders will convene to evaluate individual students based on the criteria set above and make a recommendation. The final recommendation, however, lies with the school.

Types of measures to determine successful completion of summer remediation could include, but are not limited to the following:

- State-released ELA and Math Practice Tests results
- Results from purchased assessments rated as Tier 1 and Tier 2 through the Instructional Materials Review
- Results from district developed assessments aligned to the Louisiana State Standards (e.g., EAGLE)

- Results from district developed assessments aligned to the priority content outlined in the Assessment Guidance
- Growth from pre-test to post -test aligned to the Louisiana State Standards

Eighth grade students who have not met the acceptable level of performance may be retained or promoted. Each student shall be provided with an individual academic improvement plan. *See Appendix F Individual Academic Improvement Plan.*

By the end of eighth grade, every student (with the assistance of a parent/guardian and school guidance counselor/personnel or IEP team (when applicable) shall develop an initial Individual Graduation Plan (IGP). *See Appendix G Individual Graduation Plan (IGP).*

High school promotion and transition considerations

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

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

Financial Aid Planning: Louisiana requires public school students graduating spring 2018 and beyond to take one of the following steps as part of their Individual Graduation Plan:

- [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 Courses and Units

1. Beginning in 2020-2021, the LEA credit recovery program and policy will be included in the local pupil progression plan submitted to LDE.
2. Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually. The school system must annually report to LDE the rationale for any student:
 - a. receiving more than two credit recovery credits annually; and/or
 - b. applying more than seven total credit recovery Carnegie units towards graduation requirements.
3. Students earning Carnegie credits in a credit recovery course must have previously taken and failed the field. Previously attempted coursework is considered an academic record and must be recorded on the official transcript.
4. Completed credit recovery courses must be recorded and clearly labeled on the official transcript.
5. Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333.A of this Part.
6. Credit recovery courses must be aligned with state content standards and include a standards aligned pre-assessment to identify unfinished learning and a standards aligned post-assessment to demonstrate course proficiency for content identified as non-proficient.
7. Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record or certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.
8. The end-of-course exam weight in a student's final grade determined by the LEA must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-of-course exam, but have failed the course, may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

National Collegiate Athletic Association (NCAA) Update

Nontraditional courses are taught online or through distance learning, hybrid/blended, independent study, individualized instruction, correspondence or similar means.

Generally, for a nontraditional course to count as an NCAA-approved core course, it must meet all of the following requirements:

- The course must meet all [requirements for an NCAA-approved core course](#).
- All students in the course must have regular instructor-led interaction for the purpose of instruction, evaluation and assistance for the duration of the course. This may include, for example, exchanging emails between the student and teacher, online chats, phone calls, feedback on assignments and the opportunity for the teacher to engage the student in individual or group instruction.
- The course must have a defined time period for completion. For example, it should be clear how long students are required to be enrolled and working on the course and how long a school would permit a student to work on a single nontraditional course.
- Student work (e.g., exams, papers, assignments) must be available for evaluation and validation.
- The course should be clearly identified as nontraditional in the student's official high school transcript.

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

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

Note: See Nontraditional Courses (NCAA Bylaw 14.3.1.2.2) for a [complete list of requirements](#).

If a nontraditional course or program at your school/district has not yet been reviewed by the NCAA, please contact Eligibility Center Customer Service staff at 877-622-2321, 8:30 a.m. to 5:00 p.m. Eastern time Monday-Friday to begin the review process. For information on how COVID-19 has impacted nontraditional and online classes, visit on.ncaa.com/COVID19_Spring2023.

Credit recovery programs

Many high schools offer credit recovery or credit retrieval programs for students to receive credit for a course they previously failed.

These courses are also reviewed by the High School Review staff. For a credit recovery program to be approved, the courses must meet the following requirements:

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

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.

In the space below, please describe any local policies or additional considerations used to ensure that online classes meet NCAA requirements.

Louisiana High School Athletic Association (LHSAA) Academic Credit Policy

At the January 2020 LHSAA Convention, the LDOE, LSBA, and Superintendent Association Executive Committee representatives proposed and supported a policy that passed 310-4 by the General Assembly to recognize Jump Start and Dual Enrollment credits. This approval removes the LHSAA hardship appeals process eligible student athletes met to gain eligibility. LHSAA will meet all of the following requirements:

- Recognize multi- Carnegie credits for a single course title when a multi-credit course has a dedicated course code assigned by the Louisiana Department of Education.
- Dual enrollment courses posted on a student's high school transcript will be used in determining scholastic eligibility.
- Promotion into High School: Promotion from the 8th grade into the 9th grade for the first time shall fulfill the scholastic requirements.

High School Credit for Courses Taken in 8th Grade

Students taking a High School course in 8th grade may earn a Carnegie credit if they earn a grade of C or higher in the course and a score of "basic" on the LEAP 2025 for the course.

VI. Placement of transfer students

- The local school board shall establish written policies for the placement of students transferring from all other systems and home-schooling programs (public, nonpublic, both in and out-of-state, and foreign countries).
- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or Louisiana resident transferring from any out-of-state school, shall be administered the English language arts and mathematics portions of the LEAP placement test. Students who have scored

below the “basic” achievement level shall have placement and individual academic supports addressed in the same manner as non-transfer students in accordance with §701 and §703.

- Any child transferring into the first grade of a public school from out of state and not meeting the requirements for kindergarten attendance shall be required to pass an academic readiness screening administered by the school system prior to the time of enrollment for the first grade, in accordance with the state law.

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

- For students experiencing homelessness, the requirement to produce a properly certified transcript with the student's record of attendance, levels of achievement, history of immunization, and units of credit earned shall be waived. InspireNOLA's homeless liaison will serve as an enrollment advocate for unaccompanied youth to these students in securing immunization(s), medical records, and other documentation.
- For students in grades 5 and 9, it is recommended that schools administer a LEAP 360 or similar diagnostic test prior to the start of the school year to ensure the student is placed in the appropriate grade. However, as students are assigned to schools within InspireNOLA via the OneApp common enrollment system, the time of enrollment will be defined as the first school day after the student is assigned. In the event that a student is assigned after the first day of school, the school will have 5 school days to administer diagnostic test.
- InspireNOLA's K-8 schools will each administer a LEAP 360 or similar diagnostic test to students assigned to their school.
 - Failure of the student to pass LEAP 360 or similar diagnostic test required for placement in the Fifth or Ninth Grade will not jeopardize the student's placement at the school in an appropriate grade. A meeting of the SATeam will be convened to determine appropriate student grade placement based on the results of the academic diagnostic test.

VII. Support for students

School year support

- The LEA will develop an 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 third 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 support 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.

VIII. Support Standard for Grades Kindergarten-3

- Beginning with the 2022-2023 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.

IX. Literacy Support Standard for Grades 3 and 4

Beginning with the 2022-2023 school year and continuing through the summer following the 2023-2024 school year, any student enrolled in third or fourth grade and scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment shall receive a minimum of 30 hours of explicit literacy instruction inclusive of targeted interventions during the summer as set forth in §705 of BESE Bulletin 1566. The literacy instruction shall be based on the science of reading.

- No tuition or fees can be charged for the attendance of an eligible student, and transportation must be offered.
- Summer learning shall be provided by an LDOE-approved tutoring vendor or by a teacher who is enrolled in or has completed the required foundational literacy skills course required per LAC 28: CXV.509 and who has achieved a rating of “effective: proficient” or greater on the most recent evaluation.
- Students not participating in the required summer literacy interventions may be retained in the grade level during the subsequent school year. Such retention shall be included in each local pupil progression plan. A student qualifying for summer literacy interventions who fails to participate in the program but scored Basic or higher on the ELA portion of the most recent LEAP assessment may be promoted to the next grade level.
- The LEA may waive the state policy for students scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment for students with an IEP at the discretion of the IEP team.

- Prior to retaining a student pursuant to this Section, a meeting of the SAT committee may be called by the school or parent to determine whether retention or another option for additional student support is in the best interest of the student.

X. 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.

- InspireNOLA establishes and monitors compliance with civil rights requirements for students with disabilities through our grant management and compliance monitoring procedures, established in consultation with obligations for InspireNOLA schools receiving IDEA funds. All InspireNOLA schools, whether they benefit directly from IDEA funds or not, are required to comply with all district monitoring requirements.
- InspireNOLA establishes and monitors compliance with civil rights requirements for English Learners through our grant management and compliance monitoring procedures, established in consultation with obligations for InspireNOLA schools receiving Title III funds. All InspireNOLA schools, whether they benefit directly from Title III funds or not, are required to comply with all district monitoring requirements.
- InspireNOLA establishes and monitors compliance with civil rights requirements for students experiencing homelessness through our grant management and compliance monitoring procedures, established in consultation with obligations for InspireNOLA schools receiving Title IIA and McKinney-Vento funds. All InspireNOLA schools, whether they benefit directly from Title IIA and McKinney-Vento or not, are required to comply with all district monitoring requirements.
- InspireNOLA is no longer required to provide specialized language program(s) and services. Students who exit the program will be monitored for 2 years to ensure students can meaningfully participate in the general education plan. Students will be monitored by an ESL teacher, regular classroom teacher, school counselor and/or social worker.

XI. Alternative education placements

Alternative schools/programs serve students who are not succeeding in the traditional educational setting and offer a venue that aids in preventing these students from dropping out of school. Alternative schools/programs provide educational and other services to students who have a variety of behavioral and other needs that cannot be adequately met in a traditional school setting. (Refer to Bulletin 741, §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.

- InspireNOLA Charter Schools does not include any alternative schools. Students in secure-care facilities are automatically enrolled in the district's alternative education programs operating in the Youth Study Center and Orleans Justice Center.
- InspireNOLA Charter School students interested in attending alternative schools/ programs within the parish (or Type 2 charter programs in surrounding parishes) may enroll in such programs via the OneApp common enrollment system.

XII. 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

- Placement Decisions

In case of a discrepancy with student placement at the school site, the student and/or parent may make an appointment with the Head of School/ Principal or designee to discuss the discrepancy. In the event the Head of School/Principal and the parent/guardian are unable to reach a satisfactory agreement, the Head of School/Principal may convene the SATeam to review all relevant student data regarding placement to include the LEAP360 or similar diagnostic test results and previous student academic records and render a placement decision. The grade placement of the SATeam is final and binding.

- Promotion Decisions

Parents/guardians or a high school student over the age of 18 may request an appeal of a promotion, retention or failed course decision through the Curriculum Review Team, which consists of the teacher of record, the principal, counselor, and social worker. All requests must be submitted in writing to the Head of School/Principal no later than the end of the academic year in which the dispute occurs. The Curriculum Review Team will review all documentation provided and make a decision regarding the dispute. All final decisions must be documented and placed in the student's cumulative record.

Upon the request of a senior student who has failed a course(s)/semester necessary for graduation, the student shall be afforded the privilege of requesting an examination in each of the courses failed. The examination will be comprehensive, and the grade earned on the examination will be considered the final grade for the course/semester. The request for the examination(s) will be contingent upon the student's having met the minimum attendance requirements. The examination will be scheduled not later than twelve (12) days prior to the date set for graduation.

Students with Individualized Education Program Plans (IEP)

- Students with disabilities who are following either the JumpStart or University TOPS pathways shall follow the guidelines set forth for the regular education students for disputing a placement and/or promotion decision. The request for review of records for promotion is given to the SATeam, which in addition to those required for regular education, will also include persons who have knowledge of the exceptionality and the students' programming such as the special education or inclusion teacher. The decision is made after review of records, programming and assessment by the SATeam as well as all relevant federal, state and local promotional policies applicable to students with special needs and/or disabilities.

Students with Section 504 Individual Accommodation Plans (IAP)

- Students with Section 504 IAPs shall follow the guidelines set forth for the regular education students.

