2023-2024 Pupil Progression Plan

Local Education Agency:

GEO Academies of Greater Baton Rouge

WAU

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 gradeappropriate 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 <u>Bulletin 1566 – Pupil Progression Policies and Procedures</u>. In March 2022, BESE approved, as a Notice of Intent, <u>revisions</u> to Bulletin 1566 that relate to the promotion and support standards for grades K-7.

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 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

For the 2021-2022 school year, the parent or legal guardian of a child who is age seven through eighteen and residing within the state of Louisiana shall send the child to a public or nonpublic school, unless the child graduates from high school prior to his eighteenth birthday. A child below the age of seven who legally enrolls in school shall also be subject to the provisions of this Subpart.

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.

Preschool students recommended to enter Kindergarten early must meet the requirements stated in Bulletin 1508 Pupil Appraisal Handbook 901.C (a. and b.) The student will be screened by the school counselor using the K-Bit and must earn a score at the 90th percentile or above. Students who meet this requirement will be tested based on the guidelines of Bulletin 1508.

The student shall obtain a score at least three standard deviations above the mean on the Kaufman Brief Intelligence Test of intellectual abilities appropriately standardized on students of this age and administered by a certified school psychologist or licensed psychologist. The recommendation of the **multidisciplinary** team either to classify or not to classify a student as gifted will be made based on a thorough evaluation of the student's individual intellectual abilities.

Students transferring into first grade from another state will be administered the DIBELS and NWEA Assessments. Students who score below level in reading will be provided RTI.

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.

See Appendix A – Promotion Tables for Grades K, 1, 2, 5, 6, and 7

GEO Prep Academy will strive to hold students to the highest performance standards. As a result, we have adopted rigorous but attainable standards of growth and proficiency. GEO Prep Mid Academy will utilize multiple points of data to determine if a student has met the minimum standard. A combination of grades, NWEA Growth RIT scores, reading inventories, exit math and ELA assessments and LEAP exams to identify if a student has met the minimum criteria for promotion. Each student must meet the minimum proficiency identified in four out of the six assessment areas in order to be promoted to the next grade level unless stated otherwise in the student's IEP.

In the event a student does not meet the minimum criteria, he/she will be provided remediation and tutoring throughout the school year and in a summer enrichment program to improve their academic standing and to be promoted to the next grade level if deemed appropriate.

Parents will be fully informed and allowed to participate in all decisions through an SBLC process. Promotion criteria will be communicated to parents in the GEO Prep Academy Student and Family Handbook as well as when students enroll. The school will hold mandatory academic conferences a minimum of two times per year to communicate the progress made by each student. In accordance with the requirements of Bulletin 1566 §701 and §703, an Individual Academic Improvement Plan will be developed for each student between the school and parent of each student who did not reach proficiency and will be reviewed regularly by the RTI team. Students with disabilities will be placed according to recommendations as stated on the IEP and agreed by the IEP team. 504 students will be placed based on the grade level criteria and based on recommendations by the teacher.

III. Promotion of students in grade 3

All LEAs shall identify third grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Third grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual literacy plan that adheres to the following requirements:

- The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses relative to literacy, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in literacy. All participants shall sign the documented plan, using a template provided by the department, and shall meet to review progress at least once more before the next administration of the LEAP assessment.
- The student shall be provided with focused literacy interventions and supports based on the science of reading designed to improve foundational literacy.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive on-grade level instruction and focused literacy interventions based on the science of reading during the summer.
- Each LEA shall adopt a written policy pertaining to the development of the individual student literacy plan. This policy shall be included in the Pupil Progression Plan of the LEA and could include the following specific student supports: daily targeted small-group interventions, before and after school literacy intervention provided by a teacher or tutor with specialized literacy training, and at-home literacy programs that include literacy workshops for the parents and legal guardians of students and web-based or parentguided 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 GEO Prep Academy a roster of third grade students who have been identified for the purposes of this section. Such a roster will be used 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 GEO Prep Academy 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.

