



2025-26 Pupil Progression Plan

Local Education Agency:

Northshore Charter School

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 purpose of this document is to assist LEAs in developing their required Pupil Progression Plan in accordance with applicable laws and regulations, and to codify LEA policies and procedures related to student placement and promotion. In each section of this document, language that conforms to applicable laws and regulations has been pre-populated. Space is provided for LEAs to add any additional local policies and procedures that fulfill the mandate of the law and support students in acquiring proficiency in grade-appropriate skills. Once the PPP is 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.

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I. Placement of students in kindergarten and grade 1

Kindergarten

For the 2025-26 school year, the parent or legal guardian of a child who is age five by September thirtieth of the calendar year in which the school year begins through eighteen shall send the child to a public or nonpublic school, as defined by R.S. 17.36, 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 before his eighteenth birthday. A child below the age of five who legally enrolls in school shall also be subject to these provisions

Grade 1

Any child admitted to kindergarten pursuant to R.S. 17:151.3 9(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 30th 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 before the time of enrollment for the first grade.

The Desired Results Developmental Profile (DRDP-K) and DIBELS 8th Edition will determine students' ELA and Math proficiency in Kindergarten, critical skills, and recommendations for placement.

II. Promotion for students in Kindergarten and grades 1, 2, 5, 6, and 7

Teachers shall, on an individual basis, determine the promotion of each student according to the local Pupil Progression Plan. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills. Students who have not met the acceptable level of performance may be retained or promoted, but in either case, they shall be provided with an expanded academic support plan that adheres to the requirements.

Promotion: Kindergarten

In addition to governing policy, students in Kindergarten must complete the following:

1. Attend 157 days of school, except for extenuating circumstances.
2. Master the following skills on the Mastery Skills Checklist:
 - a. Identify upper & lower case letter names with 85% accuracy.
 - b. Identify letter sounds (consonants and short vowels) with 85% accuracy.
 - c. Identify numerals 1-10 with 85% accuracy.
 - d. Match sets of concrete items with numerals 1-10 with 85% accuracy.
 - e. Adding and subtracting within 5 with 85% accuracy.
 - f. Read a curriculum-based high-frequency word list with 60% accuracy.

Promotion: 1st grade and 2nd grade

In addition to governing policy, a student must meet the following criteria to be promoted to the second grade:

1. Attend 157 days of school, except for extenuating circumstances.
2. Earn a passing grade (60%) in both English Language Arts and Mathematics
 - a. The first semester grade will be calculated by averaging the grades for the first and second nine-week periods. The second semester will be calculated by averaging the third and fourth nine-week grades. The yearly average will be calculated by averaging the grades of the four nine-week periods. (Semester grades will not be averaged to determine the yearly grade.)
3. Students must master the following skills:
 - a. Identify letter sounds from the school-developed curriculum-based sound symbol chart with 85% accuracy.
 - b. Identify curriculum-based high-frequency words up to grade level with 85% accuracy.

Promotion: 5th grade, 6th grade, and 7th grade

In addition to governing policy, a student must meet the following criteria to be promoted:

1. Attend 157 days of school, except for extenuating circumstances.
2. Earn a passing grade of 60% in at least 3 of the following major subjects: English Language Arts, Mathematics, Science, and Social Studies.
 - a. The first semester grade will be calculated by averaging the grades for the first and second nine-week periods. The second-semester grade will be calculated by averaging the grades for the third and fourth nine-week periods. The yearly average will be calculated by averaging the grades from each nine-week period. (Semester grades will not be averaged to determine the yearly grade.)
3. The student must meet the State high-stakes testing policy outlined above.
4. If a discrepancy exists between provision 1 and provision 2 above, a decision on promotion or retention will be made by SBLC through a review of the following: academic performance, report card grades, state testing policy, which will take precedence in the decision-making process, age, attendance, special circumstances.

III. 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.
- 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.
- Promotion on the basis of a good cause exemption is subject to the consent of the parent, principal, and CAO.
- The Student Information System (SIS) must reflect the promotion and the good cause exemption under which the promotion was determined.
- Students promoted for good cause shall be provided an Individualized Academic Support Plan.
- Students retained in third grade pursuant to this requirement shall be provided an Individualized 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.
- The expanded academic support plan shall continue to be in effect until such time as 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.

