

# **2019-2020 Pupil Progression Plan**

**Local Education Agency:**

**GEO Prep Academy of Greater Baton Rouge**

GEO Prep Academy - Greater Baton Rouge  
4006 Platt Drive  
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Baton Rouge, La 70814

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PUPIL PROGRESSION PLAN AGENDA  
June 18, 2019

Pupil Progression Plan

Purpose  
Timeline/Review Committee  
Process

Questions and Answers

## 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](#). In October 2017, BESE approved, as Notice of Intent, [revisions](#) to Bulletin 1566 that relate to placement, promotion, and supports and interventions for students not meeting minimum academic standards. BESE has also approved regulations pursuant to state law that relate to placement and promotion in [Bulletin 741 – Louisiana Handbook for School Administrators](#), which includes but is not limited to instructional time, grading policies, and graduation requirements. These bulletins also adhere to federal and state laws and regulations that govern the placement and promotion of students with disabilities, English learners, and transfer students.

The purpose of this document is to assist LEAs in developing their required Pupil Progression Plan in accordance with applicable laws and regulations, and to codify LEA policies and procedures related to student placement and promotion. In each section of this document, language that conforms to applicable laws and regulations has been pre-populated. 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 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](mailto:PPP@La.Gov)

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## I. Placement of students in kindergarten and grade 1

### Kindergarten

Schools can only make recommendations to parents regarding student enrollment in kindergarten, since kindergarten is not mandatory. However, in accordance with state law (R.S. 17:221), once students have enrolled in kindergarten, they are subject to compulsory attendance laws and promotion requirements set forth by the LEA.

Every child, as a prerequisite to enrollment in any first grade of a public school, shall meet one of the following criteria:

- attended a full-day public or private kindergarten for a full academic year; or
- passed an academic readiness screening administered by the LEA at the time of enrollment for first grade

The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade. Each local educational governing authority, by rule, may provide for a child of younger age to enter kindergarten, provided that such child has been evaluated and identified as gifted in accordance with state regulations for such evaluation or have a minimum score of 141 on the MAPS growth and proficiency assessment.

### Grade 1

- Any child admitted to kindergarten pursuant shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled.
- The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September thirtieth of the calendar year in which the school year begins.
- 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.***

Readiness Screening Instrument for Kindergarten and First Grade:  
Dibels and MAPS (Measures of Academic Performance) will be used as the primary  
academic readiness screening instrument.

Students will be allowed to enter Kindergarten with a MAPS score of 141.

## II. Placement of transfer students

- A student who has transferred from a public school, in- or out-of-state, or a nonpublic school, shall be granted credit for work completed in the previous school. A properly certified transcript shall be required with the student's record of attendance, levels of achievement, history of immunization, and units of credit earned.
- Evaluation information for exceptional students transferring from another school system shall be reviewed by pupil appraisal and approved by a supervisor of special education before the student is enrolled in a special education program.
- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school, any approved home study program, or a Louisiana resident transferring from any out-of-state school, shall be required to pass the English language arts and mathematics portions of the LEAP placement test.

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

There are none at this time.
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## III. Promotion for students in kindergarten and grades 1, 2, 3, 5, 6, and 7

Teachers shall, on an individual basis, determine the promotion of each student according to the local Pupil Progression Plan. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills.

***In the space below, please describe the LEA's policies and procedures that will be used to determine promotion for students in Kindergarten and Grades 1, 2, 3, 5, 6, and 7.***

Grade Level Promotion Charts:

DIBELS/LITERACY REQUIREMENTS for Kindergarten, 1st, 2nd, and 3rd Grade

The DIBELS Benchmarks are given at the beginning, middle and end of Kindergarten, 1st, 2nd, and 3rd grades. This assessment measures the student’s independent reading level at which he/she can read without assistance.

