



2022-2023 Pupil Progression Plan

Local Education Agency:

Thrive Academy

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 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 students in kindergarten and grade 1

Kindergarten

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

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

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

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

Grade 1

- Any child admitted to kindergarten pursuant shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled.
- The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September thirtieth of the calendar year in which the school year begins.
- Any child transferring into the first grade of a public school from another state and not meeting the requirements herein for kindergarten attendance shall be required to pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade.

In the space below, please describe any additional placement considerations or policies required by the LEA. Include the names of any required assessments and explain how results will be used.

THRIVE Academy (3C1001)- Does not currently nor is planned to service Kindergarten and First Grade.

II. Placement of transfer students

III. 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.

Revised June 1, 2022

- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school, any approved home study program, or a Louisiana resident transferring from any out-of-state school, shall be required to pass the English language arts and mathematics portions of the LEAP placement test.

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

IV. Promotion for students in kindergarten and grades 1, 2, 3, 5, 6, and 7

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

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

THRIVE Academy does not have grades 1-5 and does not plan host these grades in the future. THRIVE Academy will promote grade 7 in the following manner.

- THRIVE Academy's SBLC committee will convene to decide upon promotion for students yearly on a case by case basis. 7th grade students will be automatically promoted if they received a basic or above achievement level on both either the Math or English LEAP 2025 assessment and an "Approaching Basic" in the other subject. Should a student need not meet this metric the students academic file will be reviewed. The students report cards and teacher files will be reviewed and a promotion decision granted through the SBLC committee3 3
- Students who are promoted through the SBLC process but have not met the testing metric will be assigned additional remediation courses in English and Math in order for students to be on track to mastery.
- Review of decisions on educational placement of individual students within a school may be initiated at any time by any member of the School Building Level Committee (SBLC) outside of the yearly review. The Principal shall preside over the SBLC committee and coordinate the decision-making process of the committee. The Assistant Principal(s) and two yearly-selected teachers shall be sitting members on the SBLC committee.

V. Promotion of students in grade 4

- Each LEA shall identify third and fourth grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Fourth grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual academic improvement plan that adheres to the following requirements:
 - The school shall convene an in-person meeting with the student’s parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student’s academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.
 - The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
 - The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
 - The student shall be afforded the opportunity to receive grade-level instruction during the summer.
 - Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
 - The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.
- The LDOE will provide to each LEA a roster of third and fourth grade students who have scored below the “Basic” achievement level in at least two core academic subjects. Such roster will assist the LEA in making final determinations relative to students’ required individual academic plans.
 - The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
 - The individual academic improvement plan shall continue to be in effect until such time as the student achieves a score of “Basic” in each of the core academic subjects that initially led to the development of the student’s individual academic plan.

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

THRIVE Academy (3C1001)- Does not currently nor is planned to service fourth grade.

VI. 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 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 the LEA from another state or country after the completion of summer remediation, the LEA shall review the student’s academic record to determine appropriate placement in ninth grade or transitional ninth grade. Such placement shall occur no later than October 1 of each school year.

Grade 8 Promotion Waivers

- The LEA may waive the state policy for students scoring at the “Unsatisfactory” level in English language arts or mathematics, if the student scores at the “Basic” level in the other, provided that the student has participated in the spring administrations of LEAP and has attended the summer remediation program offered by the LEA.
- An LEA, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing or unable to attend LEAP summer remediation, including summer remediation required for placement in transitional ninth grade, because of one or more of the following extenuating circumstances as verified through appropriate documentation:
 - *Physical Illness*—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.
 - *Custody Issues*—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation

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 [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 the LEA (sample: [non-participation LEA form/Letter](#)); o

4. Receive a waiver through the district hardship waiver process.

Early Graduation: Each LEA shall develop an early graduation program allowing students to accelerate their academic progress, complete all state graduation requirements, and receive a high school diploma in less than four years.

- The early graduation program may include distance education (§2326), dual enrollment (§2327), and Carnegie credit and credit flexibility (§2314).
- LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.