In addition to governing policy, a student must meet the following criteria to be promoted:

1. Attend 157 days of school, except for extenuating circumstances.
2. Earn a passing grade of 60% in at least 3 of the following major subjects: English Language Arts, Mathematics, Science, and Social Studies.
The first semester grade will be calculated by averaging the grades for the first and second nine-week periods. The second-semester grade will be calculated by averaging the grades for the third and fourth nine-week periods. The yearly average will be calculated by averaging the grades from each nine-week period. (Semester grades will not be averaged to determine the yearly grade.)
3. The student must meet the State high-stakes testing policy outlined above.

4. If a discrepancy exists between provision 1 and provision 2 above, a decision on promotion or retention will be made by SBLC through a review of the following: academic performance, report card grades, state testing policy, which will take precedence in the decision-making process, age, attendance, and special circumstances.

IV. Promotion of students in grades 4 & 5

Each LEA shall identify fourth and fifth-grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Fourth and fifth-grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual academic improvement plan that adheres to the following requirements:

- The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.
- The student shall be provided with focused, on-grade-level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive grade-level instruction during the summer.
- Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
- The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

The LDOE will provide to each LEA a roster of fourth-grade students who have scored below the "Basic" achievement level in at least two core academic subjects. Such a roster will assist the LEA in making final determinations relative to students' required individual academic plans.

- The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
- The individual academic improvement plan shall continue to be in effect until such time as the student achieves a score of "Basic" in each of the core academic subjects that initially led to the development of the student's individual academic plan.

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

Regular Grade 8 Promotion

Eighth-grade students shall score at least at the “Basic” achievement level in either English language arts or mathematics and “Approaching Basic” in the other subject in order to be promoted to the ninth grade. Students who do not meet the promotion standard after taking the eighth-grade state assessments may be placed on a high school campus in the transitional ninth grade. For any student who recently completed the eighth grade and is transferring into the LEA from another state or country, the LEA shall review the student’s academic record to determine appropriate placement in ninth grade or transitional ninth grade. Such placement shall occur no later than October 1 of each school year.

Grade 8 Promotion Waivers

An LEA, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing or unable to attend LEAP summer remediation, including summer remediation required for placement in transitional ninth grade, because of one or more of the following extenuating circumstances as verified through appropriate documentation:

- *Physical Illness*—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.
- *Custody Issues*—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation

Transitional 9th Grade

Any first-time eighth-grade student who does not meet the passing standard set forth in BESE Bulletin 1566, §703, and any student not eligible for any waiver pursuant to §707 of the bulletin, after completing summer remediation, may be placed on a high school campus in transitional ninth grade.

LEAs shall follow the guidelines set forth in §703 to determine, based on evidence of student learning, whether eighth-grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA’s eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA’s eighth graders placed in transitional ninth grade 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 supports shall be reviewed at least once throughout the school year in order to determine effectiveness and any needed adjustments.

VI. 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 a Louisiana resident transferring from any out-of-state school shall be administered the English language arts and mathematics portions of the LEAP placement test. Students who have scored below the "basic" achievement level shall have placement and individual academic supports addressed in the same manner as non-transfer students in accordance with §701 and §703.
- Any child transferring into the first grade of a public school from out of state and not meeting the requirements for kindergarten attendance shall be required to pass an academic readiness screening administered by the school system prior to the time of enrollment for the first grade, in accordance with the state law.

VII. Support for students

Uniform Grading Policy

The Uniform grading policy for grades K-8 is the following:

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 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

Pursuant to state law (R.S. 17:24.4), LEAs shall continue to offer summer remediation to any student not meeting promotion standards as determined by BESE. 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.

VIII. Literacy Support Standard for Grades Kindergarten-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 supports and interventions, including high-dosage tutoring, 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.

IX. Promotion and placement of certain student populations

Students with disabilities

- Students with disabilities attending summer remediation shall receive special supports as needed.
- IEP teams shall determine promotion to the next grade level for a student with a disability who fails to meet state or local established performance standards for the purposes of promotion. Such determination shall be made only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the local requirements for promotion or has not scored at or above the basic achievement level on the English language arts or mathematics components of the required state assessment and at or above the approaching basic achievement level on the other (Bulletin 1530 §403). 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. 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.

X. Alternative education placements

Alternative schools/programs serve students who are not succeeding in the traditional educational setting and offer a venue that aids in preventing these students from dropping out of school. Alternative schools/programs provide educational and other services to students who have a variety of behavioral and other needs that cannot be adequately met in a traditional school setting. (Refer to Bulletin 741, §2903 and Bulletin 131)

XIII. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this Northshore Charter School 2025-26 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