Students experiencing Homelessness

- InspireNOLA Charter Schools employs and makes available a Homeless Liaison, who serves as an enrollment advocate for unaccompanied youth, and assists such youth in choosing and enrolling in schools, consults and considers such youth's wishes, provides notice of right to appeal enrollment decisions, and assists youth in enrolling in school immediately pending the resolution of any dispute that may arise over school enrollment or placement and in the mediation of any such disputes.
- If a dispute arises over school selection or placement, InspireNOLA will admit a homeless child or youth to the school in which enrollment is sought by the parent or guardian, pending resolution of the dispute. Such enrollment disputes are mediated in accordance with the requirements of the McKinney-Vento Act.

XIII. Additional LEA policies related to student placement and promotion

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

UNIFORM GRADING POLICY

I. GRADING SCALES

GRADES 1-12 (ACADEMIC)

InspireNOLA Charter Schools shall use the following uniform grading system for students enrolled in all grades 1-12 for which letter grades are used. This grading scale shall also apply for:

- Core subject areas
- Advanced course work/ Advanced Placement (AP)
- International baccalaureate (IB)
- Dual enrollment (DE)
- Gifted and Talented
- Honors
- Elective courses

GRADES 1-12 GRADING SCALE			GRADES 9-12 GRADE POINT AVERAGE/ QUALITY POINT SCALE		
Grade	Percentage		Grade	Regular Courses	Honors, Gifted, AP, & DE**
A=	100-93		A=	4.0	5.0
B=	92-85		B=	3.0	4.0
C=	84-75		C=	2.0	3.0
D=	74-67		D=	1.0	2.0
F=	66-59		F=	0.0	0

** Eligible courses are outlined in *Appendix E- Graduation Requirements, Dual Enrollment, and TOPS requirements* as well as *Bulletin 741*.

NOTES

- After a student returns to school following an absence, the student has the same number of days as the absence to make-up missed work for full credit (i.e., a student is absent for 2 days, so the student has 2 days to make up the work for full credit). If the student fails to complete the assignment, they will receive a grade of “0/F” for the missed assignment.
- If a student earns a score of “59/F” or lower on any exam, assessment, or class assignment given by the teacher, the student will be given the opportunity to retake or redo the assessment or assignment within (10) ten academic school days of receiving the graded assignment or assessment. **Please note that this DOES NOT APPLY to LEAP 2025, ELPT or other standardized assessments originating from a source other than the teacher of record that may be included in the student’s final grade calculation.**
- If a student fails to successfully retake or redo an assessment, assignment or exam within the stated timeline, the student will receive the initial grade awarded.
- Extra credit will be offered at the discretion of the teacher.
- **Students cannot earn a grade lower than “59/F” for a grading period, although the student may earn a lower grade for individual assignments, assessments and exams.**

GRADE KINDERGARTEN (ACADEMIC)

Kindergarten students will receive a standards-based report card graded using the scale indicated below.

	Performance Standard
4	Scholar exceeds expectations
3	Scholar meets expectations
2	Scholar is progressing towards expectations
1	Scholar has not yet met expectations

ALL GRADES (CITIZENSHIP)

Citizenship Grading Scale	
O	Outstanding
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

II. GRADING CATEGORIES & WEIGHTS

GRADES 1-8 GRADING CATEGORIES & WEIGHTS

Individual student grades and averages are expressed as alphabetical grades. Numerical grading is placed on official documents such as the Roll Book and PowerSchool, the student information system (which will print onto report cards).

Student grades are calculated utilizing the following categories and weights:

30%	Daily Assignments (Do NOW, Performance Tasks, Exit Tickets, Graded class assignments), minimum of (15) fifteen grades per quarter
35%	Weekly Quizzes/Weekly Tests/Major Projects (teacher-made assessments), minimum of (9) nine grades per quarter
25%	Quarterly Exams (network-wide interim/teacher-made quarterly exam or projector test)
10%	Daily Homework (worksheets, performance tasks, projects, etc.) and Class Participation (engagement in task, task completion, etc.); calculated as a % of 45 days submission of completed tasks or on task engagement. Example: Student earns credit for 30 days out of 45 days of submission, score calculated at $30/45 = 67\%$

Students who take a course in 8th grade for high school credit will be graded utilizing the same weights as students in grades 9-12. Student grades are calculated utilizing the following categories and weights each semester for courses that are **ASSESSED BY LEAP 2025**:

40%	Major Assignments- minimum of eight grades plus a midterm (tests, lab reports, projects, papers, performances, midterm-weighted as two tests)
40%	Minor Assignments- minimum of twenty-five grades (homework, classwork, do now, exit ticket, quizzes, mini-projects, lab components, short writing assignments)
20%	Final Exam/ LEAP 2025 Assessment for applicable courses

GRADES 9-12 GRADING CATEGORIES & WEIGHTS

Teachers should share a syllabus that outlines the work of the course and the grading requirements with each pupil and parent during the first week of classes each year or semester with appropriate follow-up reminders. The syllabus should give parents and pupils a clear definition of what the pupil must accomplish and show how the grade will be earned over the duration of the course.

Student grades are calculated utilizing the following categories and weights each semester for courses assessed by a **LEAP 2025 Assessment:**

40%	Major Assignments- minimum of eight grades plus a midterm (tests, lab reports, projects, papers, performances, midterm-weighted as two tests)
40%	Minor Assignments- minimum of twenty-five grades (homework, classwork, do now, exit ticket, quizzes, mini-projects, lab components, short writing assignments)
20%	Final Exam/ LEAP 2025 Assessment for applicable courses

Student grades are calculated utilizing the following categories and weights each semester for courses.

NOT ASSESSED by a LEAP 2025 Assessment:

40%	Major Assignments- minimum of eight grades plus a midterm (tests, lab reports, projects, papers, performances, midterm-weighted as two tests)
35%	Minor Assignments- minimum of 25 grades (homework, classwork, do now, exit ticket, quizzes, mini-projects, lab components, short writing assignments)
25%	Final Exam See <i>Appendix C LEAP 2025 High School Scale Score to Grade Scale Conversion Table</i>

Student grades are calculated utilizing the following categories and weights for **students with disabilities identified under IDEA** who meet the participation criteria found in *Bulletin 1530--Louisiana's IEP Handbook for Students with Exceptionalities*, §405.B and R.S. 17:183.2:

45%	Major Assignments- minimum of four grades plus a midterm (tests, lab reports, projects, papers, performances, midterm-weighted as two tests)
50%	Minor Assignments- minimum of 25 grades (homework, classwork, do now, exit ticket, quizzes, mini-projects, lab components, short writing assignments)
5%	Final Exam

III. REPORT CARD/ GRADING PROCEDURES

Special Education: Report Cards/Grading Procedures

All special education pupils must receive quarterly Progress Report Forms. The format of Report Cards for exceptional pupils should be the same as report cards given to general education pupils. Grades must reflect the functioning level on which the grades were given except for Gifted/Talented students. It is the responsibility of both the special education and general education teachers to assign grades to students with an IEP based upon mastery of grade level standards and IEP objectives.

Progress of pupils with severe/profound disabilities will be documented on a quarterly Progress Report Form, in lieu of a report card, and will reflect progress toward annual IEP goal achievement.

Gifted or Talented Scholars

In grades Kindergarten through 8, report card grades for pupils assigned to gifted classes must reflect grade-level work, regardless of the teacher of instruction. Any above grade level work shall be reported on the Special Education Progress Report form. If both the teacher of the gifted and the regular education teacher teach the student the same subject area, the grade level grade shall be determined by averaging the two grades together (or a percentage based on the amount of time spent with each teacher). Report card grades are not given for talented services in grades Kindergarten through 8.

Performance in the talented area is reported on the Special Education Progress Report Form.

English Language Student Grading

Enduring Understandings

- Students who are acquiring the English language require accommodations and modifications within the classroom, on assessments and on the grading scale that is utilized to record student progress.
- Grades are used to evaluate and record student progress in academic courses.
- The goal of implementing grading guidelines for English Learners is to equitably document student progress towards mastery of discipline concepts and practices while increasing linguistic and academic abilities of students,
- Set students up for success and give students a positive feeling of achievement if they are working hard in class.

Consider the following LDOE guidance when grading English learners:

- EL student domain proficiency levels range from 1-5, beginning at the non-verbal and word level, and incrementally progress towards grade level proficiency.
- English learners who are in classrooms where English is the predominant language.
- Placement of a student in a particular level for grading should be assigned with consideration of the level of domain proficiency, grade level expectations, native language skills, class placement, program structure, and other contributing factors.
- The overlap between proficiency bands exists as students are unique learners and accommodations and support vary based on student need.
- Assigning of grades should be a collaborative effort between the classroom teacher and the English as a Second language teacher.
- When grading English learners, consideration should be given to research that suggests retention of students based on language proficiency and academic background can have negative effects on students (Eastern Stream Center on Resources and Training, 1994, p. 26).
- The overall score on the EIPS proficiency Screener should be used to determine a student's initial language proficiency level.
- Domain proficiency scores from the ELPT should be taking into consideration when assigning grades.

In summary, the grading of Els must reflect what the student knows and is able to do at their level of English language proficiency.

Suggested Grading Table

*If a student falls within two of the categories, a teacher can use his or her judgment to decide which category best fits that student's needs.

Students at ELPS Proficiency Level 1 (Beginning)*	Students at ELPS Proficiency Level 2-3 (Early Intermediate/ Intermediate)	Students at ELPS Proficiency Level 4- 5 (Early Advanced/ Advanced) *
<p>A student is given a passing grade {S} if she or he performs the following tasks:</p> <ul style="list-style-type: none"> • Is prepared for class with needed materials. • Attempts all assigned work as evidenced by: • use of reference materials (dictionary, vocabulary guides, word walls, and/or bilingual dictionary) • attempts as much of an assignment as she/he can • completes portions of assigned and modified work • display attentiveness during instruction and group work • copies notes when required. • communicates needs and feelings verbally or non-verbally <p>A student is given a Needs improvement {N} if he or she does not perform the above tasks.</p>	<p>A student is given standard grades based on the current InspireNOLA Grading Policy for modified work.</p> <p>Examples of modified work may include and are not limited to the following:</p> <ul style="list-style-type: none"> • Assessments read aloud. • Extended time • Language modifications • Word banks, word walls, vocabulary sheets • Reducing problems or steps due to language complexity • Drawing pictures • Use of graphic organizers <p>Individual grades may also be earned for:</p> <ul style="list-style-type: none"> • Class participation • Note taking • Use of references and resources <p>Combination of work samples and student effort</p>	<p>A student is given standard grades based on the current InspireNOLA Grading Policy compared to those grades earned by his or her peers. Homework and, or classwork assignments may be modified. Testing modifications are made specifically for:</p> <ul style="list-style-type: none"> • 1 ½ time given to complete a test. • Bilingual dictionaries are provided and utilized during the test.
<p>Note, "Pass/Fail grade due to language proficiency" is recorded on the report card.</p>	<p>Note, "Working with ESL test modifications" is recorded on the report card.</p>	<p>Note, "Test modifications limited to 1 ½ time and bilingual dictionary" is recorded on report card.</p>

IV. GRADE CHANGES

The teacher of record is the only person authorized to change a student's grade. Grade changes can be initiated by the teacher of record or in response to the grade appeal process. Grade changes must occur within 20 school days of the next semester from when the original grade was issued. Grade changes must be completed prior to the next school year. In the event the teacher of record is not available to change the grade, the teacher taking the original teacher of record's place, the director of the program (summer school specifically), or the Chief Academic Officer/Designee will complete the grade change form after analyzing the student's submitted work. The grade change form will then be submitted to the Executive Director of Performance and Accountability for review before being given to the data manager for input into PowerSchool. Grade changes initiated as a result of a grade appeal should be given to the Network Data Manager for input into PowerSchool.

A student has the option to re-take a course to increase their level of mastery. When a student repeats the course and attains a higher grade in a course they previously completed, the transcript will record the grades for both the previous course and the updated grade. The Grade Point Average (GPA) will only include the highest grade earned for the course.

Administrators shall not attempt to directly or indirectly influence, alter, or otherwise affect the academic report card grade received by a pupil from his/her classroom teacher. All grade change forms must be kept on file in the student's cumulative folder and a copy given to the student's parent/ guardian. In the case where grade change may affect placement, the SATeam must reconvene to make the final determination. The team will document this decision using the promotional determine form and will place the determination in the scholar's cumulative folder.