See Appendix A for Third Grade Third Grade Literacy plan shall include **Students who are struggling:**

GEO Prep Academy will Identify students who are academically struggling based on beginning of year data(DIBELS, NWEA and REAL Time) and End of Year (EOY) exiting grades 3 who identify as below "Basic" in at least two core subjects End of school year

- The school will Identify students entering grade 3 who may benefit from additional literacy supports (i.e., early warning system) as well as those students exiting grade 3 who scored below "Basic" in at least two core subjects and will require an individual academic improvement plan. In-school tutoring using REAL Time, Exact Path and DIBELS Next regular progress monitoring will be used to track student progress. In class instruction will be based on a Tier I ELA Curriculum with Tier II and Tier III supports.
- 2. The school will engage the parents or guardian in creating a plan by selecting from the list of four options for his/her child on the Individual Academic Improvement Plan and encourage high dose tutoring in an after-school tutoring program.
- 3. GEO Prep Academy will utilize an NIET Accelerated Learning Cycle in which student benchmark data is analyzed on a regular basis, student needs are identified, students are grouped based on need, students receive instruction based on need, and students are assessed on need. Instruction is monitored, adjusted and the cycle continues over and over as students begin to take ownership for their own learning.

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.

GEO Prep Academy of Greater Baton Rouge will develop Individual Academic Plans for all students who do not meet promotion standards.

The student's Individual Academic Improvement Plan must:

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

GEO Prep Academy will utilize an NIET Accelerated Learning Cycle in which student benchmark data is analyzed on a regular basis, student needs are identified, students are grouped based on need, students receive instruction based on need, and students are assessed on need. Instruction is monitored and adjusted and the cycle continues over and over as students begin to take ownership for their own learning.

IV. 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 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.

At the end of the school year, the GEO Prep Academy's School Building Level Committee will meet to review the academic readiness of students who do not meet promotion standards. The Committee will use the following criteria to make recommendation for retention or promotion:

- Age
- Previous Retentions
- Academic Performance
- Summer Remediation program participation
- In-school intervention progress
- Academic performance
- Attendance during regular school year
- Special circumstances Overage students who do not meet the criteria for promotion, placement will be determined by the SBLC committee.
- Student's LEAP Growth toward Mastery in at least two core subjects
- Recommendation for Transition Program in High School

The final determination will be signed off by the Principal.

V. 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.

The principal shall provide for the transfer of the education records of including special education records of any student or former student upon the written request of any authorized person on behalf of an public or nonpublic elementary or secondary school within or outside the state of Louisiana where the student has enrolled or is seeking enrollment. If a student has been expelled, the transferred records must include the dates of expulsion and the reason for the expulsion.

Students in grades five transferring into GEO Prep Academy of Greater Baton Rouge from any in-state non-public school or home schooling, or a Louisiana resident shall be required to pass the English Language arts and mathematics portions of the state developed LEAP Placement test. The NWEA math and ELA test may be used if the state's placement test is unavailable.

Records, including evaluation information for exceptional students transferring from another system shall be reviewed by the Special Education Director before the student is enrolled in a special education program.

Homeless students applying for admission will be immediately enrolled even if the student lacks records normally required for enrollment (previous academic records, medical records, proof of residency or other documentation). GEO Prep Academy will immediately contact the last school attended to obtain the relevant records. The parent or guardian will be assisted by the school counselor in securing the proper records (immunizations, medical, etc.) This does not include students who were expelled from another school and are not able to attend school because of disciplinary actions.

VI. 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 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 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 middleof-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. 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.
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- 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 504 Plans and IEPs:

Students with 504 plans or IEPs that do not meet the standard for promotion are required in addition to the 504 plan and IEP to have an Individual Academic Improvement Plan. The IEP is based on federally required components related to special education services. An Individual Academic Improvement Plan is required in addition to the IEP for students with disabilities. The two plans should work together to support student learning and improvement. GEO Prep Academy will also identify struggling students based not only on the results of state assessments, but also on a preponderance of evidence of student learning available at the end of the school year.

Acceleration of Students:

GEO Prep Academy of Greater Baton Rouge will develop and implement procedures for screening students suspected of being gifted using the Criteria for Eligibility for Exceptionality of Gifted according to Bulletin 1508. The screening criteria shall not exceed the criteria for eligibility. Student that score at the 90th percentile or higher on the LEA approved screening may be considered for promotion to the next grade.

The Criteria for Preschool to Kindergarten

The student shall obtain a combined score of at least ten when scores are entered into the cells of the Standard Matrix with at least four points earned on a test of intellectual abilities.

