

**Brief Policy Report:**  
**CLEP Sociology and Louisiana School Performance Score Alignment**  
**Prepared by Sean Muggivan, LCSW**  
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**1) Introduction:**

This report examines the relationship between the CLEP Introductory Sociology examination and Louisiana’s School Performance Score (SPS) framework, including its connection to credit-by-exam (CBE) policy and graduation credit alignment. It is intended not as a compliance document but as a professional and reflective exploration of how data-driven analysis and educational innovation can reveal new opportunities within existing BESE and LDOE structures. All interpretations are offered in the spirit of transparency, collaboration, and professional curiosity.

This report does not constitute legal or administrative guidance; its purpose is to support reflective innovation and inform professional dialogue.

**2) Executive Summary**

Louisiana’s BESE and LDOE policy framework allows students earning a qualifying CLEP score ( $\geq 50$ ) to contribute directly to a school’s Strength of Diploma index, a core component of the School Performance Score (SPS). CLEP Sociology, as an officially recognized Core 4 social studies course, is fully eligible for inclusion in this calculation. The state’s accountability and graduation policy structure provides for three potential benefits of a passing CLEP score: high school credit (if awarded locally under CBE), college credit (via Board of Regents articulation), and SPS credit through Bulletin 111 § 709.

**3) Key Policy Findings and Interpretations**

Louisiana Administrative Code – Title 28, Part XI, § XI-709 defines the Strength of Diploma Index as including points for qualifying CLEP scores. The relevant clause states: “High School Diploma plus: (a) Advanced Placement (AP) score of 3 or higher; (b) International Baccalaureate (IB) score of 4 or higher; (c) College Level Examination Program (CLEP) score of 50 or higher.” This provision applies uniformly to all CLEP subjects, including

Introductory Sociology.

BESE Bulletin 741 § 2319 (A)(1)(d) identifies Sociology as an approved Core 4/TOPS University social studies course: “Four units of social studies shall be required as follows: ... Two units from the following: World History, World Geography, Western Civilization, Economics, Psychology, Sociology, or African-American Studies.” Therefore, CLEP Sociology corresponds to a valid high school subject area credit.

BESE Bulletin 741 § 2319 (A)(3) also allows for Credit by Examination (CBE): “Students may earn Carnegie credit by achieving qualifying scores on AP, IB, or CLEP examinations as determined by the local school system and the postsecondary institution.” The Board of Regents’ statewide CLEP articulation matrix sets 50 as the minimum qualifying score for college credit. Most local education agencies—including charter districts—adopt this same threshold for high school credit.

#### **4) Local Applications**

##### ***Example 1 – Social Data Science CLEP Model:***

Students enrolled in Probability & Statistics: Social Data Science can earn their 4th mathematics credit while completing the Modern States Intro to Sociology curriculum. A passing CLEP Sociology score ( $\geq 50$ ) yields 3 college credit hours, 150 Strength-of-Diploma points, and, if local policy allows, 1 Carnegie unit in Sociology.

##### ***Example 2 – 12th Grade English CLEP Model:***

Seniors completing the Modern States College Composition I & II CLEP prep curriculum can similarly earn college credit, Strength-of-Diploma points, and potential high school English credit under CBE provisions.

#### **5) Reflective Closing**

This report is offered as a foundation for continued professional reflection and collaborative innovation. Every finding should invite scrutiny, replication, and refinement. By engaging with the state’s policy framework at this analytical depth, educators can uncover opportunities for meaningful curriculum design, improved student outcomes, and data-informed strategies for school accountability.

The intersection of policy, AI-assisted analysis, and educational practice represents an emerging frontier. By approaching it thoughtfully—through disciplined methods like Agentic Policy Combing—schools can maintain compliance while expanding their creative and academic possibilities.

## 6) Invitation for Professional Review

This report is intended as a living professional document, open to critique, refinement, and extension. Colleagues, administrators, and policy specialists are invited to review its reasoning, challenge its assumptions, and contribute corrections or enhancements. Feedback, annotations, and collaborative inquiries are welcome and may be directed to:

**Sean Muggivan — Muggs of Data Science & AI Initiatives Lab, New Harmony High**  
([sean.muggivan@newharmonyhigh.org](mailto:sean.muggivan@newharmonyhigh.org), [muggs@muggsofdatasci.net](mailto:muggs@muggsofdatasci.net))

The purpose of this invitation is not to validate compliance, but to strengthen the collective understanding of how educational policy, data science, and innovation can intersect to serve students and schools more effectively.

## 7) Methodological Note: Agentic Policy Combing (APC)

This report was developed using a structured interpretive method with the *working name* **Agentic Policy Combing (APC)**. APC is a clause-by-clause approach to policy analysis that integrates AI assistance to accelerate document review and cross-reference reconciliation. It is an *adaptation and simplification* of more sophisticated multi-agent reasoning and retrieval frameworks used in advanced research contexts.

Unlike traditional retrieval systems, APC examines source materials sequentially, maintaining contextual continuity and reference hierarchy across BESE bulletins, LDOE manuals, and statutory appendices. The goal of this adaptation is to model a transparent, reproducible form of AI-supported policy reasoning suitable for professional education settings, rather than to replicate enterprise-level automation.

The purpose of including AI in this analysis is not automation for its own sake, but the advancement of professional inquiry—allowing educators and policy specialists to see how structured reasoning and computational tools can strengthen reflection, reproducibility,

and institutional learning.

## 8) Rights and Use

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## 9) Citation

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## 10) References

- Louisiana Administrative Code – Title 28, Part XI, § XI-709:  
<https://www.law.cornell.edu/regulations/louisiana/La-Admin-Code-tit-28-SS-XI-709>
- BESE Bulletin 111 (Louisiana School, District, and State Accountability System):  
[https://nolapublicschools.com/CAPS/Bulletins/Bulletins111\\_118\\_127.pdf](https://nolapublicschools.com/CAPS/Bulletins/Bulletins111_118_127.pdf)
- LDOE Accountability Manual:  
<https://www.louisianabelieves.com/resources/library/accountability-resources>
- BESE Bulletin 741 (Louisiana Handbook for School Administrators):  
<https://bese.louisiana.gov/policies-bulletins>
- LDOE Graduation Requirements Guide:  
<https://www.louisianabelieves.com/courses/graduation-requirements>
- Louisiana Board of Regents CLEP Articulation Matrix (2023):  
<https://www.laregents.edu/wp-content/uploads/2023/02/Statewide-Standardized-CLEP-Scores.pdf>