



## **2025-2026 Pupil Progression Plan**

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## Background and Purpose

Louisiana state law (R.S. 17:24.4) requires local education agencies (LEAs) to establish a comprehensive Pupil Progression Plan (PPP) based on student performance on the Louisiana Educational Assessment Program (LEAP) 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 Louisiana Department of Education (LDOE) 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 their [minimum academic standards](#) approved by the board.

The purpose of this document is to assist LEAs in developing their required PPP 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 LDOE, and published locally, teachers shall determine the 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](mailto:PPP@La.Gov)

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

### Kindergarten

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 through eighteen shall send their 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 R.S. 17:151.3 (D) 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 regarding 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.***

Schools will administer the following assessments as an academic readiness screener:

AIMSweb

MAP

It is recommended that schools administer the academic readiness screening prior to the start of the school year to ensure the student receives an appropriate placement. However, as students are assigned to schools within KIPP New Orleans Schools via the OneApp common enrollment system, the time of enrollment will be defined as the first day of school after the student is assigned and the family has completed the school's enrollment process. In the event that a student is assigned after the first day of school, the school will have ten (10) school days to administer any requisite academic readiness screeners.

## II. Promotion and retention of students in grades K, 1, 2, 3, 4, 5, 6, and 7

### Promotion for students in kindergarten and grades K, 1, 2, 4, and 5

Teachers shall, on an individual basis, determine the promotion of each student according to the local PPP. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills. Students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an expanded academic support plan that adheres to requirements in [Section V. Support for Students](#).

***In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of grades K, 1, 2, 4 and 5.***

Schools will use the following criteria to determine the promotion of students in grades 1 & 2:

- Earning a minimum of 'in progress' for their year-end reading and math course grades
- Attendance of a minimum of 60,120 minutes of school
- No more than 15 unexcused absences per year or the pro rata equivalent based on their date of enrollment
- Performance on end of year readiness requirements as indicated on a standardized measure such as MAP
- Completion of a school-provided mediation program (if necessary)

Schools will use the following criteria to determine the promotion of students in grades 5-7:

- Performance in the subjects of Reading/ELA, Mathematics, Science and Social Studies based upon the required grade level benchmarks/standards established by the state, specifically:
  - Attain at least a final grade of D in ELA and Mathematics on their final report card.
  - Attain at least a final grade of D in the majority (at least 51%) of classes other than ELA and Mathematics on their final report card.
- Attendance of a minimum of 60,120 minutes of school
- No more than 15 unexcused absences per year or the pro rata equivalent based on their date of enrollment
- Performance on LEAP and/or LEAP Connect assessments
- Completion of a school-provided mediation program (if necessary).

Parents shall notify KIPP of their student's disability requiring school-based accommodations prior to the first day in attendance to ensure the school has placed the student in an appropriate placement. This includes students with an Individualized Education Program (IEP), an Individualized Accommodations Plan (IAP) under Section 504, and an Individualized Health Plan (IHP) for the treatment of medical needs. Copies of documents pertaining to the students' needs such as past evaluations, plans, screenings, and interventions should be provided to the school to assist in the transfer. Pursuant with local, state and federal law, KIPP provides a Free Appropriate Public Education (FAPE) for all students enrolled within the LEA regardless of disability.

The School Building Level Committee (SBLC) is required to evaluate all promotions and retention instances not covered by the High Stakes Testing Policy. If a student is determined to be non-proficient, consideration for promotion by the SBLC is based on the following: enrollment, attendance, previous academic history, past retentions, performance on classroom & standardized assessments, age, behavioral data, and successful completion of summer remediation and/or summer school. The committee will evaluate any work samples and/or norm referenced and criterion referenced assessment data available to make appropriate grade placements. The committee will also consider the student's participation within MTSS/RTI during the preceding school year and whether additional supports are available for the student as an alternative to retention within their current grade. Decisions for students with Individualized Educational Programs (IEPs) will be made solely by the student's IEP team pursuant to state law.