See Appendix D for Official Grade Change Form.

V. GRADE APPEALS

The teacher of record is the only person authorized to change a student's grade. However, in the event a course grade is questioned, a parent/guardian may initiate a grade appeal requesting a review of the coursework which resulted in the initial awarding of the grade. Grade appeals must be initiated within 20 school days of the next semester from when the original grade was issued. A grade appeal is initiated following an unsatisfactory decision associated with a request by the parent/guardian to the teacher of record and school principal for a grade change. The grade appeal must be submitted in writing to the Executive Director of Performance and Accountability along with any relevant documentation or explanations to support the appeal. The Executive Director of Performance and Accountability will acknowledge the appeal within (3) business days of receipt and will respond with a tentative timeline for the appeals process. Upon notification of a grade appeal request, the Chief Academic Officer/Designee will convene an ad hoc Academic Appeals Committee (AAC) consisting of at least (3) three IST level administrators such as the Chief of Strategy and Advancement, Executive Director of Curriculum and Instruction, Executive Director of Performance and Accountability or Director of Academics, to review the submitted documentation and other information germane to the appeal for consideration within fourteen business days. The committee will share a recommendation with the Chief Academic Officer/ Designee to either support or deny the appeal based on a review of submitted documentation and applicable policies. The Chief Academic will communicate the findings of the appeal to the Executive Director of Performance and Accountability to share with the parent/guardian, the teacher of record and school principal.

In the event the grade appeal results in a change of grade, the grade change must be completed prior to the next school year. If a grade change is needed, the grade change should be given to the Network Data Manger for input into PowerSchool.

Administrators shall not attempt to directly or indirectly influence, alter, or otherwise affect the academic report card grade received by a pupil from his/her classroom teacher. The grade appeals process ensures that all grades have been calculated and awarded in accordance with established policies. All grade change forms must be kept on file in the student's cumulative folder and a copy given to the student's parent/ guardian. In the case where grade change may affect placement, the SATeam must reconvene to make the final determination. The team will document this decision using the promotional determine form and will place the determination in the scholar's cumulative folder.

VI. HIGH SCHOOL GRADE CLASSIFICATION AND COURSE PROGRESSION

A student's grade classification is determined by the number of credits earned by the end of a school year. A student is eligible to earn (1) one credit for each class successfully completed each semester.

Freshman	0 - 5.5 credits
Sophomore	6 - 12.5 credits
Junior	13-17.5 credits
Senior	4 th year student with 18 or more credits

Students who have been reclassified as seniors and are prospective May graduates will change IDs after the first semester of the senior year.

See Appendix E and/or links below for high school course progression:

LDOE [High School Planning Guidebook](#)

VII. MATRICULATION REQUIREMENTS

Diploma Requirements

Students must pass all necessary components of the LEAP 2025 Tests, earn the minimum units of required credits, obtain the necessary credentials required for high school graduation, and meet FAFSA requirements (if applicable). Tests are administered during the state testing windows for the following courses: Algebra I, Geometry, English I, English II, Biology, and U.S. History.

A student becomes eligible to graduate at the end of the semester in which the program is completed. Each student shall be advised and counseled concerning the requirements for graduation. The responsibility for scheduling the necessary courses is that of the student and their parents. See appendix for high school course progressions.

Graduating with honors

Students graduating "with honors" will be determined by computing the overall grade point average for each semester course in which the student received a grade during the student's secondary course studies. The total courses in which a student received a grade will be divided into the total number of quality points which will represent the grade point average. Additional quality points will be granted only for those Advanced Placement and Honors courses in the course offerings of InspireNOLA Schools. The final date for computing grade point average for students graduating "with honors" will be the last senior exam day.

- o In order to graduate "with honors", a student must have at least a 3.3 GPA and achieve a composite score on the ACT of 20 or higher.

Community Service for High School Students

Students enrolled in InspireNOLA high schools are required to complete community service hours. This requirement will provide students with the opportunity to explore their interest, passions, and potential career aspirations in engaged, hands-on environment, and engage in their communities.

Students who complete community service hours will earn a Community Service Endorsement Diploma. Students must document community service hours using the Community Service Diploma Endorsement Student Document Form. (This form is available from the school front office.)

Students perform approved community service hours according to the following schedule:

Grade	Minimum Hours
9	10
10	20
11	25
12	25
Total	80

A student who transfers into an InspireNOLA high school after 9th grade or graduates early may receive a community service endorsement if that student: meets the minimum requirements for each year and completes a total of 80 community service hours by graduation.

VIII. DETERMINATION OF CLASS RANK

Class rank will be determined by averaging eight semesters of the student's course work which includes any Carnegie unit eligible courses.

In order to graduate Valedictorian or Salutatorian, the following minimum requirements must be met:

- **Fulfill all graduation requirements (minimum 24 credits earned, FAFSA completion, and 4 of 6 LEAP 2025 exams passed)**
- **Successful completion of scheduled 8 courses in each of the FOUR years of high school.**
- **Minimum of 3 years in the InspireNOLA school where currently enrolled**
- **Meets academic standards (GPA, ACT score of 20+)**

The student(s) who have met the criteria outlined above obtaining the highest grade point average will be designated "Valedictorian(s)." The student(s) who have met the criteria outlined above obtaining the second highest grade point average will be recognized as the "Salutatorian (s).

In the event two (2) students have the highest grade point average, consideration of the amount of time at the school will be made. If both students entered the school at the same time and have maintained the same highest grade point average, we will assign co-valedictorians status for both students. **Concurrent courses and Driver Education will be excluded when computing the grade point average. All class rankings must be verified and certified by the IST Strategy Team.**

IX. ATTENDANCE POLICY

Absences

Beginning in the 2022-2023 school year, the state of Louisiana requires that all children who are five years old by September 30th of the calendar year in which the school year begins until their eighteenth birthday must attend a public school, private school, or must participate in an approved home study program. Any student above the compulsory attendance age who has excessive absences may be dropped from school with the SBLC (school building level committee) recommendation.

Please note below the Compulsory Attendance Law which all InspireNOLA schools are mandated to follow:

- A. Attendance Requirements – State law and school board policy require that elementary students (K – 8th) be present a minimum of 63, 320 minutes per academic year. For Secondary students (grades 9-12), when awarding credit based on instructional time, InspireNOLA schools will 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 a 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. (LA Bulletin 741)
- Penalties – Section 221 of Title 17 of the LA Revised Statutes states that the responsibility of a child's school attendance is placed with the child's parent or legal guardian. This responsibility includes awakening the child in sufficient time each morning and ensuring that the child, in fact, arrives at school at the appointed time. Any parent, guardian, or tutor found to be in violation of the compulsory school attendance law may be fined not more than two hundred-fifty dollars (\$250.00) and/or sentenced to thirty (30) days in jail or both. If a child is absent or tardy five (5) days from school, parents and/or child may be referred to the Municipal Court or Families in Need of Services (FINS) or Youth Opportunity Center (YOC).

- B. Students are expected to be in school each day. **Absent students cannot participate in athletic practices or games the day of the event/activity.** Dated, original notes from a parent or doctor must be submitted to the homeroom teacher (K-8) or 2nd period teacher (9-12) within a one-week period (5 business days) following the absence.
- C. Students who receive out-of-school suspensions as a disciplinary consequence are considered absent. This is not considered an excused absence and will be considered when determining if a student meets the attendance requirements for promotion.

Only absences that have been verified by the school social worker or designee are considered excused according to state law attendance requirements.

Types of Absences:

1. Excused absences are the following:
 - Personal physical or emotional illness as verified by a state-licensed physician.
 - Extended hospital stay as verified by a state-licensed physician.
 - Extended recuperation from an accident as verified by a state-licensed physician.
 - Observation of a recognized holiday of the student's own faith with documentation provided.
 - Visitation with a parent who is a member of the US Armed forces or National Guard, and such parent has been called to duty for or is on leave from deployment to combat (these absences should not exceed 5 days per school year).
 - Travel for educational purposes, including college and university visits, with the approval of the School Leader (Verification of the educational experience must be submitted upon return to school.).
 - Death in the immediate family with documentation (these absences should not exceed 3 days).
 - National catastrophe or disaster

Excused absences allow for the student to make up missed assignments and will not be counted against students in determining whether a student meets attendance requirements.

2. Unexcused absences are absences where verifiable documentation is not provided; the note is provided outside of the specified required time or fail to meet the criteria as excused. These absences count against the student when determining whether the student meets attendance requirements.

*Students attending school-sponsored activities/field trips are considered to be present at school.

Attendance Requirements for Promotion

Students with more than 10 absences per academic year may be considered for retention.

Tardiness

Students arriving to school after the morning tardy bell will be considered tardy to school. Elementary school students arriving to school 10 minutes after the tardy bell and high school students arriving to school 15 minutes after the tardy bell must be accompanied by a parent/guardian regardless of reason to be checked in by office personnel. Tardy students will receive appropriate disciplinary action for repeated tardiness which can result in referral to Municipal or Juvenile court.

Early Dismissal and Check-Out

An early dismissal or check-out from a school day is also considered an absence in the classes missed. Early dismissal or check-out from school requires that the legal parent/guardian be present and provide a current form of legal identification at the time of the early dismissal or check out. Parent/legal guardian/designee must be listed on the student's emergency card.

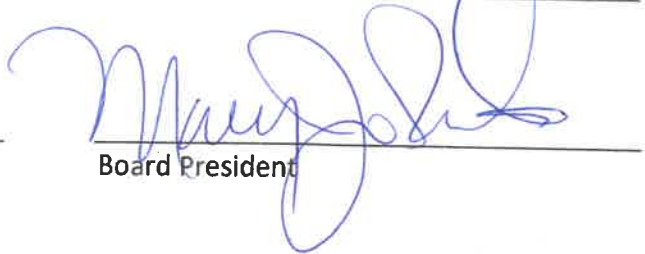
XIV. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) Inspire NOLA charter schools 2023-2024 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: October 30, 2023



Superintendent



Board President



Appendix B

STUDENT EDUCATIONAL STUDY PLAN (GRADES K-12)

School: _____ Date: _____

Student's Name: _____ Student ID: _____

Grade: _____ DOB: _____ Enrollment date: _____

Referring Teacher(s): _____

Has a 300R been submitted to the SATeam? yes no Date of Referral: _____

THIS IS OFFICIAL PARENT NOTIFICATION THAT THE ABOVE NAMED STUDENT IS IN DANGER OF FAILING DUE TO:

NOT MEETING STATE ATTENDANCE REQUIREMENTS

ATTENDANCE	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Days Present					
Days Absent					
Days Tardy					

NOT MEETING THE FOLLOWING COURSE(S) OR GRADE ACADEMIC REQUIREMENTS

Grade Level & Subject (K-8) / Course Name (9-12)

Improvement Plan Actions:

Area of Concern	School's Responsibility List of intervention to be provided by the school personnel.	Student's Responsibility List of recommended actions communicated to the student.	Parent/Guardian's Responsibility List of recommended actions communicated to the parent.
1.			
2.			
3.			
4.			

Teacher's Signature: _____ Date: _____

Parent/Guardian's Signature: _____ Date: _____

Student's Signature: (6-12 grade students) _____ Date: _____

SATeam Chairperson Signature: _____ Date: _____

Principal's Signature: _____ Date: _____



Anexo B

PLAN DE ESTUDIO EDUCATIVO DEL ESTUDIANTE (GRADOS K-12)

Escuela: _____ Fecha: _____

Nombre del Estudiante: _____ ID del Estudiante: _____

Grado: _____ FDN: _____ Fecha de Matrícula: _____

Maestro(s) que lo recomendó: _____

X Se ha presentado un 300R al Equipo de SAT? si no Fecha de la Recomendación: _____

ÉSTA ES UNA NOTIFICACIÓN OFICIAL PARA EL PADRE DEL ESTUDIANTE ANTES MENCIONADO E INFORMARLE QUE ESTÁ EN PELIGRO DE PERDER DEBIDO A:

NO REUNE LOS REQUISITOS DE ASISTENCIA DEL ESTADO

NO REUNE LOS SIGUIENTES CURSOS O REQUISITOS ACADÉMICOS DEL GRADO

ASISTENCIA	Bimestre 1	Bimestre 2	Bimestre 3	Bimestre 4	Total
Días Presente					
Días Ausente					
Días Tarde					

Nivel de Grado & Materia (K-8) / Nombre del Curso (9-12)

Plan de Acción para mejorar:

Área de Preocupación	Responsabilidad de la Escuela Lista de intervenciones que deben facilitarse por el personal de la escuela	Responsabilidades del Estudiante Lista de acciones recomendadas y comunicadas al estudiante.	Responsabilidad del Padre/Guardián Lista de acciones recomendadas y comunicadas al padre.
1.			
2.			
3.			
4.			

