

2025-2026 Pupil Progression Plan

Local Education Agency:

Athlos Academy of Jefferson Parish

The PPP should be submitted as a PDF to ppp@la.gov by October 31.

I. Background and Purpose

Louisiana state law ([RS 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 PPP 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.

[RS 17:24.4](#) 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 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 the PPP is 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.

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

III. 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 VI. 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.

Purpose

The purpose of this policy is to establish clear, consistent, and equitable criteria for student promotion at Athlos Academy of Jefferson Parish. Promotion decisions will be based on academic achievement, social-emotional development, and readiness for the next grade level.

Third Grade: Act 422 of the 2023 Regular Legislative Session mandates that students in traditional public schools must meet specific literacy proficiency standards to be promoted to the fourth grade. Third-grade students must achieve a composite score that is above the well below level on the literacy screener, DIBELS.

All Grades: Promotion Criteria

Promotion from one grade level to the next will be based on a student's demonstrated mastery of grade-level standards in the following areas:

1. Academic Performance

- Students must demonstrate proficiency in **English Language Arts (ELA) and Mathematics**, as measured by:
 - Classroom assessments, benchmark exams, and end-of-year cumulative assessments.
 - Student performance on Louisiana state assessments, where applicable.
- A minimum yearly average of **70% (C)** or higher in ELA and Math is required for promotion.
- Students must also demonstrate satisfactory performance in **Science and Social Studies**, with a minimum yearly average of **65% (D)** or higher.
- **And, Students must demonstrate growth in Athlos' Performance Character traits**, including respect, responsibility, perseverance, and leadership. Repeated or severe behavioral infractions may impact promotion decisions and require a behavioral improvement plan.

2. Attendance

- Students must meet state and school attendance requirements.
- Excessive unexcused absences (10 or more) may result in retention, pending administrative review.

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

A third-grade student must be reading proficiently by the end of the school year to be promoted to the fourth grade, as required by Louisiana's third-grade reading law (Act 422). Students not at the required reading proficiency level on an end-of-year [literacy screener](#) are provided two additional opportunities to demonstrate higher achievement levels. If a student does not achieve proficiency after these attempts and does not qualify for a "good cause" exemption, they will be retained and not promoted to fourth grade.

Key Criteria for Promotion

- **Literacy Proficiency:**

The primary requirement for promotion is demonstrating reading proficiency by the end of third grade.

- **End-of-Year Literacy Screener:**

Proficiency is determined by the student's score on the end-of-year literacy screener.

- **Two Additional Attempts:**

Students who score at the lowest achievement level on the initial end-of-year screener receive two more chances to take the test and achieve a higher level of proficiency before the start of the next academic year.

- **Retention:**

If a student fails to achieve a higher proficiency level after all three attempts, they will not be promoted to the fourth grade unless a "good cause" exemption applies.

"Good Cause" Exemptions

While the general rule is promotion based on reading proficiency, there are "good cause" exemptions that allow for promotion even if the student is not yet proficient. These can include:

- **Special Education Status:** Having an Individualized Education Program (IEP).
- **504 Plan:** Having a 504 plan.
- **Limited English Proficient (LEP) Status:** Being a limited English Proficient student.
- **Previous Retention:** A student who has been previously retained in kindergarten, first grade, second grade, or third grade and is currently demonstrating a reading deficiency.
- **Recommendation** of the summer school team based on attendance and academic performance.

Promotion of students in grades 6 and 7

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.

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/postsecondary 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

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.

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.