Schools will use the following criteria to determine the promotion of students in grade 4:

- Performance in the subjects of Reading/ELA, Mathematics, Science and Social Studies based upon the required grade level benchmarks/standards established by the state, specifically:
  - Attain at least a final grade of D in ELA and Mathematics on their final report card.
  - Attain at least a final grade of D in the majority (at least 51%) of classes other than ELA and Mathematics on their final report card.
- Attendance of a minimum of 60,120 minutes of school
- No more than 15 unexcused absences per year or the pro rata equivalent based on their date of enrollment
- Performance on LEAP and/or LEAP Connect assessments
- Completion of a school-provided mediation program (if necessary).

Parents shall notify KIPP of their student's disability requiring school-based accommodations prior to the first day in attendance to ensure the school has placed the student in an appropriate placement. This includes students with an Individualized Education Program (IEP), an Individualized Accommodations Plan (IAP) under Section 504, and an Individualized Health Plan (IHP) for the treatment of medical needs. Copies of documents pertaining to the students' needs such as past evaluations, plans, screenings, and interventions should be provided to the school to assist in the transfer. Pursuant with local, state and federal law, KIPP provides a Free Appropriate Public Education (FAPE) for all students enrolled within the LEA regardless of disability.

The School Building Level Committee (SBLC) is required to evaluate all promotions and retention instances not covered by the High Stakes Testing Policy. If a student is determined to be non-proficient, consideration for promotion by the SBLC is based on the following: enrollment, attendance, previous academic history, past retentions, performance on classroom & standardized assessments, age, behavioral data, and successful completion of summer remediation and/or summer school. The committee will evaluate any work samples and/or norm referenced and criterion referenced assessment data available to make appropriate grade placements. The committee will also consider the student's participation within MTSS/RTI during the preceding school year and whether additional supports are available for the student as an alternative to retention within their current grade. Decisions for students with Individualized Educational Programs (IEPs) will be made solely by the student's IEP team pursuant to state law.

### **Promotion and mandatory retention of students in grade 3**

Except for mandatory retention consideration as described below, teachers shall, on an individual basis, determine the promotion of each student according to the local PPP. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills.

Retention will be considered for a student scoring at the lowest achievement level on the state end-of-year literacy screener (DIBELS 8.0) as follows:

- The student shall be provided two additional opportunities to score a higher achievement level on the literacy screener prior to the beginning of the subsequent academic year.
- Any student still scoring at the lowest achievement level after three attempts shall be screened for dyslexia.
- Such a student shall be retained in the third grade unless he or she is found to meet at least one of the good cause exemptions in *Bulletin 1566 – Pupil Progression Policies and Procedures*, §701.
- Promotion on the basis of good cause exemption is subject to the consent of the parent, principal, and superintendent.

- The Student Information System (SIS) must reflect the promotion and the good cause exemption under which promotion was determined.
- Students promoted for good cause shall be provided an expanded academic support plan (see [Section V. Support for Students](#)).
- Students retained in third grade pursuant to this requirement shall be provided an expanded academic support plan, 90 minutes of daily reading instruction, and 30 minutes of daily reading intervention.

LDOE will provide to each LEA a roster of third grade students who have been identified for the purposes of this section, assisting the LEA in making final determinations relative to students' required 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 PPP.

***In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of grade 3.***

Schools will use the following criteria to determine the promotion of students in grade 3:

- Performance in the subjects of Reading/ELA, Mathematics, Science and Social Studies based upon the required grade level benchmarks/standards established by the state, specifically:
  - Attain at least a final grade of D in ELA and Mathematics on their final report card.
  - Attain at least a final grade of D in the majority (at least 51%) of classes other than ELA and Mathematics on their final report card.
- Attendance of a minimum of 60,120 minutes of school
- No more than 15 unexcused absences per year or the pro rata equivalent based on their date of enrollment
- Performance on LEAP and/or LEAP Connect assessments
- Completion of a school-provided mediation program (if necessary).

Parents shall notify KIPP of their student's disability requiring school-based accommodations prior to the first day in attendance to ensure the school has placed the student in an appropriate placement. This includes students with an Individualized Education Program (IEP), an Individualized Accommodations Plan (IAP) under Section 504, and an Individualized Health Plan (IHP) for the treatment of medical needs. Copies of documents pertaining to the students' needs such as past evaluations, plans, screenings, and interventions should be provided to the school to assist in the transfer. Pursuant with local, state and federal law, KIPP provides a Free Appropriate Public Education (FAPE) for all students enrolled within the LEA regardless of disability.