Firma del Maestro: _____ Fecha: _____

Firma del Padre/Guardián: _____ Fecha: _____

Firma del Estudiante: (estudiantes de 6-12 grado) _____ Fecha: _____

Firma del Presidente del Equipo de SAT: _____ Fecha: _____

Firma del Director: _____ Fecha: _____

Appendix C

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
Biology	Advanced	772-850	93-100	A
	Mastery	750-771	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	707-724	67-74	D
	Unsatisfactory	650-706	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.



Appendix D

OFFICIAL GRADE CHANGE FORM

School: _____

Student's Name: _____

Student ID: _____ DOB: _____

Enrolled Grade: _____ Course Title: _____

Reason for the student receiving a grad change, attach needed documentation:

Date the grade was issued: _____ Semester grade received: _____

Date of the grade correction: _____ Result of the grade correction: _____

Grade changes must occur within twenty (20) days of the next semester from when the original grade was issued.

Teacher's Signature: _____ Date: _____

Counselor's Signature: _____ Date: _____

Data Specialist's Signature: _____ Date: _____

Principal's Signature: _____ Date: _____

*Please provide a copy of this document to the following:
student/parent, teacher, counselor, and data specialist*

Appendix E



TOPS UNIVERSITY (College Diploma) Course Requirements For Incoming Freshmen Beginning Fall 2014

English				
4 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
1 Unit	120331	✓		English I
	120617	✓		English Language Part 1: Cambridge IGCSE
	120619	✓		English Literature Part 1: Cambridge IGCSE
1 Unit	120332	✓		English II
	120618	✓		English Language Part 2: Cambridge IGCSE
	120620	✓		English Literature Part 2: Cambridge IGCSE
1 Unit	120333	✓		English III
	120329		✓	English III: Gifted
	120341		✓	English III: Honors
	120325		✓	English III: AP English Language and Composition
	120403		✓	English III: IB Literature
	120327		✓	English III: IB Language & Literature
	120404		✓	English III: IB Literature & Performance
	120601		✓	English III: DE - CENL 1013 English Composition I
	120602		✓	English III: DE - CENL 1023 English Composition II
	120603		✓	English III: DE - CENL 2153 American Literature I
	120604		✓	English III: DE - CENL 2163 American Literature II
	120605		✓	English III: DE - CENL 2173 Major American Writers
	120621		✓	English Language Part 1: Cambridge AICE - AS (Honors)
	120623		✓	Literature in English Part 1: Cambridge AICE - AS (Honors)
1 Unit	120334	✓		English IV
	120330		✓	English IV: Gifted
	120342		✓	English IV: Honors
	120326		✓	English IV: AP English Literature and Composition
	120405		✓	English IV: IB Literature
	120328		✓	English IV: IB Language & Literature
	120406		✓	English IV: IB Literature & Performance
	120622		✓	English Language Part 2: Cambridge AICE - AS (Honors)
	120624		✓	Literature in English Part 2: Cambridge AICE - AS (Honors)
	120606		✓	English IV: DE - CENL 1013 English Composition I
	120607		✓	English IV: DE - CENL 1023 English Composition II
	120608		✓	English IV: DE - CENL 2103 British Literature I
	120609		✓	English IV: DE - CENL 2113 British Literature II
	120610		✓	English IV: DE - CENL 2123 Major British Writers
	120611		✓	English IV: DE - CENL 2203 World Literature I
	120612		✓	English IV: DE - CENL 2213 World Literature II
	120613		✓	English IV: DE - CENL 2223 Major World Writers
	120614		✓	English IV: DE - CENL 2303 Introduction to Fiction
	120615		✓	English IV: DE - CENL 2323 Introduction to Literature
	120616		✓	English IV: DE - CENL 2313 Introduction to Poetry and/or Drama
120825		✓	English IV: DE - CENL 2403 Introduction to African American Literature	

Mathematics				
4 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
1 Unit	160321	✓		Algebra
1 Unit	160323	✓		Geometry
1 Unit	160322	✓		Algebra II
Note: Integrated mathematics I, II, and III, including the Cambridge IGCSE integrated mathematics sequence, may be substituted for the Algebra I, Geometry, and Algebra II sequence.				
1 Unit	160375	✓		Algebra III
	160508		✓	Additional Math - Cambridge IGCSE
	160500		✓	Algebra III: DE - CMAT 1213 College Algebra
	160347	✓		Advanced Math - Functions and Statistics
	160349	✓		Probability and Statistics
	165031	✓		Statistical Reasoning
	160367		✓	Probability and Statistics: Honors
	160352		✓	Probability and Statistics: AP Statistics
	160509		✓	Math 1 (Probability and Statistics): Cambridge AICE (Honors)
	160356		✓	Probability and Statistics: DE- CMAT 1303 Introductory Statistics
	160346	✓		Advanced Math - Pre-Calculus
	160501		✓	Adv Math-Pre Calc: DE- CMAT 1223 Trigonometry
	160348	✓		Pre-Calculus
	160372		✓	Pre-Calculus: Gifted
	160366		✓	Pre-Calculus: Honors
	160329		✓	Pre-Calculus: AP Pre-Calculus
	160365		✓	Pre-Calculus: IB Math Studies I
	160369		✓	Pre-Calculus: IB Math Studies II
	160502		✓	Pre-Calculus: DE – CMAT 1233 or (CMAT 1213 & 1223) Algebra and Trigonometry
	160510		✓	Math 1 (Pure Math): Cambridge AICE - AS (Honors)
	160326	✓		Calculus
	160368		✓	Calculus: Honors
	160357		✓	Calculus I: Gifted
	160358		✓	Calculus II: Gifted
	160511		✓	Math 2 Part 1: Cambridge AICE - A Level (Honors)
	160512		✓	Math 2 Part 2: Cambridge AICE - A Level (Honors)
	160327		✓	Calculus: AP Calculus AB
	160328		✓	Calculus: AP Calculus BC
	160359		✓	Calculus: IB Mathematics SL I
	160370		✓	Calculus: IB Mathematics SL II
	160360		✓	Calculus: IB Mathematics HL I
	160371		✓	Calculus: IB Mathematics HL II
	160504		✓	Calculus: DE - CMAT 2103 Applied Calculus
160498		✓	Calculus: DE - CMAT 2113 Differential Calculus I	
160499		✓	Calculus: DE - CMAT 2116 Integral Calculus I	
160506		✓	Calculus: DE - CMAT 2113-5 Calculus I	
160507		✓	Calculus: DE - CMAT 2123-5 Calculus II	
160355		✓	Calculus: IB Further Mathematics	
061175			✓	AP Computer Science A ¹

¹AP Computer Science A shall be used as either an elective, a math, or foreign language credit.

Science

4 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
1 Unit	150301	✓		Biology I
	150321		✓	Biology I: DE - CBIO 1013 General Biology I
	150322		✓	Biology I: DE - CBIO 1033 General Biology I (Sci Majors)
1 Unit	150401	✓		Chemistry I
	150400		✓	Chemistry I: Honors
	150412		✓	Chemistry I: Gifted
	150413		✓	Chemistry I: DE - CCEM 1013 General Chemistry Survey I
	150414		✓	Chemistry I: DE - CCEM 1103 Chemistry I
	150415		✓	Chemistry I: DE - CCEM 1123 Chemistry I (Sci Majors)
2 Units from the following.				
No more than one course from each unit grouping will count towards the two unit requirement.				
1 Unit	150302	✓		Biology II
	150327		✓	Biology II: Gifted
	150307		✓	Biology II: AP Biology
	150305		✓	Biology II: IB Biology I
	150308		✓	Biology II: IB Biology II
	149993		✓	Biology II: Cambridge AICE - AS (Honors)
	150323		✓	Biology II: DE - CBIO 1013 General Biology I
	150324		✓	Biology II: DE - CBIO 1033 General Biology I (Sci Majors)
	150325		✓	Biology II: DE - CBIO 1023 General Biology II
	150326		✓	Biology II: DE - CBIO 1043 General Biology II (Sci Majors)
	150303		✓	Biology II: Honors
	150334	✓		Human Anatomy & Physiology
	150330		✓	Anatomy: DE - CBIO 2213 Human Anatomy & Physiology I
	150331		✓	Anatomy: DE - CBIO 2214 Human Anatomy & Physiology I (Lec/Lab)
	150332		✓	Anatomy: DE - CBIO 2223 Human Anatomy & Physiology II
150333		✓	Anatomy: DE - CBIO 2224 Human Anatomy & Physiology II (Lec/Lab)	
149995		✓	Microbiology: DE - BIOL 2102 - General Microbiology	
1 Unit	150402	✓		Chemistry II
	150416		✓	Chemistry II: Gifted
	150410		✓	Chemistry II: AP Chemistry
	150423		✓	Chemistry II: IB Chemistry I
	150411		✓	Chemistry II: IB Chemistry II
	150425		✓	Chemistry II: Cambridge AICE - AS (Honors)
	150417		✓	Chemistry II: DE - CCEM 1003 General, Organic and Biochemistry
	150418		✓	Chemistry II: DE - CCEM 1013 General Chemistry Survey I
	150419		✓	Chemistry II: DE - CCEM 1103 Chemistry I
	150420		✓	Chemistry II: DE - CCEM 1123 Chemistry I (Sci Majors)
	150421		✓	Chemistry II: DE - CCEM 1113 Chemistry II
	150422		✓	Chemistry II: DE - CCEM 1133 Chemistry II (Sci Majors)
	150424		✓	Chemistry II: Honors
	150505		✓	Organic Chemistry: DE - CCEM 2213 - Organic Chemistry I
1 Unit	150901	✓		Earth Science
	150909		✓	Earth Science: DE - CGEO 1103 Physical Geology
	150910		✓	Earth Science: DE - CGEO 1113 Historical Geology
1 Unit	150310	✓		Environmental Science
	312093	✓		Environmental Awareness
	150328		✓	Environmental Science: Honors
	150913		✓	Environmental Science: Gifted
1 Unit	150914		✓	Environmental Science: DE - CEVS 1103 Environmental Science
	150311		✓	Environmental Science: AP Environmental Science
	150312		✓	Environmental Science: IB Environmental Systems
1 Unit	150802	✓		Physical Science
	150915		✓	Physical Science: DE - CPHY 1023 Physical Science I
	110810	✓		Principles of Engineering
	110864	✓		(LSU Partnership) Principles of Engineering
1 Unit	080109	✓		PLTW Principles of Engineering
	010302	✓		Agriscience II ²

² Agriscience I is a prerequisite for Agriscience II and is an elective course.