Before retaining a K-3 student, the school must ensure the following:

1. The Louisiana Literacy Plan has been implemented with the key features of:
  - a. Tier 1 – the core curriculum
  - b. Tier 2 – strategic intervention
  - c. Tier 3 – intensive intervention

Weekly/biweekly progress monitoring will occur with monthly follow-ups and documented research-based interventions

2. After #1 above has been implemented, the following point system needed for promotion will be implemented.

Kindergarten Promotion – GEO School is required to offer Kindergarten. Students attending Kindergarten must meet the above criteria for promotion. Each kindergarten student must attain a minimum score of 6/9 points from the following in order to be promoted to the first grade.

Kindergarten Promotion	Points
Reading – Attain one of the following DIBELS ratings: DIBELS instructional recommendation of Above Benchmark	3
DIBELS instructional recommendation of Established/Low Risk/Benchmark	2
DIBELS instructional recommendation of Emerging/Some Risk/Strategic	1
DIBELS instructional recommendation of Deficit/At Risk/Intensive	
Reading – Must score at least 70% on end of year assessment	3
Mathematics – Must score at least 70% on end of year assessment	3

First Grade Promotion – Each first grade student must attain a minimum score of 7/10 points from the following in order to be promoted to the second grade.

First Grade Promotion	Points
Reading – Attain a minimum of grade “D” along with one of the following DIBELS ratings: DIBELS instructional recommendation of Above Benchmark DIBELS instructional recommendation of Established/Low Risk/Benchmark DIBELS instructional recommendation of Emerging/Some Risk/Strategic DIBELS instructional recommendation of Deficit/At Risk/Intensive	3 2 1
Language – (Writing and Grammar) Attain a minimum grade of “D”	2
Spelling – Attain a minimum grade of “D”	1
Mathematics – Attain a minimum grade of “D”	3
Social Studies – Attain a minimum of “D”	1
Teacher-Principal Recommendation	1

Second Grade Promotion – Each second grade student must attain a minimum score of 7/10 points from the following in order to be promoted to the third grade.

Second Grade Promotion	Points
Reading – Attain a minimum of grade “D” along with one of the following DIBELS ratings: DIBELS instructional recommendation of Above Benchmark DIBELS instructional recommendation of Established/Low Risk/Benchmark DIBELS instructional recommendation of Emerging/Some Risk/Strategic DIBELS instructional recommendation of Deficit/At Risk/Intensive	3 2 2
Language – (Writing and Grammar) Attain a minimum grade of “D”	2
Spelling – Attain a minimum grade of “D”	1
Mathematics – Attain a minimum grade of “D”	3
Social Studies – Attain a minimum of “D”	1

Teacher-Principal Recommendation	1
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Third Grade Promotion – Each third grade student must attain a minimum score of 11/14 points from the following in order to be promoted to the fourth grade.

Third Grade Promotion	Points
Reading – Attain a minimum of grade “D” along with one of the following DIBELS ratings: DIBELS instructional recommendation of Above Benchmark	3
DIBELS instructional recommendation of Established/Low Risk/Benchmark	2
DIBELS instructional recommendation of Emerging/Some Risk/Strategic	1
DIBELS instructional recommendation of Deficit/At Risk/Intensive	
Language – (Writing and Grammar) Attain a minimum grade of “D”	2
Spelling – Attain a minimum grade of “D”	1
Mathematics – Attain a minimum grade of “D”	3
Science/Social Studies – Attain a minimum grade of “D” on EITHER science or social studies	1
Teacher-Principal Recommendation	1
LEAP – ELA and Math	
Advanced	3
Mastery	2
Basic	1
Approaching Basic	

Grade 5 Promotion – Each fifth grade student must meet the requirements by the Louisiana Educational Assessment Program and attain a minimum score of 11/14points from the following in order to be promoted to sixth grade

Fifth Grade Promotion	Points
Reading – Attain a minimum grade of “D” DIBELS ratings: DIBELS instructional recommendation of Above Benchmark	3
DIBELS instructional recommendation of Established Above Benchmark	2
DIBELS instructional recommendation of Established/Low Risk/Benchmark	1
DIBELS instructional recommendation of Emerging/Some Risk/Strategic	0
DIBELS instructional recommendation of Deficit/At Risk/Intensive	
Language/Spelling – (Writing and Grammar) Attain a minimum grade of “D”	2
Mathematics – Attain a minimum grade of “D”	3
Science – Attain a minimum grade of “D”	1
Social Studies - Attain a minimum grade of “D”	1
Teacher-Principal Recommendation	1
LEAP – ELA and Math Advanced	3
Mastery	2
Basic	1
Approaching Basic	0

Grade 6 Promotion- Each sixth grade student must obtain a minimum of 9 points from the following to be promoted to 7th grade. Seventh grade students must earn at least 13 points for promotion to 8th grade.

