

2020-2021 Pupil Progression Plan

Local Education Agency:

Collegiate Academies (382)
Collegiate Baton Rouge (WJ5001)
Opportunities Academy (WC2001)
Rosenwald Collegiate (WBU001)
Livingston Collegiate (382004)
Abramson Sci Academy (382001)
George Washington Carver High School (382002)

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 has established minimum standards in [Bulletin 1566 – Pupil Progression Policies and Procedures](#), 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, credit recovery, 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 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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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.

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.

Not applicable because Collegiate Academies Schools serve students in grades 9 through 12.

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.

All placement decisions are based solely on **credits (not age or years in school)** as documented on a transcript. Due to graduation requirements, Collegiate Academies cannot place students into a grade without proof of credits earned.

If a student transfers from another country and has academic records and/or a transcript, the school's academic and operations teams will evaluate the records in consultation with district staff to determine which credits the student has earned towards a Louisiana diploma. All personnel will reference resources that adequately describe the education system in the student's prior country.

If a student transfers from another country and does not have any academic records, the school academic and operations teams will consult with the student and family to determine in which subject(s) we should test the student for proficiency in order to award credit.

Our schools provide a Free Appropriate Public Education (FAPE) to all students regardless of disability. Parents of students with disabilities - including students with an Individualized Education Program (IEP), and Individualized Accommodations Plan (IAP) under Section 504, and an Individualized Health Plan (IHP) - should notify the school of their students' needs and accommodations upon enrollment to ensure the student receives the appropriate placement and support.

Transfer students must have earned a total of **6** or more credits to be placed as a **tenth grader**, including the following required courses:

English I or Louisiana approved English Language Arts course	1 credit
Louisiana approved Mathematics Course	1 credit
Louisiana approved Social Students Course	1 credit
Louisiana approved Science Course	1 credit
Two elective credits	2 credits

If a student has taken and passed a course but *not* passed the accompanying End of Course or LEAP 2025 Exam, *and* the student has not yet passed the graduation assessment requirement for that area of student, they **may** be required to repeat the course at Collegiate Academies in order to pass the exam and meet graduation requirements.

Transfer students must have earned a total of **12** or more credits to be placed as a **eleventh grader**, including the following required courses:

English I	1 credit
English II or one additional Louisiana approved English Language Arts Course	1 credit
Algebra I	1 credit
One additional Louisiana approved Mathematics Course	1 credit
Two Louisiana approved Science Courses	2 credits
Two Louisiana approved Social Studies Courses	2 credits
Four elective credits	4 credits

If a student has taken and passed a course but *not* passed the accompanying End of Course of LEAP 2025 Exam, *and* the student has not yet passed the graduation assessment requirement for that rea of student, they **may** be required to repeat the course at Collegiate Academies in order to pass the exam and meet graduation requirements.

Transfer students must have earned a total of **18** or more credits to be placed as a **twelfth**

grader , including the following required courses:	
English I	1 credit
English II	1 credit
English III or AP Language and Composition or another Louisiana approved English Language Arts Course	1 credit
Algebra I	1 credit
Geometry	1 credit
Algebra II OR another Louisiana approved Mathematics Course	1 credit
Three Louisiana approved Science Courses, including Biology	3 credits
Three Louisiana approved Social Studies courses	3 credits
One Foreign Language Course	1 credit
One course Technology category or Arts Category	1 credit
Four elective credits	4 credits
Students who entered ninth grade prior to 2018 must have already passed the one English (English II and/or English III), math (Algebra I or Geometry), and Science or Social Studies (Biology or US History) EOC or LEAP 2025 test to be considered an eleventh grader.	
If a student has taken and passed a course but <i>not</i> passed the accompanying End of Course or LEAP 2025 Exam, <i>and</i> the student has not yet passed the graduation assessment requirement for that area of student, they may repeat the course at Collegiate Academies in order to pass the exam and meet graduation requirements.	
All students in the Opportunities Academy (OA) program will be classified as 12th graders regardless of prior credits earned. Students who have not yet earned diplomas prior to entering OA may have an opportunity to do so if they are eligible to attend for the necessary number of years to earn the remaining credits towards their LEAP Connect Diploma (Students will age out of the program when they turn 22. If they turn 22 during the year they will be eligible until the school year concludes).	
Students participating in any Louisiana extension program are enrolled in 13th grade.	

The above requirements are subject to flexibility if a student has the ability to obtain the necessary graduation requirements within the school's schedule in the timeline allotted. In order to make this decision, the school should compare the child's IGP with the school schedule and determine if the child can earn all necessary credits for graduation in the time allotted prior to graduation.

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.