Science				
4 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
1 Unit	150000 or 150700	✓		Physics I
	150699		✓	Physics: Honors
	150705		✓	Physics: Gifted
	149997	✓		Physics I: Cambridge IGCSE
	150724		✓	Physics: AP Physics I - Algebra Based
	150703		✓	Physics: IB Physics I
1 Unit	150725		✓	Physics: AP Physics II - Algebra Based
	150794		✓	Physics: AP Physics C - Electricity and Magnetism
	150795		✓	Physics: AP Physics C - Mechanics
	150704		✓	Physics: IB Physics II
	149999		✓	Physics II: Cambridge AICE - AS (Honors)
	150726		✓	Physics: DE - CPHY 2113 Physics I (Algebra/Trig Based)
	150727		✓	Physics: DE - CPHY 2114 Physics I (Lecture and Lab)
	150728		✓	Physics: DE - CPHY 2133 Physics I (Calculus Based)

Social Studies

4 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
1 Unit	220403	✓		U.S. History
	220409		✓	U.S. History: Honors
	220406		✓	U.S. History: Gifted
	220404		✓	AP U.S. History
	220405		✓	IB History of the Americas I
	220407		✓	U.S. History: DE - CHIS 2013 American History I
	220408		✓	U.S. History: DE - CHIS 2023 American History II
1 Unit	220502	✓		American Government
	220505		✓	Government: Honors
	220513		✓	Government: Gifted
	220501	✓		Civics (1st semester)
	220504	✓		Civics (2nd semester)
	220604		✓	Government: AP Government and Politics: Comparative
	220503		✓	Government: AP Government and Politics: United States
	220514		✓	Government: DE - CPOL 2013 Introduction to American Govt
	220515		✓	Government: DE - CPOL 2113 Introduction to State & Local Govt
	220516		✓	Government: DE - CPOL 2213 Introduction to Comparative Govt
2 Units from the following: No more than one course from each unit grouping will count towards the two unit requirement.				
1 Unit	220402	✓		Western Civilization
	220446		✓	Western Civilization: DE - CHIS 1013 Western Civilization I
	220447		✓	Western Civilization: DE - CHIS1023 Western Civilization II
	220410	✓		European History
	220449		✓	European History: Gifted
	220412		✓	European History: AP European History
1 Unit	220453		✓	History (European): Cambridge AICE - AS (Honors)
	220300	✓		World Geography
	220315		✓	World/Human Geography: Gifted
	220310		✓	World Geography: AP Human Geography
	220311		✓	World Geography: IB Geography
220453		✓	Geography: Cambridge AICE - AS (Honors)	
1 Unit	220312		✓	World Geography: DE - CGRG 2113 World Regional Geography or DE- CGRC 2213 Physical Geography
	220401	✓		World History
	220400		✓	World History: Honors
	220413		✓	World History: AP World History
	220414		✓	World History: IB World History
	220411		✓	World History: IB History of the America II
	220450		✓	World History: DE - CHIS 1113 World Civilization I
	220451		✓	World History: DE - CHIS 1123 World Civilization II
1 Unit	220454		✓	History (International) : Cambridge AICE - AS (Honors)
	222009	✓		History of Religion
1 Unit	222013		✓	History of Religion: DE - CPHL 2213 World Religions
	220201	✓		Economics
	220606		✓	Economics: Gifted
	220603		✓	Economics: AP Macroeconomics
	220605		✓	Economics: AP Microeconomics
	220610		✓	Economics: IB Economics
	220517		✓	Economics: Cambridge AICE - AS (Honors)
	220202		✓	Economics: DE - CECN 2113 Economic Principles
	220608		✓	Economics: DE - CECN 2213 Macroeconomics
	220609		✓	Economics: DE - CECN 2223 Microeconomics
1 Unit	222004		✓	Psychology: AP Psychology
	225011		✓	Psychology: DE – CPSY 2013 Intro to Psychology ³
1 Unit	220512	✓		African-American History ⁴
	220511		✓	African-American History: DE – CHIS 2103 African American History ⁴

³ For Fall 2022 graduates and thereafter.

⁴ For Spring 2022 graduates and thereafter.

Foreign Language

2 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
2 Units	123501	✓		Arabic I
	123502	✓		Arabic II
	123503	✓		Arabic III
	123504	✓		Arabic IV
	123507		✓	Arabic: IB Language ab initio
	123508		✓	Arabic: IB Language B
	123505		✓	Arabic: DE - CARB 1013/1014 Elementary Arabic I
	123506		✓	Arabic: DE - CARB 1023/1024 Elementary Arabic II
	123511		✓	Arabic Cambridge AICE - AS (Honors)
2 Units	121001	✓		French I
	121002	✓		French II
	121003	✓		French III
	121004	✓		French IV
	121009		✓	French III: Gifted
	121010		✓	French IV: Gifted
	121006		✓	French: AP French Language and Culture
	121007		✓	French: IB Language ab initio
	121008		✓	French: IB Language B
	120999		✓	French: Cambridge AICE - AS (Honors)
	121011		✓	French: DE - CFRN 1013/1014 Elementary French I
	121012		✓	French: DE - CFRN 1023/1024 Elementary French II
	121013		✓	French: DE - CFRN 2013/2014 Intermediate French I
	121014		✓	French: DE - CFRN 2023 Intermediate French II
2 Units	121101	✓		German I
	121102	✓		German II
	121103	✓		German III
	121104	✓		German IV
	121107		✓	German III: Gifted
	121108		✓	German IV: Gifted
	121106		✓	German: AP German Language and Culture
	121113		✓	German: IB Language ab initio
	121114		✓	German: IB Language B
	120115		✓	German: Cambridge AICE - AS (Honors)
	121109		✓	German: DE - CGRM 1013/1014 Elementary German I
	121110		✓	German: DE - CGRM 1023/1024 Elementary German II
	121111		✓	German: DE / CGRM 2013 Intermediate German I
121112		✓	German: DE / CGRM 2023 Intermediate German II	
2 Units	121601	✓		Latin I
	121602	✓		Latin II
	121603	✓		Latin III
	121604	✓		Latin IV
	121607		✓	Latin III: Gifted
	121608		✓	Latin IV: Gifted
	121606		✓	Latin: AP Latin
	121613		✓	Latin: IB Classical Language
	121609		✓	Latin: DE - CLTN 1013/1014 Elementary Latin I
	121610		✓	Latin: DE - CLTN 1023/1024 Elementary Latin II
	121611		✓	Latin: DE - CLTN 2013 Intermediate Latin I
	121612		✓	Latin: DE - CLTN 2023 Intermediate Latin II
2 Units	122501	✓		Spanish I
	122502	✓		Spanish II
	122503	✓		Spanish III
	122504	✓		Spanish IV
	122509		✓	Spanish III: Gifted
	122510		✓	Spanish IV: Gifted
	122506		✓	Spanish: AP Spanish Language and Culture
	122507		✓	Spanish: IB Language ab initio
	122508		✓	Spanish: IB Language B
	122498		✓	Spanish: IB Spanish IV

Foreign Language

2 Units Required	Course Code	TOPS		Course Title	
		4 Point Scale	5 Point Scale		
	122499		✓	Spanish: IB Spanish V	
	122600		✓	Spanish: Cambridge AICE - AS (Honors)	
	122601		✓	Spanish Literature: Cambridge AICE - AS (Honors)	
	122511		✓	Spanish: DE - CSPN 1013/1014 Elementary Spanish I	
	122512		✓	Spanish: DE - CSPN 1023/1024 Elementary Spanish II	
	122513		✓	Spanish: DE - CSPN 2013/2014 Intermediate Spanish I	
	122514		✓	Spanish: DE - CSPN 2023 Intermediate Spanish II	
2 Units	123101	✓		Chinese I	
	123102	✓		Chinese II	
	123103	✓		Chinese III	
	123104	✓		Chinese IV	
	123108		✓	Chinese III: Gifted	
	123109		✓	Chinese IV: Gifted	
	123106		✓	Chinese: AP Chinese Language and Culture	
	123110		✓	Chinese: IB Language ab initio	
	123107		✓	Chinese: IB Language B	
2 Units	123124		✓	Chinese: Cambridge AICE - AS (Honors)	
	121401	✓		Italian I	
	121402	✓		Italian II	
	121403	✓		Italian III	
	121404	✓		Italian IV	
	121407		✓	Italian III: Gifted	
	121408		✓	Italian IV: Gifted	
	121406		✓	Italian: AP Italian Language and Culture	
	121409		✓	Italian: IB Language ab initio	
2 Units	121410		✓	Italian: IB Language B	
	121501	✓		Japanese I	
	121502	✓		Japanese II	
	121503	✓		Japanese III	
	121504	✓		Japanese IV	
	121506		✓	Japanese III: Gifted	
	121507		✓	Japanese IV: Gifted	
	121505		✓	Japanese: AP Japanese Language and Culture	
	121508		✓	Japanese: IB Language ab initio	
2 Units	121509		✓	Japanese: IB Language B	
	121510		✓	Japanese: Cambridge AICE - AS (Honors)	
	121200	✓		Hindi I	
	121201	✓		Hindi II	
	121202	✓		Hindi III	
	121203	✓		Hindi IV	
	2 Units	121700	✓		Portuguese I
		121701	✓		Portuguese II
		121702	✓		Portuguese III
121703		✓		Portuguese IV	
2 Units	123520	✓		Vietnamese I	
	123521	✓		Vietnamese II	
	123522	✓		Vietnamese III	
	123523	✓		Vietnamese IV	
2 Units	123530	✓		Korean I	
	123531	✓		Korean II	
	123532	✓		Korean III	
	123533	✓		Korean IV	
2 Units	122001	✓		Russian I	
	122002	✓		Russian II	
	122003	✓		Russian III	
	122004	✓		Russian IV	
2 Units	123301	✓		Hebrew I	
	123302	✓		Hebrew II	

Foreign Language				
2 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
	123303	✓		Hebrew III
	123304	✓		Hebrew IV
2 Units	123201	✓		Greek I
	123202	✓		Greek II
	123203	✓		Greek III
	123204	✓		Greek IV
2 Units	123456	✓		American Sign Language I
	123457	✓		American Sign Language II
2 Units	121150	✓		Indigenous Language I
	121151	✓		Indigenous Language II
2 Units	061175		✓	AP Computer Science A ⁵
	061102	✓		Computer Science ⁵
2 Units	121300	✓		Computer Coding as a Foreign Language I ⁶
	121301	✓		Computer Coding as a Foreign Language II ⁶

⁵ For Fall grade 9 entry 2023-2024 students graduating in 2026-2027 and thereafter. AP Computer Science A may be used as either an elective, a math, or foreign language credit.

⁶ For Fall grade 9 entry 2023-2024 graduating in 2026-2027 and thereafter. Computer Coding as a Foreign Language shall be aligned to a coding language approved by the Louisiana Workforce Commission to the Industry Based Certification State Focus List.

Art

1 Unit Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
1 Unit	030501	✓		Art I
	030502	✓		Art II
	030503	✓		Art III
	030504	✓		Art IV
	110560	✓		Art: Drafting
	030596		✓	Art History: Gifted
	030597		✓	Art: AP Art History
	030595		✓	Art History: DE - CART 2103 Art History I
	030594		✓	Art History: DE- CART 2113 Art History II
	030514		✓	Studio Art Design: Talented Visual Arts I
	030515		✓	Studio Art Design: Talented Visual Arts II
	030516		✓	Studio Art Design: Talented Visual Arts III
	030517		✓	Studio Art Design: Talented Visual Arts IV
	030520		✓	Studio Art Design: DE - CART 1113 Art Structure/2-D Design
	030521		✓	Studio Art Drawing: DE - CART 2203 Beginning Drawing
	030509		✓	Art: AP Studio Art: 2-D Design
	030508		✓	Art: AP Studio Art: 3-D Design
	030519		✓	Art: AP Studio Art: Drawing
	030522		✓	Art: IB Visual Arts
	030360	✓		Applied Music
	030300	✓		Beginning Band
	190110	✓		Marching Band
	030310	✓		Beginning Choir
	030353	✓		Sectional Rehearsal
	030361	✓		Studio Piano I
	030362	✓		Studio Piano II
	030363	✓		Studio Piano III
	030480	✓		Studio Strings I
	030481	✓		Studio Strings II
	030482	✓		Studio Strings III
	030301	✓		Intermediate Band
	030311	✓		Intermediate Choir
	030439		✓	Music: Talented Choir: Intermediate
	030302	✓		Advanced Band
	030312	✓		Advanced Choir
	030440		✓	Music: Talented Choir: Advanced
	030320	✓		Beginning Orchestra
	030321	✓		Intermediate Orchestra
	030459		✓	Music: Talented Orchestra: Intermediate
	030322	✓		Advanced Orchestra
	030460		✓	Music: Talented Orchestra: Advanced
	030313	✓		Small Voice Ensemble
	030449		✓	Music: Talented Small Voice Ensemble II
	030303	✓		Wind Ensemble
	030304	✓		Jazz Ensemble
030352	✓		Guitar Class	
030350	✓		Piano Class	
030341	✓		Music Theory I	
030342	✓		Music Theory II	
030318	✓		Music and Media	
030319	✓		Music and Technology	
030371		✓	Music: Talented Music I	
030372		✓	Music: Talented Music II	
030373		✓	Music: Talented Music III	
030374		✓	Music: Talented Music IV	
030365		✓	Music: IB Music I	
030366		✓	Music: IB Music II	