Identifying students for Acceleration at GEO Prep Academy of Greater Baton Rouge

In Grades 1-12, students must obtain a score of at least two standard deviations above the mean on an individually or group administered test of intellectual abilities appropriately standardized on students of this age and administered by a certified school psychologist or licensed psychologist. **Referral**

Referrals for the program may come from parents, teachers, friends, or students themselves. Those referred must meet the criteria for screening and also the state criteria for giftedness in order to be placed in the program. The school counselor must be contacted to begin the referral process. Students who have been in a gifted program in another district or state can submit documentation to be reviewed by the Pupil Appraisal Department. If Louisiana criteria are met, then the student is placed in an acceleration program.

Screening

- The school counselor completes a screening packet for the student with Kaufman Brief intelligence Test (KBIT)
- The counselor will arrange a time with the parent of the student to administer a screening assessment which measures aptitude.
- The screening assessment will be administered at the school site.
- The parent will be notified within two weeks by letter from Chief Academic Officer whether the child met the criteria to qualify for further testing.
- The screening assessment will not need to be given if the student scored a 98% in total reading and 94% or greater in the other on a nationally normed achievement test administered within a year's date of the time referred.
- The student must score a 130 or above to be identified in the gifted range and qualifies for further testing. Scores between 85 and 115 are considered within the average range. If the student scores within this range, they will likely remain and do well in their regular classes. Any score above the average range of 115 may qualify the student for enrichment courses.

English Learners

All students registering must respond to three Home Language Survey questions on the GEO Prep Academy Student Registration and Data Verification Form - Language spoken at home; Language first acquired by student; Language most often spoken by student. If a language other than English is indicated on any of the three questions, then the student is considered language minority and must be screened for English language proficiency at the ESL Office. All school policies and procedures related to English Proficiency will be governed by Bulletin 111. Chapter 40. (See excerpt below).

Bulletin 111. Chapter 40. Definitions Related to English proficiency §4001. Proficient in English [Formerly LAC 28:LXXXIII.4001]

- A. status, an ELL student must score Level 4 (Early Advanced) or Level 5 (Advanced) on all four ELPT domains: Speaking, Listening, Reading, and Writing.
- B. Students with disabilities who are unable to meet the above exit criteria after four years or more in ELL status because of their disability, as decided only by consensus of the members of the School Building Level Committee (SBLC), may be exited from ELL status (but will still be required to take statewide assessments).
- C. No ELL student shall be retained solely because of limited English proficiency. Students are expected to participate and work on assignments given with the appropriate level of accommodations. If the student makes no effort, nor participates, despite accommodations being provided, the student may receive a failing grade. In the event an ELL student receives a failing grade, the teacher must provide documentation that demonstrates the accommodations/modifications being provided throughout the grading period, and evidence of parental contact. Prior to issuing the grade, the teacher must hold a conference with the student's parents and other teachers on record.
- D. Title VI of the Civil Rights Act of 1964: Title VI prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English. (See: Louisiana District and School Administrators English Language Learners Program Handbook).

X. 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.

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 at Support Academy 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 at Support Academy.

• During a student's attendance at the Support Academy, students are required to continue engaging in instructional assignments aligned to the Louisiana Student Standards with added support.

• Assignments will be counted for credit toward the student's regular schoolwork. Support Academy will be focused on academic recovery and restorative practices.

XI. 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.

GEO Prep Academy will strive to hold students to the highest performance standards. As a result, we have adopted rigorous but attainable standards of growth and proficiency. GEO Prep Academy will utilize multiple points of data to determine if a student has met the minimum standard. A combination of grades, NWEA Growth RIT scores, reading inventories, exit math and ELA assessments and LEAP exams to identify if a student has met the minimum criteria for promotion. Each student must meet the minimum proficiency identified in four out of the six assessment areas in order to be promoted to the next grade level unless stated otherwise in the student's IEP.

In the event a student does not meet the minimum criteria, he/she will be provided remediation and tutoring throughout the school year and in a summer enrichment program to improve their academic standing and to be promoted to the next grade level if deemed appropriate.

Parents will be fully informed and allowed to participate in all decisions through an SBLC process. Promotion criteria will be communicated to parents in the GEO Prep Academy Student and Family Handbook as well as when students enroll. The school will hold mandatory academic conferences a minimum of two times per year to communicate the progress made by each student. In accordance with the requirements of Bulletin 1566 §701 and §703, an Individual Academic Improvement Plan will be developed for each student between the school and parent of each student who did not reach proficiency and will be reviewed regularly by the RTI team. Students with disabilities will be placed according to recommendations as stated on the IEP and agreed by the IEP team. 504 students will be placed based on the grade level criteria and based on recommendations by the teacher.