Not applicable because Collegiate Academies Schools serve students in grades 9 through 12.

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.

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.

Not applicable because Collegiate Academies Schools serve students in grades 9 through 12.

Promotion and support of students in Grade 8

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 in the spring 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 after the completion of summer remediation, 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

The LEA may waive the state policy for students scoring at the “Unsatisfactory” level in English language arts or mathematics, if the student scores at the “Basic” level in the other, provided that the student has participated in the spring administrations of LEAP and has attended the summer remediation program offered by the LEA.

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 supports 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.

Collegiate Academies does not determine promotion at the end of the eighth grade but ensures Transitional Ninth grade students have adequate interventions and supports to make progress with high school level coursework. We will use [this template](#) to ensure adequate planning for all students. This will be included in their cumulative file.

For the 2020-2021 school year, due to closure of schools in the spring through end of the school year in 2019-2020 and the elimination of state testing, Collegiate Academies will follow the local guidance from NOLA Public Schools about the determination and placement of T9 students.

High School 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

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:

- receiving more than two credit recovery credits annually; and/or
- applying more than seven total credit recovery Carnegie units towards graduation requirements.

Students earning Carnegie credit 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.

Completed credit recovery courses must be recorded and clearly labeled on the official transcript.

Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333 (Part A).

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.

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.

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.

NCAA Policy

Nontraditional Courses

Courses include classes taught online or through blended learning, distance learning, credit recovery, independent study, or similar means. For a nontraditional program to be approved, the courses must meet the following requirements:

- The courses must meet NCAA course requirements.
- The courses must have ongoing and regular teacher-initiated interaction for the purposes of teaching, evaluating, and providing assistance throughout the duration of the course. Examples include synchronous or asynchronous instructive interaction, including emails, videoconferencing, online chats, phone calls, and feedback on assessments.
- The courses must have a defined time period for completion. This means the nontraditional program must identify the fastest and slowest paths to successfully complete a course.

Nontraditional courses could fail to meet NCAA core-course requirements for any of the following reasons:

- Does not require regular and ongoing instructive interaction between the student and teacher throughout the duration of a course.
- Does not require students to complete the entire course.
- Allows students to take numerous courses at the same time, especially courses in the same subject area or that are sequential.
- Does not prepare students for four-year college classwork.
- Does not have official student grade records.

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.

Credit recovery programs

For a credit recovery program to be approved, the courses must meet the following requirements:

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

Distance and E-Learning Environments

Coursework completed via distance learning during the spring and summer of 2020 will not require a separate review. This guidance applies to students seeking college eligibility.

Students are encouraged to complete their NCAA-approved core-courses through the channels of instruction provided or recommended by their school, district, or state department of education.

In the space below, please describe any local policies or additional considerations used to determine the promotion of students in Grades 9 and above and to support their attainment of a high school diploma.

Grade placement and promotion is based on the number of credits a student earned:

- Grade 9 = student has passed 8th grade
- Grade 10 = student has completed 1 year of high school, earned 6+ credits with at least 4 required courses for the student's diploma track
- Grade 11 = student has completed 2 years of high school, earned 12+ credits with at least 8 required courses for the student's diploma track
- Grade 12 = student has completed 3 years of high school, earned 18+ credits with at least 12 required courses for the student's diploma track

Grade placement in grades 9 - 12 for students with disabilities pursuing a Certificate of Achievement is either determined by the number of years in high school and/or the IEP team. Grade placement for students working on a LEAP Connect diploma pathway is determined by the number of years in high school and/or the IEP team. All students attending Opportunities Academy are placed in the 12th grade.

Exceptions to any of the above requirements may be made if a child is able to complete the required course requirements for graduation within the school schedule and number of semesters left remaining prior to graduation. These cases will be reviewed individually. Collegiate Academies, in partnership with the student and families, will make every effort to create a schedule and Individual Graduation Plan that allows a child to graduate within 4 years.

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.

Students 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.

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.

Students with disabilities

Alternate pathways may be available for promotion and placement for students with disabilities, which will be determined by the student's IEP team.

Placement

Classroom placement is an IEP decision and is based on student need. It takes into consideration student need in development areas and is not based solely on classification or another single area.

English Learners (ELs)

All new-to-CA students are given a Home-Language Survey upon enrollment to a Collegiate Academies school.

Students who are transferring from within Louisiana and are flagged via the Home Language Survey as having a native language other than English must be screened to determine their EL status. State assessment systems will be reviewed to determine if they've previously demonstrated proficiency on the ELPT.

If students have demonstrated proficiency on the ELPT based on state standards, they are not designated as having EL status; however, unless they demonstrated proficiency more than two years prior to entry, these students should be monitored for two years.