Art

1 Unit Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
	030332	✓		Fine Arts Survey
	030364		✓	Fine Arts Survey: AP Music Theory
	030590		✓	Fine Arts Survey: DE - CMUS 1013 Music Appreciation
	030591		✓	Fine Arts Survey: DE - CDNC 1013 Dance Appreciation
	030592		✓	Fine Arts Survey: DE - CART 1023 Introduction to Visual Arts
	030593		✓	Fine Arts Survey: DE - CART 1013 Exploring the Arts
	030600	✓		Dance I
	030621	✓		Dance II
	030631	✓		Dance III
	030641	✓		Dance IV
	030719		✓	Dance: IB Dance
	030700	✓		Theatre I
	030721	✓		Theatre II
	030731	✓		Theatre III
	030741	✓		Theatre IV
	030701	✓		Technical Theatre
	030702	✓		Theatre Design and Technology
	030710		✓	Theatre: Talented Theatre I
	030711		✓	Theatre: Talented Theatre II
	030712		✓	Theatre: Talented Theatre III
	030713		✓	Theatre: Talented Theatre IV
	030718		✓	Theatre: IB Theatre
	030709		✓	Theatre: Talented Introduction to Film Studies
	030706		✓	Theatre: IB Film Study I
	030707		✓	Theatre: IB Film Study II
	030708		✓	Theatre: IB Film Study III
	030715		✓	Theatre: DE - CTHE 2103 Acting I
	030716		✓	Theatre: DE - CTHE 2113 Acting II
	030717		✓	Theatre: DE - CTHE 1013 Introduction to Theatre
	030810	✓		Media Arts I
	030820	✓		Media Art II
	030830	✓		Media Arts III
	030840	✓		Media Arts IV
	312400	✓		Photography I
	312405	✓		Photography II
	312414	✓		Digital Photography
	040241	✓		Digital Storytelling (LSU Partnership)
	080020	✓		Sound Design (LSU Partnership)
	080021	✓		Digital Image and Motion Graphics (LSU Partnership)
	110860	✓		Engineering Design and Development
	110861	✓		Engineering Design and Development (LSU Partnership)
	051103	✓		Speech III ⁷
	051104	✓		Speech IV ⁷

⁷ Speech III and IV (1 Unit Combined).

Physical Education

1.5 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
1 Unit	190105	✓		Physical Education I
	190100	✓		Adapted Physical Education I ⁸
	170001	✓		JROTC I ⁹
	170002	✓		JROTC II
	170003	✓		JROTC III
	170004	✓		JROTC IV
½ Unit	190106	✓		Physical Education II
	190097	✓		Adapted Physical Education II
	170001	✓		JROTC I
	170002	✓		JROTC II
	170003	✓		JROTC III
	170004	✓		JROTC IV
	190110	✓		Marching Band
	190113	✓		Extracurricular Sports
	190111	✓		Cheerleading
	190112	✓		Dance Team

Health Education

.5 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
½ Unit	190500	✓		Health Education
2 Units	170001	✓		JROTC I ⁹
	170002	✓		JROTC II

Electives

3 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
3 Units	Electives			

TOPS University Diploma Minimum Course Requirements

Total 24 Units

⁸ Adapted physical education restricted to eligible special education student

⁹ In schools having approved Junior Reserve Officer Training Corps (JROTC) training, credits may, at the option of the local school board, be substituted for the required credits in physical education and JROTC I and II may be used to meet the health education requirement provided the following requirements are met. A minimum of 2000 minutes of instructional time shall be devoted to health education in JROTC I and in JROTC II. Students must take both JROTC I and JROTC II to meet the health education requirement. All of the standards and GLEs for health shall be covered in JROTC I and JROTC II. JROTC I and JROTC II shall include instruction in CPR, automated external defibrillators, and content relative to dating violence as required by state law

Dual Enrollment/Matrix Options for TOPS Core

(for increased weights when calculating TOPS GPA for incoming freshman beginning Fall 2014)

ENGLISH = 4 Units	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment
ENGLISH I – 1 unit						
ENGLISH II – 1 unit						
1 Unit from the following:						
ENGLISH III – 1 unit	AP English Language and Composition	IB Literature & Language & IB Literature and Performance	English Language Part 1: Cambridge AICE - AS Level Literature in English Part 1: Cambridge AICE - AS Level	English III	English III	English Composition I English Composition II American Literature I American Literature II Major American Writers
1 Unit from the following:						
ENGLISH IV – 1 unit	AP English Literature and Composition	IB Literature & Language & IB Literature & Performance	English Language Part 2: Cambridge AICE - AS Level Literature in English Part 2: Cambridge AICE - AS Level	English IV	English IV	English Composition I English Composition II British Literature I British Literature II Major British Writers World Literature I World Literature II Major World Writers Introduction to Fiction Introduction to Literature Intro to Poetry and/or Drama Intro to African American Literature

Dual Enrollment/Matrix Options for TOPS Core

(for increased weights when calculating TOPS GPA for incoming freshman beginning Fall 2014)

Math = 4 Units	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment
ALGEBRA I – 1 unit						
GEOMETRY – 1 unit						
ALGEBRA II – 1 unit						
1 Unit from the following:						
ALGEBRA III						CMAT 1213 College Algebra
ADV MATH- PRE CALC		IB Math Studies (Math Methods)				CMAT 1223 Trigonometry
PRE- CALCULUS	AP Pre-Calculus	IB Math Studies (Math Methods)	Math 1 (Pure Math): Cambridge AICE - AS Level	Pre-Calculus	Pre-Calculus	CMAT 1233 CMAT 1213 & 1223 Algebra & Trigonometry
ADV MATH - FUNCTIONS & STATISTICS						CMAT 1303 Introductory Statistics
PROB & STATISTICS	AP Statistics		Math 1 (Probability and Statistics): Cambridge AICE		Probability & Statistics	CMAT 1303 Introductory Statistics
CALCULUS	AP Calculus AB AP Calculus BC	IB Mathematics SL IB Mathematics HL	Math 2 (Part 1): Cambridge AICE - A Level Math 2 (Part 2): Cambridge AICE - A Level	Calculus I Calculus II	Calculus	CMAT 2103 CMAT 2113-5 CMAT 2123-5 CMAT 2113 CMAT 2116 Applied Calculus Calculus I Calculus II Differential Calculus I Integral Calculus I
AP COMPUTER SCIENCE A	AP Computer Science A					

* Integrated Mathematics I, Integrated Mathematics II, and Integrated Mathematics III, including the Cambridge Integrated Mathematics sequence, may be substituted for the Algebra I, Geometry, and Algebra II sequence.

Dual Enrollment/Matrix Options for TOPS Core

(for increased weights when calculating TOPS GPA for incoming freshman beginning Fall 2014)

Science = 4 Units	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment
BIOLOGY I – 1 unit						General Biology I Gen Biology I (Sci Majors)
CHEMISTRY I – 1 unit				Chemistry I	Chemistry I	General Chemistry Survey I Chemistry I Chemistry I (Sci Majors)
2 Units from the following:						
BIOLOGY II OR HUMAN ANATOMY & PHYSIOLOGY	AP Biology	IB Biology I IB Biology II	Biology II: Cambridge AICE - AS Level	Biology II	Biology II	General Biology I Gen Biology I (Sci Majors) General Biology II Gen Biology II (Sci Majors) Human Anatomy & Physiology I Human Anatomy & Physiology I (Lec/Lab) Human Anatomy & Physiology II Human Anatomy & Physiology II (Lec/Lab) Microbiology
						CBIO 1013 CBIO 1033 CBIO 1023 CBIO 1043 CBIO 2213 CBIO 2214 CBIO 2223 CBIO 2224 CBIO 2103
EARTH SCIENCE						Physical Geology Historical Geology
ENVIRONMENTAL SCIENCE	AP Environmental Science	IB Environmental Systems		Environmental Science	Environmental Science	Environmental Science
PHYSICAL SCIENCE						Physical Science
CHEMISTRY II	AP Chemistry	IB Chemistry I IB Chemistry II	Chemistry II: Cambridge AICE - AS Level	Chemistry II	Chemistry II	General, Organic & Biochemistry General Chemistry Survey I Chemistry I Chemistry I (Sci Majors) Chemistry II Chemistry II (Sci Majors) Organic Chemistry
						CCEM 1003 CCEM 1013 CCEM 1103 CCEM 1123 CCEM 1113 CCEM 1133 CCEM 2213
PHYSICS I	AP Physics I: Algebra Based	IB Physics I IB Physics II	Physics II: Cambridge AICE - AS Level	Physics	Physics	Physics I (Algebra/Trig Based) Physics I (Lec & Lab) Physics I (Calculus Based)
AGRISCIENCE I & II ¹						
AP COMPUTER SCIENCE A	AP Computer Science A					

¹ Completion of both courses is required for 1 unit of credit.

Dual Enrollment/Matrix Options for TOPS Core

(for increased weights when calculating TOPS GPA for incoming freshman beginning Fall 2014)

Social Studies = 4 Units	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment
US HISTORY -- 1 unit	AP U.S. History	IB History of the Americas I		U.S. History	U.S. History	American History I American History II
1 Unit from the following:						
US GOVT or CIVICS	AP U.S. Government and Politics: Comparative AP U.S. Government and Politics: United States			Government	Government	Intro to American Government Intro to State & Local Government Intro to Comparative Government
ECONOMICS	AP Macroeconomics AP Microeconomics	IB Economics		Economics		Economic Principles Macroeconomics Microeconomics
2 Units from the following:						
WESTERN CIVILIZATION						Western Civilization I Western Civilization II
EUROPEAN HISTORY	AP European History		History (European): Cambridge AICE - AS Level	European History		
WORLD GEOGRAPHY	AP Human Geography	IB Geography	Geography: Cambridge AICE - AS Level	World/Human Geography		World Regional Geography
WORLD HISTORY	AP World History	IB History of the Americas II	History (International): Cambridge AICE - AS Level		World History	World Civilization I World Civilization II
HIST OF RELIGION						World Religions
ECONOMICS	AP Macroeconomics AP Microeconomics	IB Economics	Economics: Cambridge AICE - AS Level	Economics		Economic Principles Macroeconomics Microeconomics
PSYCHOLOGY ²	AP Psychology					Intro to Psychology
AFRICAN AMERICAN HISTORY ³						African American History

² For Fall 2022 graduates and thereafter.

³ For Spring 2022 graduates and thereafter.