Grade 6-7 Promotion	Points
Language- (Writing and Grammar) Attain a minimum grade of D	3
Mathematics- Attain a minimum grade of D	3
Science- Attain a minimum grade of D	1
Social Studies- Attain a minimum grade of a D	1
Electives- (one point per elective) Attain a minimum grade of D	3
Teacher-Principal Recommendation	1

If a student earns an F first semester in a specific class and then earns a D second semester the final grade averages out to a D.  
 If a student earns a D first semester in a specific class and then earns an F second semester the final grade averages out to an F.

**IV. Promotion of students in grade 4**

- Each LEA shall identify third and fourth grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Fourth grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual academic improvement plan that adheres to the following requirements:
  - The school shall convene an in-person meeting with the student’s parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student’s academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.

- The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive grade-level instruction during the summer.
- Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
- The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.
- The LDOE will provide to each LEA a roster of third and fourth grade students who have scored below the “Basic” achievement level in at least two core academic subjects. Such roster will assist the LEA in making final determinations relative to students’ required individual academic plans.
  - The decision to retain a student as a result of his/her failure to achieve the standard on 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.

### **GEO Prep Academy Greater Baton Rouge Individual Academic Improvement Policy**

All Geo Prep Mid City Elementary struggling students (those who do not score “Basic” in at least two core academic subjects) shall be provided with an individual academic improvement plan, reviewed with and signed by the student’s parent or legal custodian. Academic interventions and/or supports will be provided.

Allowable interventions and supports include (choose 2 of the 5):

- placement in the classroom of a teacher rated “Highly Effective” Proficient
- completion of summer remediation program that includes curriculum fully aligned to Louisiana State Standards and limits below grade-level content to no more than 35 percent of total instructional minutes
- additional instructional time during the school day
- additional time outside of the school day
- grade-level instruction that is aligned to Louisiana State Standards, which may include limited below-grade level content and support needed to address

***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.***

Grade 4 Promotion – Each fourth grade student must meet the requirements by the Louisiana Educational Assessment Program and attain a minimum score of 14/18 points from the following in order to be promoted to fifth grade

Fourth Grade Promotion	Points
Reading – Attain a minimum grade of “D” DIBELS ratings: DIBELS instructional recommendation of Established Above Benchmark	3
DIBELS instructional recommendation of Established/Low Risk/Benchmark	2
DIBELS instructional recommendation of Emerging/Some Risk/Strategic	1
DIBELS instructional recommendation of Deficit/At Risk/Intensive	0
Language/Spelling – (Writing and Grammar) Attain a minimum grade of “D”	2
Mathematics – Attain a minimum grade of “D”	3
Science – Attain a minimum grade of “D”	1
Social Studies - Attain a minimum grade of “D”	1
Teacher-Principal Recommendation	1
LEAP – ELA and Math Advanced	3
Mastery	2
Basic	1
Approaching Basic	0

**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.**

If the student scores an Approaching Basic on the LEAP test, they must attend extended day in order to be promoted.  
Students will be retained if they do not have the required quality points on the 2nd nine weeks report card.

## V. Support for students

### School year support

- The individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.
- The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:
  - The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
  - The student completes summer remediation.
  - Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
  - The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.
- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

The LEA will offer, at no cost, extended, on-grade level instruction through summer remediation to students who did not take the spring LEAP tests or who failed to meet the standard set forth in §701 and §703 of BESE Bulletin 1566. The LEA will provide transportation to and from the assigned remediation summer site(s) from, at a minimum, a common pick-up point.