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.

A. Carnegie Credit

1. Students may earn Carnegie credit as middle school and high school students in two ways:
 - a. By passing a course in which the student is enrolled and meeting instructional time requirements, as set forth above; or
 - b. By demonstrating proficiency as set forth below.
2. When awarding Carnegie credit based on demonstrated proficiency, the LEA will inform the LDE of the following on behalf of any student or group of students:
 - a. The name of the examination used to measure proficiency, if nationally recognized, or
 - b. A listing of requirement to demonstrate proficiency through portfolio submissions.
3. If a student fails a course but meets the standard proficiency on the end-of-course exam, the student may retain the score to be factored into their final grade in either a credit recovery course or a repeat of the transitional course.
4. Proficiency in a course with a state administered End of Course or LEAP 2025 Assessment exam must be demonstrated using the End of Course Exam or LEAP 2025 Assessment. The End of Course Exam or LEAP 2025 Assessment will count for 10% of the student course grade.
5. Grade Placement can be determined at any time for any grade level.
 - a. Grade 10- by having earned no fewer than 5 units of credit
 - b. Grade 11- by having earned no fewer than 11 units of credit.
 - c. Grade 12- by having scheduled sufficient units during the regular year to complete graduation requirement at the end of the school year. Students must earn 24 credits in order to graduate.
6. Credits: In Grades 9 through 12, units are earned based on semester grades. An "A" through "D" or "P" will earn whatever units are possible for the course. An "F" will not earn any units. There is no limit to the number of Carnegie units a student may earn in any given year. Students meeting the requirements for Carnegie credit based on proficiency shall have the course title, the year proficiency was demonstrated, P (pass), and the unit of credit earned entered on their transcript as per Bulletin 741.
7. A student shall not be allowed to participate in a graduation exercise if he/she has not satisfactorily completed all the requirements for graduation as set forth in the Pupil Progression Plan. All students who participate in the graduation exercise shall have been certified and deemed eligible to receive a diploma by the principal of the school from which the students are graduating.

8. Students will be graded on the following scale:
9. Student marks on the report will appear with the following:
 - a. A=Outstanding Achievement
 - b. B= Good Achievement
 - c. C= Satisfactory Achievement
 - d. D= Minimum Acceptable Achievement
 - e. F= Failure
 - f. P= Pass

Grade	Range	Quality Points
A	100-93	4
B	92-85	3
C	84-75	2
D	74-67	1
F	66-0	0

10. THRIVE Academy offers the TOPS University pathway to graduation. Students will be offered courses at THRIVE Academy and ABC Pelican Association to meet the 24 credits for graduation.
11. Each high school senior not having achieved the established college readiness standards for English and mathematics shall be given the opportunity to take an appropriate transition course in accordance with ACT 250.
12. College courses taken by students while enrolled in high school (concurrent enrollment independent of dual enrollment opportunities offered as a district course) must have the prior approval of the principal before enrollment. Students must have a minimum of a 2.5 GPA and an ACT or Pre ACT composite of 19 (19 Math, 18 English) to be allowed admission into the dual enrollment courses. Students who have not yet taken the ACT may enroll with a minimum of a 433 in English and a 431 on the ASPIRE assessment. College credit received will carry weighted credit. The counselor must verify that the college course is on a higher level than the last course taken by the student in that subject. The course will appear on the high school transcript under one of the following titles: The course will appear on the high school transcript under one of the following titles:
 - a. College Mathematics
 - b. College English
 - c. College Science
 - d. College Social Studies
 - e. College Foreign Language
 - f. College Computer Science

VII. 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 eighth 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.
 - 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.