Dual Enrollment/Matrix Options for TOPS Core

(for increased weights when calculating TOPS GPA for incoming freshman beginning Fall 2014)

Foreign Language = 2 Units, same language	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment
ARABIC		IB Language ab initio: Arabic IB Language B: Arabic	Arabic: Cambridge AICE - AS (Honors)			CARB 1013 or 1014 CARB 1023 or 1024 Elem Arabic I Elem Arabic II
FRENCH	AP French Language & Culture	IB Language ab initio: French IB Language B: French IB French IV IB French V	French: Cambridge AICE - AS (Honors)	French III French IV		CFRN 1013 or 1014 CFRN 1023 or 1024 CFRN 2013 or 2014 CFRN 2023 Elem French I Elem French II Intermediate French I Intermediate French II
GERMAN	AP German Lang & Culture	IB Language ab initio: German IB Language B: German	German: Cambridge AICE - AS (Honors)	German III German IV		CGRM 1013 or 1014 CGRM 1023 or 1024 CGRM 2013 CGRM 2023 Elem German I Elem German II Intermediate German I Intermediate German II
LATIN	AP Latin	IB Classical Language		Latin III Latin IV		CLTN 1013 or 1014 CLTN 1023 or 1024 CLTN 2013 CLTN 2023 Elem Latin I Elem Latin II Intermediate Latin I Intermediate Latin II
SPANISH	AP Spanish Lang & Culture	IB Language ab initio: Spanish IB Language B: Spanish IB Spanish IV IB Spanish V	Spanish: Cambridge AICE AS (Honors) or Spanish Literature: Cambridge AICE - AS (Honors)	Spanish III Spanish IV		CSPN 1013 or 1014 CSPN 1023 or 1024 CSPN 2013 or 2014 CSPN 2023 Elem Spanish I Elem Spanish II Intermediate Spanish I Intermediate Spanish II
CHINESE	AP Chinese Lang & Culture	IB Language ab initio: Chinese IB Language B: Chinese	Chinese: Cambridge AICE - AS (Honors)	Chinese III Chinese IV		
ITALIAN	AP Italian Lang & Culture	IB Language ab initio: Italian IB Language B: Italian		Italian III Italian IV		
JAPANESE	AP Japanese Lang & Culture	IB Language ab initio: Japanese IB Language B: Japanese	Japanese: Cambridge AICE - AS (Honors)	Japanese III Japanese IV		
Indigenous Language						
COMPUTER SCIENCE⁴	AP Computer Science A					
Computer Coding as a Foreign Language⁵						

⁴ For Fall grade 9 entry 2023-2024 graduating in 2026-2027 and thereafter.

⁵ For Fall grade 9 entry 2023-2024 graduating in 2026-2027 and thereafter. Computer Coding as a Foreign Language shall be aligned to a coding language approved by the Louisiana Workforce Commission to the Industry Based Certification State Focus List.

Dual Enrollment/Matrix Options for TOPS Core

(for increased weights when calculating TOPS GPA for incoming freshman beginning Fall 2014)

Art = 1 Unit	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment
MUSIC (Performance)		IB Music		Talented Music I, II, III, IV Small Voice Ensemble II Choir: Intermediate Choir: Advanced Orchestra: Intermediate Orchestra: Advanced		
FINE ARTS SURVEY	AP Music Theory					CART 1013 CART 1023 CDNC 1013 CMUS 1013 Exploring the Arts Introduction to Visual Arts Dance Appreciation Music Appreciation
ART	AP Art History AP Studio Art: 2-D Design AP Studio Art: 3-D Design AP Studio Art: Drawing	IB Visual Arts		Art History Talented Visual Arts I Talented Visual Arts II Talented Visual Arts III Talented Visual Arts IV		CART 2103 CART 2113 CART 1113 CART 2203 Art History I Art History II Art Structure/2-D Design Beginning Drawing
THEATRE (Performance)		IB Film Study IB Theatre IB Dance		Introduction to Film Studies Talented Theater I, II, III, IV		CTHE 2103 CTHE 2113 CTHE 1013 Acting I Acting II Introduction to Theatre



TOPS Tech
(Career Diploma) Course Requirements
For Incoming Freshmen Beginning Fall 2014

English				
4 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
1 Unit	120331	✓		English I
	120617	✓		English Language Part 1: Cambridge IGCSE
	120619	✓		English Literature Part 1: Cambridge IGCSE
1 Unit	120332	✓		English II
	120618	✓		English Language Part 2: Cambridge IGCSE
	120620	✓		English Literature Part 2: Cambridge IGCSE
2 Units from the following: No more than one course from each unit grouping will count towards the two unit requirement.				
2 Units	120336	✓		Business English
	120350	✓		Technical Writing
	120333	✓		English III
	120341		✓	English III: Honors
	120329		✓	English III: Gifted and Talented
	120325		✓	English III: AP English Language Arts and Composition
	120403		✓	English III: IB Literature
	120327		✓	English III: IB Language & Literature
	120404		✓	English III: IB Literature & Performance
	120601		✓	English III: DE - CENL 1013 English Composition I
	120602		✓	English III: DE - CENL 1023 English Composition II
	120603		✓	English III: DE - CENL 2153 American Literature I
	120604		✓	English III: DE - CENL 2163 American Literature II
	120605		✓	English III: DE - CENL 2173 Major American Writers
	120621		✓	English Language Part 1: Cambridge AICE - AS (Honors)
	120623		✓	Literature in English Part 1: Cambridge AICE - AS (Honors)
	120334	✓		English IV
	120342		✓	English IV: Honors
	120330		✓	English IV: Gifted and Talented
	120326		✓	English IV: AP English Literature and Composition
	120405		✓	English IV: IB Literature
	120328		✓	English IV: IB Language & Literature
	120406		✓	English IV: IB Literature & Performance
	120622		✓	English Language Part 2: Cambridge AICE - AS (Honors)
	120624		✓	Literature in English Part 2: Cambridge AICE - AS (Honors)
	120606		✓	English IV: DE - CENL 1013 English Composition I
	120607		✓	English IV: DE - CENL 1023 English Composition II
	120608		✓	English IV: DE - CENL 2103 British Literature I
	120609		✓	English IV: DE - CENL 2113 British Literature II
	120610		✓	English IV: DE - CENL 2123 Major British Writers
120611		✓	English IV: DE - CENL 2203 World Literature I	
120612		✓	English IV: DE - CENL 2213 World Literature II	
120613		✓	English IV: DE - CENL 2223 Major World Writers	
120614		✓	English IV: DE - CENL 2303 Introduction to Fiction	
120615		✓	English IV: DE - CENL 2323 Introduction to Literature	
120616		✓	English IV: DE - CENL 2313 Introduction to Poetry and/or Drama	
Note: Or comparable Louisiana technical college courses offered by Jump Start regional teams as approved by BESE				

Mathematics				
4 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
1 Unit	160321	✓		Algebra ¹
	160331	✓		Applied Algebra I
	160338	✓		Algebra I, Part 2 ²
1 Unit	160323	✓		Geometry ³
	160332	✓		Applied Geometry ³
2 Units from the following:				
2 Units	160322	✓		Algebra II ¹
	160351	✓		Math Essentials
	165040	✓		Transition to College Mathematics
	160345	✓		Financial Literacy (formerly Financial Math)
	040307	✓		Business Math
	165031	✓		Statistical Reasoning
	160375	✓		Algebra III
	160508	✓		Additional Math - Cambridge IGCSE
	160500		✓	Algebra III: DE - CMAT 1213 College Algebra
	160347	✓		Advanced Math - Functions and Statistics
	160346	✓		Advanced Math - Pre-Calculus
	160501		✓	Adv Math-Pre Calc: DE - CMAT 1223 Trigonometry
	160348	✓		Pre-Calculus
	160365		✓	Pre-Calculus: IB Math Studies I
	160502		✓	Pre-Calculus: DE - CMAT 1233 Algebra and Trigonometry
	160366		✓	Pre-Calculus: Honors
160349	✓		Probability and Statistics	
160510		✓	Math 1 (Pure Math): Cambridge AICE - AS (Honors)	
Note: Or comparable Louisiana Technical College courses offered by Jump Start regional teams as approved by the State Board of Elementary and Secondary Education.				

¹ Integrated Mathematics I, Integrated Mathematics II, and Integrated Mathematics III may be substituted for Algebra I, Geometry, and Algebra II

² The elective course Algebra I - Part 1 is a prerequisite

³ For Fall grade 9 entry 2023-2024 and thereafter, Geometry is required. For grade 9 entry prior to 2023-2024, students must take three additional Math courses of which Geometry is an option.

Science				
2 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
1 Unit	150301	✓		Biology I
	150321		✓	Biology I: DE - CBIO 1013 General Biology I
	150322		✓	Biology I: DE - CBIO 1033 General Biology I (Sci Majors)
1 Unit	150401	✓		Chemistry I
	150412		✓	Chemistry I: Gifted and Talented
	150413		✓	Chemistry I: DE - CCEM 1013 General Chemistry Survey I
	150414		✓	Chemistry I: DE - CCEM 1103 Chemistry I
	150415		✓	Chemistry I: DE - CCEM 1123 Chemistry I (Sci Majors)
	150400		✓	Chemistry I: Honors
	150901	✓		Earth Science
	150909		✓	Earth Science: DE - CGEO 1103 Physical Geology
	150910		✓	Earth Science: DE - CGEO 1113 Historical Geology
	150310	✓		Environmental Science
	150913		✓	Environmental Science: Gifted and Talented
	150311		✓	Environment Science: AP Environmental Science
	150312		✓	Environmental Science: IB Environmental Systems
	150914		✓	Environmental Science: DE - CEVS 1103 Environmental Science
	150328		✓	Environmental Science: Honors
	150802	✓		Physical Science
	150915		✓	Physical Science: DE - CPHY 1023 Physical Science I
	110810	✓		Principles of Engineering
	110864	✓		(LSU Partnership) Principles of Engineering
	080109	✓		PLTW Principles of Engineering
	010302	✓		Agriscience II ⁴
	150307		✓	Biology II: AP Biology
	150305		✓	Biology II: IB Biology I
	150308		✓	Biology II: IB Biology II
	149993		✓	Biology II: Cambridge AICE - AS (Honors)
	150410		✓	Chemistry II: AP Chemistry
	150423		✓	Chemistry II: IB Chemistry I
	150411		✓	Chemistry II: IB Chemistry II
	150425		✓	Chemistry II: Cambridge AICE - AS (Honors)
	150000	✓		Physics I
	149997	✓		Physics I: Cambridge IGCSE
	149999		✓	Physics II: Cambridge AICE - AS (Honors)
	150724		✓	Physics: AP Physics I - Algebra Based
150725		✓	Physics: AP Physics II - Algebra Based	
150703		✓	Physics: IB Physics I	
150704		✓	Physics: IB Physics II	
150794		✓	Physics: AP Physics C - Electricity and Magnetism	
150795		✓	Physics: AP Physics C - Mechanics	

⁴ The elective course Agriscience I is a prerequisite

Social Studies

2 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
1 Unit	220403	✓		U.S. History
	220409		✓	U.S. History: Honors
	220406		✓	U.S. History: Gifted
	220404		✓	AP U.S. History
	220405		✓	IB History of the Americas I
	220407		✓	U.S. History: DE - CHIS 2013 American History I
	220408		✓	U.S. History: DE - CHIS 2023 American History II
1 Unit	220502	✓		American Government
	220505		✓	Government: Honors
	220513		✓	Government: Gifted
	220501	✓		Civics (1st semester)
	220504	✓		Civics (2nd semester)
	220604		✓	Government: AP Government and Politics: Comparative
	220503		✓	Government: AP Government and Politics: United States
	220514		✓	Government: DE - CPOL 2013 Introduction to American Govt
	220515		✓	Government: DE - CPOL 2113 Introduction to State & Local Govt
220516		✓	Government: DE - CPOL 2213 Introduction to Comparative Govt	

Physical Education				
1.5 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
1 Unit	190105	✓		Physical Education I
	190100	✓		Adapted Physical Education I ⁵
	170001	✓		JROTC I ⁶
	170002	✓		JROTC II
	170003	✓		JROTC III
	170004	✓		JROTC IV
½ Unit	190106	✓		Physical Education II
	190097	✓		Adapted Physical Education II
	170001	✓		JROTC I
	170002	✓		JROTC II
	170003	✓		JROTC III
	170004	✓		JROTC IV
	190110	✓		Marching Band
	190113	✓		Extracurricular Sports
	190111	✓		Cheerleading
	190112	✓		Dance Team

Health Education				
.5 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
½ Unit	190500	✓		Health Education
2 Units	170001	✓		JROTC I ⁷
	170002	✓		JROTC II

Electives				
3 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
9 Units	Jump Start course sequence, workplace experiences and approved credentials (a minimum of one industry-based credential is required for graduation).			

TOPS TECH Diploma Minimum Course Requirements	
Total 23 Units	

⁵ Adapted physical education restricted to eligible special education students.

⁶ In schools having approved Junior Reserve Officer Training Corps (JROTC) training, credits may, at the option of the local school board, be substituted for the required credits in physical education.