The School Building Level Committee (SBLC) is required to evaluate all promotions and retention instances not covered by the High Stakes Testing Policy. If a student is determined to be non-proficient, consideration for promotion by the SBLC is based on the following: enrollment, attendance, previous academic history, past retentions, performance on classroom & standardized assessments, age, behavioral data, and successful completion of summer remediation and/or summer school. The committee will evaluate any work samples and/or norm referenced and criterion referenced assessment data available to make appropriate grade placements. The committee will also consider the student's participation within MTSS/RTI during the preceding school year and whether additional supports are available for the student as an alternative to retention within their current grade. Decisions for students with Individualized Educational Programs (IEPs) will be made solely by the student's IEP team pursuant to state law.

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

***In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of grades 6 and 7.***

Schools will use the following criteria to determine the promotion of students in grades 6 and 7:

- Performance in the subjects of Reading/ELA, Mathematics, Science and Social Studies based upon the required grade level benchmarks/standards established by the state, specifically:
  - Attain at least a final grade of D in ELA and Mathematics on their final report card.
  - Attain at least a final grade of D in the majority (at least 51%) of classes other than ELA and Mathematics on their final report card.
- Attendance of a minimum of 60,120 minutes of school
- No more than 15 unexcused absences per year or the pro rata equivalent based on their date of enrollment
- Performance on LEAP and/or LEAP Connect assessments
- Completion of a school-provided mediation program (if necessary).

Parents shall notify KIPP of their student's disability requiring school-based accommodations prior to the first day in attendance to ensure the school has placed the student in an appropriate placement. This includes students with an Individualized Education Program (IEP), an Individualized Accommodations Plan (IAP) under Section 504, and an Individualized Health Plan (IHP) for the treatment of medical needs. Copies of documents pertaining to the students' needs such as past evaluations, plans, screenings, and interventions should be provided to the school to assist in the transfer. Pursuant with local, state and federal law, KIPP provides a Free Appropriate Public Education (FAPE) for all students enrolled within the LEA regardless of disability.

The School Building Level Committee (SBLC) is required to evaluate all promotions and retention instances not covered by the High Stakes Testing Policy. If a student is determined to be non-proficient, consideration for promotion by the SBLC is based on the following: enrollment, attendance, previous academic history, past retentions, performance on classroom & standardized assessments, age, behavioral data, and successful completion of summer remediation and/or summer school. The committee will evaluate any work samples and/or norm referenced and criterion referenced assessment data available to make appropriate grade placements. The committee will also consider the student's participation within MTSS/RTI during the preceding school year and whether additional supports are available for the student as an alternative to retention within their current grade. Decisions for students with Individualized Educational Programs (IEPs) will be made solely by the student's IEP team pursuant to state law.

### **III. 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 9<sup>th</sup> 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 support in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such academic

support shall be included in the student's individual graduation plan (IGP). Progress pursuant to such specified academic support shall be reviewed at least once throughout the school year in order to determine effectiveness and any needed adjustments.

### **High school promotion and transition 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 [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:** The [linked memorandum](#) outlines the updated Free Application for Federal Student Aid (FAFSA) policy BESE approved at its March 2024 meeting, a repeal of the policy requiring graduating seniors to complete steps related to the FAFSA application. This policy change will be effective starting with the graduation cohort of 2024-2025 and does not remove the requirement of LEAs to provide students and their parents or guardians with information regarding financial aid programs to support postsecondary education and training. LEAs must ensure that each student receives adequate support in completing and submitting an application for financial aid. However, a student action related to FAFSA completion will not be required. An updated parent and student financial aid planning toolkit will be made available to school systems. Please contact [ldefinancialaid@la.gov](mailto:ldefinancialaid@la.gov) with questions.

**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 Courses and Units**

1. Beginning in 2020-2021, the LEA credit recovery program and policy will be included in the local PPP submitted to LDOE.
2. 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 LDOE the rationale for any student:
  - i. receiving more than two credit recovery credits annually; and/or

- ii. applying more than seven total credit recovery Carnegie units towards graduation requirements.
3. Students earning Carnegie credits 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.
4. Completed credit recovery courses must be recorded and clearly labeled on the official transcript.
5. Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333.A of this Part.
6. 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.
7. 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.
8. 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 Update**

Nontraditional courses are taught online or through distance learning, hybrid/blended, independent study, individualized instruction, correspondence or similar means.