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

### Summer remediation

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

- Uses curriculum determined by the Louisiana Department of Education to fully align to Louisiana State Standards (Bulletin 141 – *Louisiana Standards for English Language Arts*,

Bulletin 142 – *Louisiana Standards for Mathematics*, Bulletin 1962 – *Louisiana Science Content Standards*, and Bulletin 1964 – *Louisiana Social Studies Content Standards*).

- Utilizes teachers rated “Highly Effective” pursuant to the teacher’s most recent evaluation or have achieved a value-added rating of “Highly Effective” on the most recent evaluation.
- Limits remedial (below grade-level) instruction to only necessary and focused skills as identified from top-quality assessments and does not account for more than 35 percent of the total summer remediation instructional time.

## **VI. 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.***

Placement tests will be administered to students who indicate a language other than English on their HLS (Home Language Survey). The placement test will be administered within 30 days of the start of the school year (if student enrolled at the start of the year) or within 14 days of enrollment (if the student enrolled in the middle of the school year). The purpose of the placement test is to identify if a student is ELPT (Limited English Proficient). If that student is LEP, then he/she is considered an English Language Learner. ELLs will receive additional support services and accommodations. The ELPT (English Language Proficiency Test) is an annual assessment for all English Language Learners. The ELPT assessment will be administered in the Feb-March time frame for all ELLs. The purpose of the ELPT assessment is to identify students' EP level (English Proficiency level) to determine if continued services in the following school year are necessary.

## VII. 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)

The written policies for all alternatives to regular placements are as follows:

Alternatives to regular placements are established to address the needs of all students in meeting the state mandates for promotion. The school follows policies outlined in Bulletin 741 §2903 and *Bulletin 131: Louisiana Alternative Education Standards* for alternatives to regular placements. Students enrolled in alternatives to regular placements are governed by the same policies as all other students in the school.

A description of each approved alternative school/program/setting operating in the LEA, including the entrance and promotion criteria is as follows:

- GEO Prep Academy will offer an alternative placement for all students who are suspended on a short term (1-9 days) or long-term (10-20 days).
- Parents will be responsible for providing transportation to and from the alternative placement site.
- During a student's attendance at the alternative site, they are required to continue engaging in instructional assignments aligned to the Louisiana Student Standards.
- Assignments will be counted for credit.

*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.*

## VIII. 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.

## IX. Other Policies and Procedures

### A. Policies on Due Process

1. Due process procedures for teachers, students, and parents shall be specified in each local Pupil Progression Plan as related to student placement. The local school system must ensure that these procedures do not contradict the due process rights of students with disabilities, as defined in the IDEA-Part B.

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►Describe the LEA's policies on due process procedures for teachers, students and parents as related to student placement for the following:

- Regular education students
- Students with disabilities
- Section 504 students

The school will strive to hold students to the highest performance standards. As a result, we have adopted rigorous but attainable exit and promotion standards that measure growth and proficiency.

### New and Returning Regular Education Students:

Students only demonstrating the minimum requirements of proficiency will be promoted to the next grade level. The school will utilize multiple points of data to determine if a student has met the minimum standard. A combination of grades, NWEA RIT scores, reading inventories, exit math exam, State Exam, and four week assessments will be used to analyze if a student has met the minimum criteria. Each student must meet the

minimum proficiency criteria in four out of the six methods of assessment in order to be promoted to the next grade level unless stated otherwise in an IEP.

In the event a student does not meet the minimum criteria, he/she will be provided with remediation and tutoring throughout the school year and summer school to improve their academic standing and be promoted to the next grade level if deemed appropriate. Parents will be fully informed and kept up-to-date of all strategies and be part of the decision.

Promotion criteria will be communicated to parents when they apply to the school for enrollment. The school will hold mandatory academic conferences four times per year

## **X. 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.*

## **XI. LEA assurances and submission information**

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) GEO Prep Academy of Greater Baton Rouge 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: \_\_\_\_\_

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Superintendent

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Board President