⁷ JROTC I and II may be used to meet the health education requirement provided the following requirements are met. A minimum of 2000 minutes of instructional time shall be devoted to health education in JROTC I and in JROTC II. Students must take both JROTC I and JROTC II to meet the health education requirement. All of the standards and GLEs for health shall be covered in JROTC I and JROTC II. JROTC I and JROTC II shall include instruction in CPR, automated external defibrillators, and content relative to dating violence as required by state law.

_____ shall be placed on an individual academic improvement plan in partnership with LEA/Parish and teacher because they did not attain basic proficiency in at least two core subject areas.

In accordance with the requirements of Bulletin 1566 §701 and §703, _____ has the right to at least two or more of the following interventions:

- **High-quality curriculum:** Student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.
- **Highly-effective teacher:** Student is placed in the classroom of a teacher rated "Highly Effective" overall or "Highly Effective" on value-added model or has proven success with teaching students who struggle academically in the past.
- **Additional in-school support:** Student is provided with additional learning minutes. These minutes should come from available time during the school day or during after-school support time.
- **Summer program:** Student is enrolled in a summer program. In that summer program, the student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.

Further, the parent/legal guardian of _____ understands:

Parent Initials	Parent/ Legal Guardian understands that...
	Student is entitled to participation in an individual academic improvement plan that is co-developed between parent/legal guardian and teacher.
	Parent/legal guardian is entitled to information in home language detailing intervention supports available to student prior to selection of interventions.
	Parent/legal guardian may select and agree to at least two interventions to be provided, at no cost, by the school system.
	Parent/legal guardian can take action at home to support student progress by doing accessing resources available in the Family Support Toolbox Library and/or provided by student's school.

School System Promotion Policy per Pupil Progression Plan: *(LEAs insert here)*

LEA Name:	Date:
Student Name:	Grade:
Parent/Legal Guardian Name:	School/Parish Name:

Select at least two or more options from the intervention list below:

- High-quality curriculum
- Highly-effective teacher
- Additional in-school support
- Summer program

I am a parent or legal guardian of the student referenced above and I understand my rights as it relates to promotion and retention; and I have selected and agreed to course of action for my student.

Print Parent/Legal Guardian Name:

Parent/Legal Guardian Signature:	Date:
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School Administrator Signature:	Date:
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Complete the template for each subject area identified as below "Basic."

Student name and grade:	
Subject area of need:	
Beginning level of proficiency/Target level of proficiency:	
<i>Check the boxes below for each selected intervention and populate requested information:</i>	
<input type="checkbox"/> High-quality curriculum	Curriculum:
<input type="checkbox"/> Highly-effective teacher	Teacher name:
<input type="checkbox"/> Additional in-school support	Teacher name(s): Define supports: Progress monitoring plan:
<input type="checkbox"/> Summer program	Teacher name: Summer program curriculum: Progress monitoring plan:

**Attach additional pages as necessary.*

School Administrator Signature:	Date:
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Appendix F



خط التطوير الأكاديمية الفردية موائمة لولاية/لوصي لولاية سنة

سوف يوضع عليهم ني خطة تطوير أكاديمية فردية بالشراكة مع LEA/البرشنة والمعلم الزم لم يحصلوا على الشهادة الأساسية؟ **أسئلة**
ني معلقون على الأول من المجلات الأساسية.

مطابق لشرط 701§ 1566 و 703§ ، **أسئلة** فإن لديهم لاحق ني زوجهون أو أكثر من التدخلات التالية:

- تعيين لمكان العمل اساتذات كوني لصف الأساس
- ادخول على انعطافات لني نفس تقي من المخرج علي لاجونة (السنوى 1) خلال ساعات لنوم لبرسي
- من اضرافات لدعم لبرسي حيث ال يهدل لتطير خارج مسنوى نصف أكثر من 35% من إجمالي التلق في كل مجال
- نتاح لفرضة للتسجيل ني برنامج ص يدي علي لاجونة نفس تقيين بخرج علي لاجونة (السنوى 1) أو برنامج تطيري

علاوة على ذلك، يترك لولاية/لوصي لولاية لن:

	جديدي
ني خطة لتطوير الأكاديمية الفردية لني يتم إعلانها بشكل كامل متعاوني فيما بين لولاية/لوصي لولاية ويحول الطلاب إلى والمعلم.	
لثوري لوصول على مملوآت بلاغة الأساسية نورد تفص بالاعلانات دعم التدخل المتاحة لطلاب يحوّل لبرسي قبل اختيار عمليات التدخل.	
لولاية اختياري عملياتي تدخل على الأول والبولقة عليهم ليتم تقييها دون مبال من خلال نظام يحوّل لبرسي لبرسي.	
لولاية التدخل اجراء ني ليزول لدعم تقيم الطلاب بلوصول إلى الموارد المتاحة ني مكتبة نوت بلجان لبرسي دعم الأسرة و/أو نونه مدرسة الطلاب.	

س سياسة ترقية لنظام لبرسي لكل خطة مدنة لتقيم الطلاب:

اسم LEA:	التاريخ:
اسم الطالب:	الصف:
اسم الوالدة/الوصي لولاية لويزيانا:	اسم المدرسة/المدرسة:

تكون على التول أو التفر من قائمة إجراءات التدخل أولاً:

التعليمي برنامج صيني ضمني داخل

لمدرسة دعم

إمكانية وصول مضمونة إلى ليس سوى 1/البرنامج عالي الجودة

تعيين لمكان للمعلمين اساتذة كأي لصف للمدرسة

يُهي الطالب ليشارة إليه إعماله وأدرك حزوقي نيهما يتصل بالتحذير والاحتفاظ وقد اخترت منار العمل للمجد للطلابي وولفتنا والد أو وصي عليهما.

اطبع اسم الوالدة/الوصي لولاية لويزيانا:

الولاية/الوصي لولاية لويزيانا:	التاريخ:
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نوع منبر للمدرسة:	التاريخ:
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**Plan de mejora académica individual
Formulario de aceptación del padre o tutor legal**

Nombre del estudiante debe inscribirse en un plan de mejora académica individual en asociación con el LEA (organismo educativo local) / la comunidad y el maestro porque no obtuvo los conocimientos básicos en al menos dos materias principales.

De acuerdo con los requisitos del Boletín 1566 sección 701 y 703, Nombre del estudiante tiene derecho a recibir por lo menos dos de las siguientes intervenciones:

- Elección estratégica de aula.
- Acceso a la enseñanza y aprovechamiento de un plan de estudios de alta calidad (nivel 1) durante el horario escolar.
- Apoyo adicional en la escuela en el que la enseñanza de acuerdo con un nivel más bajo no represente más del 35% del total de los minutos en cada área temática.
- La oportunidad de inscribirse en un programa de verano de alta calidad que utilice un plan de estudios o programa de aprendizaje de alta calidad (nivel 1).

Además, el padre o tutor legal de Nombre del estudiante entiende que:

Inicial	
	El estudiante puede participar de un plan de mejora académica individual que se desarrolla en conjunto entre el padre o tutor legal y el maestro.
	El padre o tutor legal tiene derecho a recibir información en su lengua materna, detallando los materiales de apoyo para las intervenciones que se encuentren disponibles antes de seleccionar las intervenciones.
	El padre o tutor legal puede seleccionar y aceptar por lo menos dos intervenciones a ser provistas por el sistema escolar sin costo.
	El padre o tutor legal puede realizar acciones en su hogar para apoyar el avance del estudiante por medio de acceder a los recursos que se encuentran disponibles en la Family Support Toolbox Library o que brinda la escuela del estudiante.

Política de promoción del sistema escolar en función del plan de avance del alumno:

Nombre del LEA (organismo educativo local):	Fecha:
Nombre del estudiante:	Curso:
Nombre del padre o tutor legal:	Nombre de la escuela o de la parroquia:

Seleccione por lo menos dos opciones de la lista de intervenciones que figura abajo:

- Inscripción en un programa de verano
- Apoyo adicional dentro de la escuela
- Acceso garantizado a un plan de estudios de alta calidad o de primer nivel
- Elección estratégica de aula

Soy el padre o tutor legal del estudiante mencionado y comprendo mis derechos en lo que se refiere a la promoción y a la retención; y he seleccionado y aceptado el curso de acción para mi estudiante.

Nombre del padre o tutor legal:

Firma del padre o tutor legal:	Fecha:
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Firma del administrador de la escuela:	Fecha:
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Please attach the Individual Academic Improvement Plan Parent/Legal Guardian Agreement Form to this plan.

Complete the template for each subject area identified as below "Basic."

Student name and grade:	
Subject area of need:	
Beginning level of proficiency/Target level of proficiency:	
<i>Check the boxes below for each selected intervention and populate requested information:</i>	
<input type="checkbox"/> High-quality curriculum	Curriculum:
<input type="checkbox"/> Highly-effective teacher	Teacher name:
<input type="checkbox"/> Additional in-school support	Teacher name(s): Define supports: Progress monitoring plan:
<input type="checkbox"/> Summer program	Teacher name: Summer program curriculum: Progress monitoring plan:

**Attach additional pages as necessary.*

School Administrator Signature:	Date:
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INDIVIDUAL GRADUATION PLAN

BASIC INFORMATION		
Name:	9th Grade Entry Date:	Academic Support Plan Attached <input type="checkbox"/>
High School Attending:	Originating Middle School: <input type="checkbox"/>	

EDUCATION GOALS		
Diploma Type	<input type="radio"/> TOPS University Diploma	<input type="radio"/> Jump Start TOPS Tech (Career) Diploma
Diploma Curriculum	<input type="radio"/> TOPS University	<input type="radio"/> Jump Start TOPS Tech
Diploma Endorsements	<input type="radio"/> Community Service Diploma Endorsement	<input type="radio"/> State Seal of Biliteracy <input type="radio"/> STEM Diploma Seal
Financial Aid & Scholarships	<input type="radio"/> TOPS Honors <input type="radio"/> TOPS Performance <input type="radio"/> TOPS Opportunity <input type="radio"/> TOPS Tech Early Start <input type="radio"/> TOPS Tech Financial Aid: Completion Date: _____	

COLLEGE & CAREER GOALS			
Career Specialty/Occupation (Option 1):	Career Specialty/Occupation (Option 2):		
Career Cluster® (Option 1): -	Career Cluster® (Option 2): -		
Jump Start Graduation Pathway: Choose one		Jump Start Graduation Pathway: Choose one	
Post-High School Workforce Plans: <input type="radio"/> On-the-Job Training <input type="radio"/> Military <input type="radio"/> Employment		Certifications: <input type="radio"/> Statewide <input type="radio"/> Regional <input type="radio"/> Complementary	

COURSE SELECTIONS FOR CHOSEN PATHWAY									
Subjects	6th–8th/T9 Grade	9th Grade	10th Grade	11th Grade	12th Grade	Graduation Tracker			
						Min Req	Earned	Enrolled	Must Complete
English						4			
Mathematics						4			
Science									
Social Science									
Health						.5			
Physical Education						1.5			
Foreign Languages									
Arts									
Electives/CTE									
Electives									
Credit Totals									

EXTRACURRICULAR & EMPLOYMENT ACTIVITIES							
Extracurricular							Awards/Industry-Based Certifications
Employment							
Community Service							

ASSESSMENTS							
Academic						Personal	
College & Career Readiness					ACT	Instrument	Scores/Notes
LEAP 2025	English	English I	English II	Math	WorkKeys	ACT Engage	
Diagnostic	Math	Algebra I	Geometry	Science	US History	ASVAB	
	Social Studies		Biology			Skills Inventory	
						Career Interest	
						Learning Styles	
						ONET Profiler	

Gifted & Talented Courses		AP, IB, & Cambridge Courses		CLEP Exams		Articulated Credit/Dual Enrollment Courses	
Course	Credit	Course	Score	Course	Credit	Course	Credit

SIGNATURE APPROVALS											
	6th–8th/T9	Date	9th	Date	10th	Date	11th	Date	12th	Date	
Student											
Parent											
Counselor/Advisor											