Generally, for a nontraditional course to count as an NCAA-approved core course, it must meet all of the following requirements:

- The course must meet all [requirements for an NCAA-approved core course](#).
- All students in the course must have regular instructor-led interaction for the purpose of instruction, evaluation and assistance for the duration of the course. This may include, for example, exchanging emails between the student and teacher, online chats, phone calls, feedback on assignments and the opportunity for the teacher to engage the student in individual or group instruction.
- The course must have a defined time period for completion. For example, it should be clear how long students are required to be enrolled and working in the course and how long a school would permit a student to work on a single nontraditional course.
- Student work (e.g., exams, papers, assignments) must be available for evaluation and validation.
- The course should be clearly identified as nontraditional on the student's official high school transcript.

A nontraditional course may not be approved for any of the following reasons:

- Does not have teacher-based instruction.

- Does not require regular and ongoing instructor-led interaction between the student and teacher.
- Does not require students to complete the entire course.
- Does not prepare students for four-year college class work.
- Does not have official student grade records.
- Does not meet NCAA core-course requirements.

*Note:* See Nontraditional Courses (NCAA Bylaw 14.3.1.2.2) for a [complete list of requirements](#).

If a nontraditional course or program at your school/district has not yet been reviewed by the NCAA, please contact [Eligibility Center](#) Customer Service staff at 877-622-2321.

### **Credit recovery programs**

Many high schools offer credit recovery or credit retrieval programs, which allow students to receive credit for a course they previously failed.

These courses are also reviewed by the High School Review staff. For a credit recovery program to be approved, the courses must meet the following requirements:

1. The courses must meet NCAA core-course requirements and, in some instances, nontraditional course requirements.
2. The high school must follow its credit recovery policies regardless of whether the student is an athlete. The Eligibility Center may request the high school's policy if necessary.
3. Repeated courses must be substantially comparable, qualitatively and quantitatively, to the previously attempted course.

***In the space below, please describe any local policies or additional considerations used to ensure that online classes meet NCAA requirements.***

N/A

## **IV. 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 support 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.***

For students experiencing homelessness, the requirement to produce a properly certified transcript with the student’s record of attendance, levels of achievement, history of immunization, and units of credits earned shall be waived. The school’s homeless liaison will serve as an enrollment advocate to these students in securing immunization(s), medical records, and other documentation.

It is recommended that schools administer the academic readiness screening prior to the start of the school year to ensure the student receives an appropriate placement. However, as students are assigned to schools within KIPP New Orleans Schools via the OneApp common enrollment system, the time of enrollment will be defined as the first day of school after the student is assigned and the family has completed the school’s enrollment process. In the event that a student is assigned after the first day of school, the school will have ten (10) school days to administer any requisite academic readiness screeners.

## V. Support for students

### Uniform grading policy

LEAs shall use the following uniform grading system for students enrolled in all grades K-12 for which letter grades are used.

Grading Scale for Regular Courses	
Grade	Percentage
A	100-90
B	89-80
C	79-70
D	69-60
F	59-0

### **School year support**

Each LEA shall identify students in kindergarten through fifth grade who fail to achieve mastery in reading or math. Such students shall be provided with an expanded academic support plan that adheres to the following requirements:

- For students in kindergarten through third grade, the school shall convene a meeting with the student's parent or legal custodian, teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses relative to literacy or mathematics, discuss any other relevant challenges, and formulate a plan designed to assist the student in achieving proficiency.
- All participants shall sign the documented plan, using a template provided by LDOE, and shall meet to review progress at least once before the next administration of the LEAP assessment.
- Students not meeting performance expectations in literacy shall be provided with focused literacy interventions and support based on the science of reading designed to improve foundational literacy. Students not meeting performance expectations in mathematics shall be provided with focused mathematics interventions and support designed to improve foundational numeracy or mathematics skills.
- The student shall be identified as requiring an expanded academic support plan in the state SIS.
- The student shall be afforded the opportunity to receive on-grade-level instruction during the summer. For students not meeting performance expectations in literacy, summer instruction must include focused literacy interventions based on the science of reading.
- A plan for a student may include the following specific student supports according to local policy: high-dosage tutoring, placement with a highly effective teacher, daily targeted small-group interventions, before and after school intervention provided by a teacher or tutor with specialized literacy or numeracy training, and at-home programs that include workshops for the parents and legal guardians of students, web-based or parent-guided home activities, and summer learning opportunities. For students below proficiency not placed with a highly effective teacher, high-dosage tutoring must be included in the plan. The expanded academic support plan may serve as the individual reading improvement plan and individual numeracy improvement plan pursuant to R.S. 17:24.10.
- The expanded academic support plan shall continue to be in effect until one of the following occurs:
  - The student achieves a score of "Mastery" in each of the core academic subjects that initially led to the development of the student's individual plan.
  - The student is in 6<sup>th</sup> grade or above and achieves a score of "Basic" or higher in each of the core academic subjects that initially led to the development of the student's individual plan.
  - The student is in the 9<sup>th</sup> grade or above.
- LDOE may audit a random sampling of students identified as needing an expanded academic support plan in each local education agency each year.

### **Summer remediation**

LEAs shall continue to offer summer remediation pursuant to R.S. 17:401.12 and *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.

## **VI. Literacy support standards for grades K-3**

- 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 support 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 middle-of-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 as scoring below grade level on a beginning-of-year or mid-year administration of the literacy screener.

## **VII. Promotion and placement of certain student populations**

### **Students with disabilities**

- Students with disabilities attending summer remediation shall receive special support 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). IEP determinations regarding promotion to the fourth grade for students must be in accordance with *Bulletin 1566* §701.

### **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 - Statewide Assessment Standards and Practices*. 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.
- Decisions regarding promotion of English learners to the fourth grade must be in accordance with *Bulletin 1566 §701*.

***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.***

#### **English Language Learners**

An ELL entering the school system may fall into one of two categories for placement:

CATEGORY 1 - ELLs with academic records and transcripts; or

CATEGORY 2 - ELLs without academic records and transcripts.

#### **CATEGORY 1 - ELLs with academic records and transcripts:**

Grades K - 8: The student entering KIPP New Orleans will be placed in a grade level that is chronologically age appropriate. If there is a discrepancy between chronological age and grade level placement based on academic records, the student shall be placed in the grade level of his age-mates: i.e., a student who is seven years of age prior to September 30th of the school year should be placed in the second grade.

Grades 9 - 12: A student who is 15 years or older MUST be placed in the high school program (grades 9 -12). The student is placed in the appropriate grade level based on awarded credits earned. International transcripts for grades 9 - 12 are evaluated by the school principal, guidance counselor, Manager of Student Support and the English as a Second Language Coordinator using The International Transcript Guide and/or other resources describing the country's educational system of evaluation.

#### **CATEGORY 2 - ELLs without academic records and transcripts:**

Grades K - 8: The ELL entering KIPP New Orleans will be placed in a grade level that is chronologically age appropriate. If there is a discrepancy between chronological age and grade level placement that results from screening assessments, the student shall be placed in the grade appropriate to his chronological age.

Grades 9 - 12: The ELL without records who is 15 years or older MUST be placed in the high school program (grades 9 –12) and work to complete SBESE (State Board of Elementary and Secondary Education, Bulletin 741) requirements to receive a high school diploma.

*"No LEP student shall fail a class due to limited English Proficiency"*

In accordance with Title III Every Student Succeeds Act (ESSA) of 2006, English Language Learners (ELLs) will attain English proficiency, reach high levels of academic attainment, and meet the same statewide academic standards as non-ELL students. Students will receive targeted language support in ESL classrooms in addition to instructional modifications and assessment accommodations in general education classes.

- Teachers will implement the accommodations and modifications determined by the student's ELL committee and documented in his/her English Language Learner (ELL) plan. These accommodations must be used in both



instruction and assessment.

Grades 9 - 12: The ELL without records who is 15 years or older MUST be placed in the high school program (grades 9 –12) and work to complete SBESE (State Board of Elementary and Secondary Education, Bulletin 741) requirements to receive a high school diploma.