XII. 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.

See Appendix A for grade level promotion guidance. GEO Prep Academy Greater Baton Rouge will follow the uniform grading system for students enrolled in all grades K-12 for which letter grades are used.

Grading S	Scale for Regular Courses
Grade	Percentage
А	100-93
В	92-85
С	84-75
D	74-67
F	66-0

The teacher shall assign the median score of 50 as the lowest failing grade for any test or assignment. Students will be provided multiple opportunities to achieve mastery on daily quizzes and weekly test with opportunities for reteaching and retesting in order to improve their final grades.

Attendance:

Elementary students must be in attendance a minimum of 60,120 minutes or 167 six hour days a school year. A student is expected to be in attendance each day of school. A student is considered to be in attendance when he or she is physically present at the school site or under the supervision of authorized personnel for at least 50% of the day.

After a student has been absent for ten days, the student shall be referred for review by the School Building Level Committee (SBLC) to determine need for referral for section 504 services if the student has not been previously identified.

Overaged Students

All students that are 12 years of age or older in 4th or 5th grade by September 30th of the current school year, will be considered for promotion as determined by the SBLC, using the following criteria with final determination signed off by the Lead Principal:

- Age
- Previous Retentions
- Academic Performance
- Summer Remediation program participation
- Summer Remediation program participation
- Academic performance
- Attendance during regular school year
- Special circumstances Overage students who do not meet the criteria for promotion, placement will be determined by the SBLC committee.

Retention Policy K-8

A student in grades K-3 may only be retained once. (Kindergarten students should be provided every opportunity for success.)

A student in grades 4 through 8 may only be retained once.

The School Building Level Committee, in making decisions about previous retentions, must ensure that students have met all attendance requirements.

XIII. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this **GEO Prep Academy** of Greater Baton Rouge 2022-2023 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: <u>August 25, 2022</u>

nda M.pc

Superintendent

Board President

Signature: Kevin Teasley (Aug 29, 2022 15:27 EDT) Email: kteasley@geoacademies.org

Appendix A

Promotions Guidance Tables

DIBELS/LITERACY REQUIREMENTS for Kindergarten, 1st, 2nd and 3rd Grade: The DIBELS Benchmarks are given three times a year (Beginning, Middle, and End) in grades K-3. This assessment measures the independent reading level at which a student can read without assistance.

Before retaining a K-3 student, the school must ensure the following: The Louisiana Literacy Plan has been implemented with the key features of:

- a. Tier I 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. The students must have met attendance requirements or had extenuating circumstances. **Kindergarten Promotion** – GEO Schools are required to offer Kindergarten. Students attending Kindergarten must meet the above criteria for promotion. Each kindergarten student must attain a minimum score of 8 from the following to be promoted to first grade.

Kindergarten Promotion	Points
Reading – Attain one of the following DIBELS rating	
DIBELS instructional recommendation of Above Level (Level 4)	3
DIBELS instructional recommendation of On Level (Level 3)	2
DIBELS instructional recommendation of Strategic (Level 2)	1
Reading - Must score at least 70% on end of year assessments	3
Mathematics – Must score at least 70% on end of year assessments	3
NWEA On level Reading/Exceeded NWEA Growth Score (Reading or Math)	3
Met NWEA Growth Score	2
Demonstrate Growth but did not meet the target	1

Must score at least 8 points to be promoted to first grade.

First Grade Promotion – Each first grade students must attain a minimum score of 9 points from the following in order to be promoted to the second grade.

First Grade Promotion	Points
Reading – Attain one of the following DIBELS rating	
DIBELS instructional recommendation of Above Level (Level 4)	3
DIBELS instructional recommendation of On Level (Level 3)	2
DIBELS instructional recommendation of Strategic (Level 2)	1
NWEA On level Reading/Math or Exceeded NWEA Growth Score (Reading or Math	3
Met NWEA Growth Score (Reading or Math)	2
ELA (Reading, Language, Grammar)Attain a Minimum grade of "D"	2
Mathematics - Attain a Minimum grade of "D"	2
Social Studies - Attain a Minimum grade of "D"	4
Teacher- Principal Recommendation	1

Must score at least 9 points

Second Grade Promotion – Each second grade students must attain a minimum score of 8/11 points from the following in order to be promoted to the third grade.

