

2021-2022 Pupil Progression Plan

Local Education Agency:

Red River Charter Academy



"It is the mission of Red River Charter Academy to prepare a diverse group of students for post-secondary success through rigorous academics and character development."

Revised Template for the 2021-2022 School Year:

The 2021-2022 Pupil Progression Plan Template will be submitted by September 11, 2021. The template has been updated to include sections covering credit recovery, NCAA policy, and continuous learning.

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 tests- in mathematics, English language arts, science, and social studies- needed for students to advance to grades five and nine. BESE must also determine the nature and application of various intervention options to be used when students fail to meet the minimum academic standards approved by the board.

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

The purpose of this document is to assist LEAs in developing their required Pupil Progression Plan in accordance with applicable laws and regulations, and to codify LEA policies and procedures related to student placement and promotion. In each section of this document, language that conforms to applicable laws and regulations has been prepopulated. Space is provided for LEAs to add any additional local policies and procedures that fulfill the mandate of the law and support students in acquiring proficiency in grade-appropriate skills. Once completed, submitted to the Louisiana Department of Education, and published locally, teachers shall determine promotion or placement of each student on an individual basis. LEAs may review promotion and placement decisions in order to ensure compliance with their established policy, and reviews may be initiated by a school's governing body, the local superintendent, or a student's parent or legal custodian.

Questions about this document should be directed to PPP@La.Gov

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I. Placement of 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 grade 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.
- **(Update for 2020-2021)**- Students who transfer from home-study, non-public or out-of-state schools and are enrolling in grade 9 in 2020-2021 DO NOT have to take the state placement test, although the test remains available.

II. Promotion for students in grades 6, and 7

Teachers/SBLC Team shall, on an individual basis, determine the promotion of each student according to the RRCA Pupil Progression Plan. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills. This applies to regular grade-to-grade promotion as well as grade level advancement.

Students who are not truant and receive a passing grade in all core content academic classes are promoted to the following grade level upon recommendation of the school administration. For students not meeting these criteria, the SBLC will review academic performance as measured by grades, classroom assessments, benchmark exams LEAP scores, and notionally normed assessments. The SBLC will also review the educational history of the student, their age and social development. In addition to the aforementioned data, criteria that the SBLC will consider when making placement decisions includes but is not limited to:

- Total number of unexcused absences
- Scoring less than proficient on state end of year tests in any subject
- Scoring less than proficient on any benchmark assessment in any subject
- Receiving less than a passing end of year grade in any core subject
- Below grade level in reading or math as determined by assessment tools

Students and families will be notified of their student's academic and attendance standing on a quarterly basis through progress reports and report cards and parent teacher conferences. Ultimately, in consultation with families the SBLC will determine the placement that best serves the needs of the individual student who are not receiving special education services; all students receiving special education services will have placement decisions made by their IEP team.

The LDOE will provide to each LEA a roster of sixth and seventh grade students who have scored below the “Basic” achievement level in at least two core academic subjects. Such roster will assist RRCA 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 RRCA 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.
- Additional consideration for promotion in 6th and 7th grades includes the following:
 - A student must earn an average of (D) or at least one full quality point on a four-point scale during the course of the pending year in each subject, English Language Arts, Math, Science, and Social Studies;
 - A student must earn an average of (D) or at least one full quality point on a four-point scale during the course of the pending year in one of the following subjects, health/physical education or an elective (either one full year elective or the average of two semester electives)
 - A student may be retained once between 6th and 8th grade.

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

a. Promotion 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 subjects 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, following the completion of an approved summer remediation, 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 RRCA from another state or country after the completion of summer remediation, RRCA 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

- RRCA 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 successfully completed an approved summer remediation program.
- RRCA, through its executive director, 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 RRCA.
 - Additional consideration for promotion in 8th grade includes the following:
 - A student must earn an average of (D) or at least one full quality point on a four-point scale during the course of the pending year in each subject, English Language Arts, Math, Science, and Social Studies;
 - A student must earn an average of (D) or at least one full quality point on a four-point scale during the course of the pending year in one of the following subjects, health/physical education or an elective (either one full year elective or the average of two semester electives).