If the student didn't demonstrate proficiency on the ELPT, they are designated as an English Learner and will be given the Language Acquisition Scales to determine their current level of proficiency across the reading, writing, speaking, and listening domains. Placement in ESL programming will be based on the student's current level of proficiency, and an aligned Language Acquisition Plan will be developed with parents to outline the student's programming.

Scholars who are new to Louisiana and are flagged via the Home Language Survey as having a native language other than English must be screened for proficiency. The first step is to conduct family interviews to determine if a student predominantly speaks English. If the family confirms that the student predominantly speak English, then the student is not classified as EL. If parents confirm that the student does not predominantly speak English or are unsure, the student will be given the state ELPS screening assessment. If the student scores below a 4 (proficient) on any one of the four domains (reading, writing, speaking, listening) tested, the student is designated as an EL.

Once a scholar is designated EL, parents will be notified via the Title III Notification letter within the following time periods:

- Within 30 days of school starting if enrolled at beginning of year; or
- Within two weeks of assessment, if enrolled later

The Title III letter informs parents of the test results and their right to refuse EL Programming Services. However, every scholar designated as EL must take the ELPT regardless of whether they participate in EL programming.

Schools will not wait for parent permission to begin services; services will be provided unless and until a parent affirmatively opts out.

Students are diagnosed for both basic academic needs and language acquisition needs and placed into aligned courses that are designed to meet any skill deficits along with access to grade level content. If students are in need of additional specialized services or programs, the Director of Student Support and the ESL chair identify these services and programs and ensure they are implemented in the classroom and/or are appropriately incorporated in the scholars' schedule. Progress Monitoring of reading and the components English acquisition is done to ensure adequate progress is being made. Interim Assessments are used in all typical PPP course progressions to ensure the scholar is successful with needed accommodations and modifications according to their Language Acquisition Plan (LAP).

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.

All promotion decisions will be based on the criteria outlined in the Pupil Progression Plan.

The School Leader will consider alternatives to student regular placement after a careful review of student data by the Student Building Level Committee (SBLC) or the Individual Education Plan (IEP) Team to determine what is in the best interest of the student. Factors of consideration include, but are not limited to, age, safety, academic and discipline records. Parental notification and consultation will take place in all instances.

In some cases, students with IEPs will be eligible for temporary placement in an alternate program designed to meet the needs of students who demonstrate the need for more intensive therapeutic and/or behavioral support. Alternative placement in an approved therapeutic program provides special education services to address the needs of those students whose IEP's determine that after documented interventions, significant emotional or behavioral issues indicate a need for intensive behavioral programming. The primary focus of this setting is to provide a smaller group setting with particular emphasis on social skills training before transitioning these students back to their primary school. This aspect of the program is provided to students in 9th-12th grades as stated in their IEP.

If a student with an IEP is found to be in need of an alternative setting, an emergency IEP meeting will be held to determine a plan to provide FAPE. The LEA is responsible for providing FAPE and seeking an alternate setting.

FAPE Essential Elements

The provision of FAPE will include the following essential elements, as it applies to individual cases:

Description of the following:

1. Site (where removal will be served)
2. Program [i.e., type of class(es), instructional minutes]
3. Related Service(s), if appropriate (minutes, frequency, type of provider)
4. Provider(s)

Documentation, to include the following:

1. Parent Notice Letter
2. OSS count tabulated with FAPE timeline
3. Service Logs

Unique circumstances, if applicable, such as:

1. Specialized equipment
2. Facilities

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:

Each student will be enrolled in a TOPS-diploma schedule designed based on student need. Each student will be enrolled in a schedule to earn up to 8 Carnegie units per year. All students take core courses (English, Math, Science and Social Studies) along with Elective courses. Course and grade placement will be determined based on student need and accumulation of credits in accordance with this policy. A request for a change or reconsideration of decisions relative to a student's educational program, as provided for in the Pupil Progression Plan, can be made by a parent or guardian. The school leader will consider the request or refer the matter to the Student Building Level Committee (SBLC) when appropriate. The decision shall be communicated to the parents within three school weeks of the request. Parents may appeal that decision to the Chief of Schools or her designee. The Chief of Schools will make a recommendation to the Chief Executive Officer, who will make a final decision. Such requests must be submitted in writing and contain evidence to be considered.

Students with disabilities:

Due process procedures for qualified students with disabilities are consistent with those described in the approved Individuals with Disabilities Education Improvement Act (IDEIA 2004) and must be consistent with those defined in Title V of the Rehabilitation Act, 20 U.S.C. 794 and Bulletin 1706, *Regulations for Implementation of the Children with Exceptionalities Act* (R.S.17:1941 et seq.)