Second Grade Promotion	Points
Reading – Attain one of the following DIBELS rating DIBELS instructional recommendation of Above Level (Level 4)	
DIBELS instructional recommendation of On Level (Level 3)	3
DIBELS instructional recommendation of Strategic (Level 2)	2
	1
NWEA On level Reading/Exceeded NWEA Growth Score (Reading or Math)	3
Met NWEA Growth Score in Reading or Math	2
ELA (Reading, Language, Grammar)Attain a Minimum grade of "D"	2
Mathematics - Attain a Minimum grade of "D"	3
Social Studies - Attain a Minimum grade of "D"	<u>5</u>
Teacher- Principal Recommendation	<u>_</u>

Must score 9 points

Third Grade Promotion – Each third grade students must attain a minimum score of 9 points from the following in order to be promoted to the fourth grade. Must score 9 points

Third Grade Promotion	Points
NWEA On level Reading/Exceeded NWEA Growth Score (Reading or Math)	3
Met NWEA Growth Score	2
ELA (Reading, Language, Grammar)Attain a Minimum grade of "D"	2
Mathematics - Attain a Minimum grade of "D"	2
Social Studies - Attain a Minimum grade of "D"	3
Teacher- Principal Recommendation	1
iLEAP – ELA and Math	
Advanced	2
Mastery	3
Basic	2
Approaching Basic	1
	0

Must score 9 points

Fifth Grade Promotion – Each fifth grade students must attain a minimum score of 9 points from the following in order to be promoted to the sixth grade. Must score 9 points

Fifth Grade Promotion	Points
NWEA On level Reading/Exceeded NWEA Growth Score (Reading or Math)	3
Met NWEA Growth Score	2
ELA (Language, Writing and Grammar) Attain a Minimum grade of "D"	2
Mathematics - Attain a Minimum grade of "D"	2
Social Studies - Attain a Minimum grade of "D"	3
Teacher- Principal Recommendation	1
iLEAP - ELA and Math	
Advanced	
Mastery	3
Basic	2
Approaching Basic	1
	0

Must score 9 points

Grade 6 Promotion- Each sixth grade student must obtain a minimum of 9 points from the following to be promoted to Seventh grade.

Sixth Grade Promotion	Points
NWEA On level Reading/Exceeded NWEA Growth Score (Reading or Math)	3
Met NWEA Growth Score	2
ELA (Language, Writing and Grammar) Attain a Minimum grade of "D"	2
Mathematics - Attain a Minimum grade of "D"	3
Social Studies - Attain a Minimum grade of "D"	1
Teacher- Principal Recommendation	1
LEAP - ELA and Math	
Advanced	3
Mastery	3
Basic	4
Approaching Basic	1

Must score 9 points

Grade 7 Promotion – Each seventh grade student must meet the requirements established by the Louisiana Educational Assessment Program and attain a minimum score of 9 points from the following in order to be promoted to eighth grade.

Fifth Grade Promotion	Points
NWEA On level Reading/Exceeded NWEA Growth Score (Reading or Math)	3
Met NWEA Growth Score	2
ELA (Language, Writing and Grammar) Attain a Minimum grade of "D"	2
Mathematics - Attain a Minimum grade of "D"	
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



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:

Check the boxes below for each selected intervention and populate requested information:

	High-quality curriculum	Curriculum:
	Highly- effective teacher	Teacher name:
	Additional in- school support	Teacher name(s): Define supports:
		Progress monitoring plan:
Q	Summer program	Teacher name: Summer program curriculum: Progress monitoring plan:

*Attach additional pages as necessary.

School Administrator Signature:	Date:



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:

Check the boxes below for each selected intervention and populate requested information:

ū	High-quality curriculum	Curriculum:
G	Highly- effective teacher	Teacher name:
ū	Additional in- school	Teacher name(s):
	support	Define supports:
		Progress monitoring plan:
	Summer program	Teacher name:
		Summer program curriculum:
		Progress monitoring plan:

*Attach additional pages as necessary.

School Administrator Signature:	Date:
DEPARTMENT of	



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:

Check the boxes below for each selected intervention and populate requested information:		
	High-quality curriculum	Curriculum:
0	Highly- effective teacher	Teacher name:
	Additional in- school support	Teacher name(s): Define supports: Progress monitoring plan:
	Summer program	Teacher name: Summer program curriculum: Progress monitoring plan:

*Attach additional pages as necessary.