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 an approved summer remediation program, may be placed on a high school campus in transitional ninth grade.
- RRCA 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 RRCA’s eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of RRCA’s eighth graders placed in transitional ninth grade exceeds the percentage of eighth graders in RRCA that are eligible for transitional ninth grade at the conclusion of the prior school year, the executive director of RRCA 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.
- RRCA 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 RRCA after an approved summer remediation program has taken place, RRCA 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 RRCA. 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.

a. High school promotion and transition considerations

Instructional Minutes: When awarding credit based on instructional time, RRCA 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, RRCA 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/postsecondary 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:

1. [Complete the FAFSA](#); or
2. [Complete the Louisiana TOPS form](#); or

3. Certify a waiver in writing to RRCA (sample: [non-participation LEA form/Letter](#));
or
4. Receive a waiver through RRCA's hardship waiver process.

Early Graduation: RRCA 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).
- RRCA shall not have any policies or requirements that would prevent students from graduating in less than four years.

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.

Any student classified as a senior shall complete a senior project as outlined by the high school faculty and approved by the executive director no less than 30 days before graduation.

IV. 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 8th-12th grades.
- The RRCA 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 an approved summer remediation program.
- 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.

RRCA 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 RRCA will provide transportation to and from the assigned remediation summer site(s) from, at a minimum, a common pick-up point.

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

Summer remediation

Pursuant to state law (R.S. 17:24.4), RRCA shall offer as applicable 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 “Effective: Proficient” 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.

V. 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).

- The appropriate school committee - IEP team, IAP team, SBLC - shall convene and determine promotion of students with disabilities

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.

VI. 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)

Any student removed from regular classes or programs will continue to receive instruction on grade-level or in compliance with his/her IEP for a period of days/weeks determined by the SBLC. If a student has been removed for discipline reasons, the in-school placement will take the place of a suspension or expulsion as determined by the Executive Director and the SBLC. A student who is hospitalized or homebound due to illness or injury will receive classroom assignments and a teacher visit weekly to keep her/his attendance current. Parents will be required to transport books and supplies to the student as necessary and must participate in SBLC discussion about returning the student to the traditional school setting. Students who are hospitalized or injured must

submit a letter from the treating physician explaining why and to what extent the student needs alternative placement.

ReNEW Schools participates in the Recovery School District's Student Hearing Office (SHO) and adheres to all policies outlined by the RSD Student Hearing Office Manual. Students may be referred to the Student Hearing Office based on commission of behavior offenses warranting expulsion. The Hearing Office acts as a neutral arbiter to determine if the expulsion recommendation should be upheld, and then determines the best alternative placement for the student. Alternative placement can include enrollment in Crescent Leadership Academy.

Expulsion hearings are scheduled after prior interventions at the school level have not resulted in changed behavior or for first-time behaviors that merit an Expulsion Hearing. These are used when a Tier One, Tier Two, or a second Tier Three offense has occurred. Students can be expelled at an Expulsion Hearing if an expulsion is in accordance with the facts at hand, district policy, all relevant laws and regulations, and the guidelines outlined in the Student Hearing Office Manual.

Please see the Recovery School District Student Hearing Office Manual for more information.

VII. 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.

If a parent disagrees with the decision of the appropriate committee (SBLC, IEP, IAP) regarding placement or promotion, the parent must notify the Executive Director in writing within five days of being notified of the original decision. The letter to the Director must outline the parent's reason(s) for disagreement with the placement or promotion decision. The parent shall be notified of the time and place for a meeting with the Director and the committee to discuss the placement or promotion decision. The Executive Director has the right to uphold, modify, or reverse the decision of the committee after all parties have been heard.

VIII. 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.

Classification of students shall be determined by the number of Carnegie units earned as follows:

Freshman0-5 1/2 Units^[SEP]

Sophomore.....6-11 1/2 Units and have completed at least one academic year

Junior.....12-7 1/2 Units and have completed at least two academic years^[SEP]

Senior18-24 Units and have completed at least three academic years

IX. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this Red River Charter Academy 2021-2022 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:

August 19, 2021

Superintendent/Executive Director

Board President