Section 504 students:

Due process procedures for qualified students are consistent with the definitions set forth in Section 504 of the Rehabilitation Act of 1973 and included in the *Parental Rights for Exceptional Students* Booklet distributed to parents at the time parental permission is requested.

Additional LEA policies related to student placement, promotion, etc.

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

Note: This may include course pre-reqs, class ranking, etc.

English Courses: English courses in grades 9 and 10 are typically double blocked, meaning that most students will receive double the amount of English instruction than is required. This allows

for an increased time spent in complex text with accompanying writing tasks. In these cases, students will typically earn both an English and a corresponding Speech credit (i.e. English I will earn Speech I) because of the variety of standards covered in the course. However, if a student is lacking an English credit from a prior year the second block may be coded as the missing credit (i.e. English I and English II) given the similarity in ELA standards. Schools may also opt to single block English based on student needs and proficiencies. This could apply to an entire grade or a subgroup of students.

Senior Year Social Studies: Senior year social studies, Seminar in Social Justice, may be coded as Government, Economics, Civics, or Western Civilization depending on a student's needs to meet graduation requirements, as it covers standards across all courses.

Proficiency Based Credit: Carnegie units may be awarded based on demonstrated content mastery as opposed to a specific attendance requirement as detailed in Bulletin 741 [proficiency based credits]. Proficiency based credits are only allowed to be earned *before* a child is enrolled in a course [Ex: Student who speaks Spanish as first language may take a Spanish proficiency test at the beginning of a semester and earn credit]. Per state policy, a child *may not* be enrolled in a course, take a test, and earn credit.

Distance Education: Distance Education courses may be offered for Collegiate Academies students as outlined in Bulletin 741.

Credit Recovery: If a student takes a credit recovery course, then both courses remain on the student's transcript. The credit recovery grade will count in their cumulative grade point average. Per state policy, students will be able to take no more than 2 credit recovery courses in one academic school year and no more than 7 total credit recovery courses in order to graduate with a TOPS diploma.

Summer School / Extended Instructional Time: Schools may choose to offer extended instructional minutes for students who have not yet passed the courses required for promotion.

Synchronous and Asynchronous Instructional Minutes: Given the uncertainty of this year due to COVID 19, Collegiate Academies will ensure seat time requirements are met via a combination of synchronous and asynchronous minutes. The sum of these minutes will be used for seat time requirements for earning credit.

Attendance Waivers: During this uncertain time of COVID 19, there are many students and families that are adversely impacted and/or that need specific accommodations for health and other reasons. Therefore, Collegiate Academies will allow for attendance waivers that waive the requirement of attending synchronous classes via a waiver process. Students will instead be marked preset based on asynchronous work, given waiver approval.

PE Credit via Co-Curricular Programming

If a student earns 1/2 credit of PE via marching band, dance team, extracurricular sports, or

cheerleading the course will be graded on a pass/fail scale.

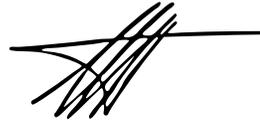
LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA)
Collegiate Academies 2020-2021 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: 8/19/20



Benjamin Marcovitz
Chief Executive Officer



Steven Rosenthal
Board President

Committee of Leaders

Andrea Bond - Chief Academic Officer
Anne Motley-Felter - Director of Data and Analytics
Anthony McElligott - Principal of Abramson Sci Academy
Ben Davis - Principal of Rosenwald Collegiate Academy
Ben Marcovitz - Chief Executive Officer
Davis Zaunbrecher - Chief Operating Officer
Emma Donely - Senior Director of Teaching and Learning
Evan Stoudt - Principal of Livingston Collegiate Academy
Jerel Bryant - Principal of George Washington Carver Collegiate Academy
Kelsey Lambrecht - Principal of Collegiate Baton Rouge Academy
Margo Bouchie - Chief of Schools
Rebecca Motley-Felter - Director of Student Support Compliance
Rhonda Dale- Executive Director of Next Level Nola
Sophia Scott - Executive Director of Opportunities Academy
Soraya Verjee - Chief Talent Officer

Committee of Educators: Teaching Steering Committee

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Committee of Parents: Parent Steering Committee

Ericka Turner, Candalece Lambert, Rachell Williams, Corissa Foster, Liana Williams, Rosalind Condoll-Johnson, Latanya Vaughn

Documentation of Presenting the 20-21 PPP at the Board Meeting

<<insert GCAL picture>>

Appendix

Attachments

[20-21 Grading Policy](#) (COVID-19 specific)

[20-21 Attendance Policy](#)

[20-21 Instructional Minutes Policy](#)