School Administrator Signature:	Date:



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

Student name and grade:			
Subje	Subject area of need:		
Beginı	ning level of p	roficiency/Target level of proficiency:	
Check the boxes below for each selected intervention and populate requested information:			
	High-quality curriculum	Curriculum:	
	Highly- effective teacher	Teacher name:	
	Additional in- school support	Teacher name(s): Define supports:	
		Progress monitoring plan:	
	Summer program	Teacher name:	
		Summer program curriculum:	
	Progress monitoring plan:		

*Attach additional pages as necessary.

School Administrator Signature:	Date:



Complete the template with Social, Emotional, and Behavioral screener results and a plan of interventions and/or services.

Student name and grade:

Date Screener Administered:	// (XX/XX/XXXX)
Social, Emotional, and Behavioral Screener Used:	
Screener Score/Result:	
Recommended Type of Intervention(s) (Use the <u>Student Engagement and Success Vendor</u> <u>Guide</u> and select all intervention types that apply):	□Social and Emotional □Behavioral □Other
Recommended Tier of Support:	□Tier 2 (Name of Intervention)
	□Tier 3 (Name of Intervention)
Referral to an external service provider:	□Yes □No If yes, indicate provider:
Start date of intervention:	
Update on intervention outcomes: (Should be used for progress monitoring and updated after intervention is implemented)	

*Attach additional pages as necessary.

Well-Being Leadership Team Signature:	Date:

Principal Signature:	Date:

- Summer Remediation program participation
- Academic performance o Attendance during regular school year
- Special circumstances Overage students who do not meet the criteria for promotion, placement will be determined by the SBLC committee.

With final determination signed off by the Lead Principal.

GEO PREP ACADEMY GREATER BATON ROUGE



Pupil Progression Plan Review Committee

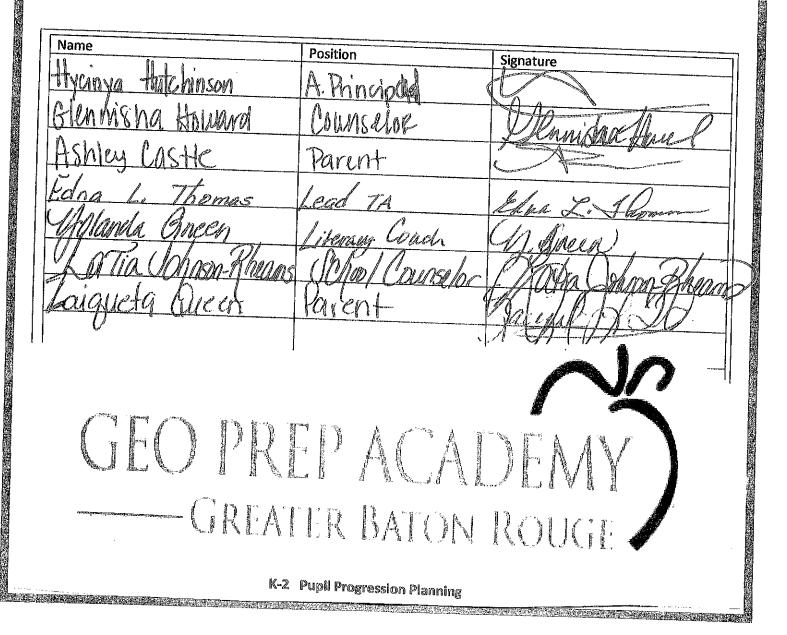
August 16, 2022

Name	Position	Signature
Hatashaypore Prophet Brow Colleg Tracey Stewart Debra A. Reteron-	Parent Associate Principal Social Stemices Fanklin School Count	Jatasha Moor Proplet
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Pupil Progression Plan Review Committee

August 16, 2022





Pupil Progression Plan Review Committee August 22, 2022 District Level (Sherwood)

Name	Position	Cian at use
	FUSICION	Signature
1 2 1		
Bynan Collins	associate Principal	Panie Coll -
- Terry Tickott	Principal	- utersta
Datasha Moore Prophet	parent	Thruha Mooro Pranhot
Jordan Dorsey	Deeren	Martie
Clarissa Thiereny	Kegimal SPED	Claimo Chiny
Hycinya Hudehinson	Associato Prizel	0



Pupil Progression Plan Review Committee

Region Team

August 16, 2022

Name	Position	Signature
Pacy nitchell	Special, Education	Dacy Mitchell
Shirlon Norman	DAO	Shorian Norman
Regan White	Data Curriculum	Reon wit
India Turner	ELADirector	Inder Furer
Hanipsa Wie key	SPED	Oldina Odniz
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