*“No LEP student shall fail a class due to limited English Proficiency”*

In accordance with Title III Every Student Succeeds Act (ESSA) of 2006, English Language Learners (ELLs) will attain English proficiency, reach high levels of academic attainment, and meet the same statewide academic standards as non-ELL students. Students will receive targeted language support in ESL classrooms in addition to instructional modifications and assessment accommodations in general education classes.

- Teachers will implement the accommodations and modifications determined by the student’s ELL committee and documented in his/her English Language Learner (ELL) plan. These accommodations must be used in both instruction and assessment.
- Grading of ELL students should therefore reflect daily instructional accommodations as well as testing accommodations, and should not penalize the student for not yet being fully fluent in English. Grades for any given class should be developed in collaboration between the general education teacher and ESL teacher.
- ELLs will receive grades based on accommodations or alternative assignments appropriate to the student’s language proficiency level, and receive the same report card that is used in general education.
- ELLs cannot be penalized for missing work in the general education class room during the time they are pulled for ESOL services. Teachers must grade students on the components for which they are present and derive the class grade based on the elements completed by the student.
- Comments should be used to explain that grades are based on instructional accommodations, modified materials, or alternative assignments (when applicable).

#### **Students with Disabilities**

IEP teams shall determine promotion to the next grade level for a student with a disability who fails to meet state or local performance standards on any assessment for purposes of promotion. Such determination shall be made only if the student has not otherwise met the local requirements for promotion. (Bulletin 1530 §403)

Students with disabilities participating in the state testing program must be provided with accommodations as noted in the students’ Individual Education Program (IEP). (Bulletin 118 §3301) Students eligible for services under Section 504 of the Rehabilitation Act of 1973 should receive accommodations as noted on their individual accommodation plan (IAP).

## **VIII. 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 - Louisiana Handbook for School Administrators*, §2903 and *Bulletin 131 - Alternative Education Schools/Programs Standards*)

***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.***

The SBLC and/or IEP Team will be responsible for analyzing all available records to determine if an alternative program, school, or acceleration is appropriate. If the shift being considered involves a move from one school to another, EnrollNOLA's transition team will be involved to complete the transfer on the basis of specialized programming availability and/or overage programming. Following this review and if a transfer is deemed merited, a conference will be held with the principals, teacher and parents.

## **IX. 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.***

LEA policies for promotion and placement are monitored periodically by the KIPP New Orleans Schools CMO staff to verify policies are being implemented uniformly across the network. 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 to the school's principal. The principal will consider the request or refer the matter to 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 network's Chief Executive Officer or her designee. They will then make a recommendation to the Superintendent who will make a final decision. Such requests must be submitted in writing and contain evidence to be considered. In the case of the student with a disability, the due process procedures must be consistent with those described in the approved Individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act of 1973 and/or related state bulletins and local policies.

## **X. Additional LEA policies related to student placement and promotion**

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

*Ex. Determination of Valedictorian  
Homework policy  
Minimum number of classes for a graduating senior  
Summer school credit*

Promotion in grades 9-12 is made on the basis of earned Carnegie course credits earned in their program of studies and on the number of years of high school. Carnegie course credits earned for each school year are totaled, and the grade placement is determined per the following. Each student is expected to earn 6 credits per year and maintain 94% or greater attendance.

**Grade 9:** <6 credits

**Grade 10:** 6-11 credits

**Grade 11:** 12-17 credits

**Grade 12:** 18-24 credits

Further, accumulation of 24 credits in and of itself is not enough to graduate from high school: the courses taken and credits earned must be aligned with the specific courses required to graduate on their selected graduation plan. KNOS promotion, graduation, and grading policies are described in more detail in the KIPP New Orleans High School Academic Policy Manual linked [here](#).

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An exceptional promotion as defined by the SBLC on a case by case basis may be considered **where allowed by BESE policy** only under one or more of the following circumstances:

- If the student has been in the grade for two years;
- If the student is two years above his/her age group and has been enrolled at least one full year in each preceding elementary year; or
- In rare and extreme cases with other extenuating circumstances.

## XI. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this **2025-2026 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: 10/31/25

A handwritten signature in dark ink, reading "Rhonda Kalifeh-Alvise". The signature is written in a cursive style with a horizontal line underneath the name.

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Superintendent