Summer remediation

High school students may repeat a course for self-improvement or to establish eligibility to participate in extra-curricular activities requiring specific standards. For the purpose of establishing eligibility, students may enroll in an accredited summer school sanctioned by the Board of Elementary and Secondary Education for self-improvement course work. It should be understood that students needing repeat work will be given first option for available seats followed by students desiring courses for self-improvement. If the student received any other grade aside from an F, the first recorded grade will remain on the transcript, but with the notation added to indicate that course was repeated along with the resulting grade. For the purpose of self-improvement, students receiving a higher grade or grades will be granted the benefit of the higher grade or grades only for determining eligibility for extra-curricular activities requiring specific standards. Further, a student may lose or gain eligibility within a given semester pursuant to the eligibility requirements set forth by the THRIVE Academy and the Louisiana High School Athletic Association if tutorial services are evident. Thrive Academy Pupil Progression Policy does not supersede LHSAA eligibility requirements. Grade point averages will be computed utilizing all course grades including those that have been repeated for the purpose of calculating class rankings. A student who has achieved a grade of “A” shall not be allowed to repeat that same course for credit.

VIII. Promotion and placement of certain student populations

Students with disabilities

- Students with disabilities attending summer remediation shall receive special supports as needed.
- IEP teams shall determine promotion to the next grade level for a student with a disability who fails to meet state or local established performance standards for the purposes of promotion. Such determination

shall be made only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the local requirements for promotion or has not scored at or above the basic achievement level on the English language arts or mathematics components of the required state assessment and at or above the approaching basic achievement level on the other (Bulletin 1530 §403).

English learners

- The requirements of Title VI of the Civil Rights Act of 1964 are as follows:
 - Establish procedures to identify language minority students.
 - Establish procedures to determine if language minority students are Limited English Proficient.
 - Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.
- Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.
 - Establish procedures to monitor former Limited English Proficient students for two years.
 - Ensure that no LEP student shall be retained solely because of limited English proficiency.

In the space below, please describe any local policies or additional considerations related to the promotion and placement of students with disabilities, English learners, or other student populations.

THRIVE Academy will implement fully the policies above in accordance with the state requirement.

IX. 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. Thrive Academy offers a virtual learning program (Refer to Bulletin 741, §2903 and Bulletin 131)

The Virtual Learning Program is a voluntary program designed to meet the needs of students as they work towards graduation by completing online courses. Students enrolled in the virtual program are required to take district assessments and required state assessments within the regular scope and sequence of the course, as applicable to each course.

Revised June 1, 2022

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.

THRIVE Academy is a choice school program and as such does not offer alternative placement. If student withdraws from THRIVE Academy they are encouraged to return to their home district.

X. 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.

MANDATORY WITHDRAWAL

When a student's actions and/or behaviors indicate that they are not a good fit for Thrive Academy's unique mission – but do not rise to the level of not being a good fit for a traditional school, the student will be asked to withdrawal from Thrive Academy rather than being expelled. As indicated in its unique mission and purpose, Thrive Academy reserves the right to revoke admission for a student based on such behaviors that present a unique challenge to a residential school. If a student's behavior is one that requires mandatory withdrawal, it will be evaluated by a Review Panel made up of 3 members of the administrative team. After reviewing the student's behavior and the school policy, they will make the determination that the student is to withdrawal from Thrive and return to their home school.

APPEALING MANDATORY WITHDRAWAL

If the decision is upheld by the Review Panel for the student to withdraw from Thrive Academy, a written request for an appeal must be made by the parent/guardian to the Superintendent within two school days. The Superintendent will review the written records of the incident, investigation, and Review Panel findings, as well as the written appeal from the student and parent/guardian as soon as reasonably possible, following this request.

If the parents/guardians are not satisfied with the written decision of the Superintendent, a written request for an appeal must be submitted to the chair of the Board of Directors and copied to the Superintendent within two school days of receipt of the final decision from the Superintendent. The Superintendent within two school days following the receipt of the written parents/guardian request, will send to the chair of the Board of Directors a written report clearly stating the specific reason(s) and the source of the authority to support the decision.

The Appeals Committee of the Board will render a written decision, as soon as reasonably possible, predicated on the written record. The student will remain on out of school suspension until the end of the appeals process.

XI. 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.

XII. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this 2022-23 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:

Superintendent

Board President