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

1. 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.
2. 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

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 the individual numeracy improvement plan pursuant to R.S. 17:24.10.
- 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

○ **Priorities:**

- Seniors who require a course in order to graduate or student access to TOPS aligned courses not available through the school or school system;
 - Students enrolling in courses required to complete an associate degree in a Fast Forward pathway or a certificate of technical studies aligned to high wage, high demand jobs or work-based learning;
 - Students seeking access to TOPS aligned college credit;
 - Students enrolled in a Comprehensive Intervention Required (CIR) or Urgent Intervention Required for Academics (UIR-A) schools;
 - Access to high quality academic content aligned to graduation requirements or access to high quality career and technical content aligned to the Louisiana IBC state focus list which can be offered as recovery credit;
 - Students seeking coursework to increase a student score on a nationally recognized assessment (ACT, SAT, CLT, WorkKeys, or ASVAB) as defined in LAC 28:XI.1711 Bulletin 111;
 - Other priorities defined by the school system, approved by LDOE, and included in the School System's pupil progression plan prior to the student enrollment process.
- Schools must report how funds are allocated and utilized, ensuring transparency and accountability.

IX. 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.

- enrolls full-time in a public school;
- ceases to be a resident of Louisiana;
- is found to have any fraudulent representation in the application for the account or in conjunction with the payment of funds therefrom;
- graduates or withdraws from high school;
- the account has been inactive for two consecutive years unless inactivity is due to a lack of available funding for accounts.

XI. 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.

Athlos will provide alternative education placements for expelled students pending the results of the due process hearing.

Dispute resolution options (no cost to families)

1. **IEP Facilitation / Informal dispute resolution** (when available through LDOE).
2. **Mediation**—voluntary, with an impartial state-assigned mediator (may be requested any time). [Louisiana Division of Administration](#)
3. **State complaint** filed with LDOE. [Default](#)
4. **Due process complaint/hearing** regarding identification, evaluation, placement, or FAPE; stays and timelines follow IDEA/State rules. (34 C.F.R. Part 300, Subpart E; Bulletin 1706). [eCFRLouisiana Division of Administration](#)

C. Students with disabilities served under Section 504 (Individual Accommodation Plan)

Legal framework

- **Section 504 of the Rehabilitation Act and ED/OCR regulations (34 C.F.R. Part 104)** prohibit disability discrimination and require evaluation before determining eligibility and educational placement. [eCFRU.S. Department of Education](#)

Evaluation, plan, and placement

- When a physical or mental impairment **substantially limits** a major life activity, the school convenes a 504 committee to evaluate records/data (no specific federal timeline, but must be **timely**) and, if eligible, develop a **504 plan** with reasonable accommodations in the **least restrictive setting**. Louisiana's LDOE provides Section 504 resources and forms for districts/schools. [U.S. Department of EducationDefault](#)

Notice & participation

- Parents are notified of evaluation/placement decisions and may review educational records and participate in meetings. (OCR guidance). [U.S. Department of Education](#)

Grievances and appeals

- **Local grievance/appeal:** The school/LEA must maintain a **504 grievance procedure** and designate a **Section 504 coordinator** for complaints and appeals about identification, evaluation, or placement. (34 C.F.R. §104.7, §104.36). [eCFR](#)
- **External complaint:** Parents may file a civil-rights complaint with the U.S. Department of Education, Office for Civil Rights (OCR). [U.S. Department of Education](#)

Cross-cutting implementation details for Athlos Academy of Jefferson Parish

- **Documentation:** Keep written notices, meeting invitations, consents, evaluation/placement records, and appeal outcomes in the student's file (FERPA access rights apply).
- **Language access:** Provide notices and meetings in a **language parents understand** and accessible formats, consistent with IDEA/Section 504 and BESE guidance. [Louisiana Division of Administration](#)
- **Non-retaliation:** No retaliation for filing complaints or using dispute-resolution processes. (Section 504/Title II principles). [eCFR](#)
- **Alignment with PPP:** Regular-education placement appeals live in the PPP; verify that AAJP's PPP includes clear steps, decision-makers, and timelines, and that nothing in it contradicts IDEA/504 due-process rights.

XIV. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA)

Athlos Academy of Jefferson Parish

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:

9-15-2025


Superintendent

Janine Holmes
Janine Holmes (Sep 16, 2025 13:00:15 CDT)
Board President