



2026-2027 Pupil Progression Plan

Local Education Agency:

Northshore Charter School

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 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.

The law states (RS 17:24.4) 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.

Table of Contents

I. Placement of students in kindergarten and grade 1	4
II. Promotion for students kindergarten and grades 1-8	4
III. Placement of transfer students	10
IV. Support for students	11
V. Literacy and Numeracy support standards for kindergarten-3	13
VI. Promotion and placement of certain student populations	15
VII. Alternative education placements	16
VIII. LEA assurances	16

I. Placement of students in Kindergarten and grade 1

Kindergarten

For the 2026-2027 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. 17.236, 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 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 DIBELS 8th Edition will be used to determine students' baseline proficiency in English Language Arts (ELA). A pre-assessment provided by LEA adopted curriculum will be used for Math proficiency. These assessments will measure Kindergarten students' foundational literacy and numeracy skills, identify critical skill needs, and provide data to inform placement recommendations.

II. Promotion for students in Kindergarten and grades 1-8

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 individual 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. 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 grade will be calculated by averaging the third and fourth nine-week periods. The yearly average will be calculated by averaging the semester grades.
3. Students must master the following skills:
 - a. Identify capital letters with 85% accuracy.
 - b. Identify lowercase letters with 85% accuracy.
 - c. Read curriculum-based high-frequency words with 60% accuracy.
 - d. Identify letter sounds (consonants and short vowels) with 85% accuracy.
 - e. Identify numbers 1-20 with 85% accuracy.
 - f. Count 20 objects with 85% accuracy.
 - g. Count orally 0 to 100 with 85% accuracy.
 - h. Add and subtract within 5 with 85% accuracy.

If a student does not meet promotion, SBLC must meet to review classroom-based assessment data in order to make a promotion decision.

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 semester grades.
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: 3rd 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.

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 semester grades.
3. If a discrepancy exists between provision 1, provision 2, and provision 3 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.

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.
- Promotion on the basis of a good cause exemption is subject to the consent of the parent, principal, and Head of School.
- 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 individual 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.

Promotion: 4th, 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 semester grades.

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.

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 support plan that adheres to the following requirements:

- The school shall convene a 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 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 may 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.

Promotion: 8th Grade

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

BESE Bulletin 1566, §707 provides the following exceptions to the promotion and support for eighth grade students. These waivers may be granted through the LEA, through its Head of School.

- *Mastery/Advanced Waiver* - a student scoring at the unsatisfactory level in English language arts or mathematics, if the student scores at the mastery or advanced level in the other provided that:
 - the decision is made in accordance with the local pupil progression plan, which may include a referral to the School Building Level Committee (SBLC);
 - the student has participated in the spring administration of LEAP and has attended a summer remediation program offered by the LEA; and
 - parental consent is granted.
- *U/B Waiver* - a student scoring unsatisfactory level in English language arts or mathematics if the student scores at the basic level in the other provided that:
 - the student scored approaching basic or above on the science and social studies components of LEAP;
 - the student had an overall 2.5 grade point average on a 4.0 scale;
 - the student had a minimum 92 percent attendance during the school year;
 - the decision is made in accordance with the local pupil progression plan, which may include a referral to the School Building Level Committee (SBLC);
 - the student has participated in the spring administration of LEAP and has attended a summer remediation program offered by the LEA; and
 - parental consent is granted.
- *AB/AB Waiver* - a student who has scored at the approaching basic level on both the English language arts and mathematics components of LEAP.
 - The student has attended a LEAP summer remediation program offered by the LEA.
- *LEP Waiver* - Limited English proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. The SBLC shall be granted the authority to waive the state’s grade promotion policy for an LEP student.

- *Extenuating Circumstances Waiver* —a student who is unable to participate in LEAP testing because of one or more of the following circumstances:

- a physical illness or injury that is acute or catastrophic in nature;
- a chronic physical condition that is in an acute phase

- physical illness - appropriate documentation must include a 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.

- court-ordered custody issues.

Certified copies of the court-ordered custody agreements must be submitted to the LEA at least 10 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.

III. 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 grade 5 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.

IV. Support for students

Uniform Grading Policy

The Uniform Grading Policy for grades 1st grade - 8th grade is the following:

Grading Scale 1st-8th Grades	
Grade	Percentage
A	100-90
B	89-80
C	79-70
D	69-60
f	59-0

The Uniform grading policy for Kindergarten is the following:

Grading Scale Kindergarten	
Grade	Percentage
S (Satisfactory)	80-100%
N (Needs Improvement)	60-79%
U (Unsatisfactory)	0-59%

School year support

Individual Academic Support Plans (ISAP): The individual academic support plan should be considered a holistic plan that is differentiated based on student need.

- All K-5 students who score below proficiency in literacy and/or numeracy shall receive a plan. An individual academic support plan developed to outline support provided for a fifth-grade student in English language arts or mathematics will remain in place, updated annually, until the student achieves a score of “Basic” or above in each of the subjects that initially led to the development of the plan.
- Expanded Academic Tutoring Support: Each LEA shall identify kindergarten through fifth-grade students who fail to achieve mastery in reading or math and provide them with tutoring. This service is documented through the IASP.
- Students identified as needing expanded academic support shall be provided with one of the following options:
 - Prioritized placement in a class taught by a teacher labeled as “highly effective” or higher
 - High-dosage tutoring to commence no later than thirty days after the student is identified as needing expanded academic support or, for students identified during the summer, within the first 30 days of the school year.
- High-dosage tutoring provided shall meet all of the following criteria:
 - Incorporate direct instruction by tutors using formative assessment aligned with grade-level content and tier 1 classroom instruction;
 - Be sustained for a minimum of 10 weeks;
 - Be provided, at least 3 times per week, in approximately 30-minute sessions, which shall be embedded in the school day;
 - Use assessments throughout the school year to monitor student progress;
 - Be based on high-quality instructional materials that are aligned with the state content standards and are specifically designed for supplemental instruction;
 - Be individualized and provided at a ratio of not higher than 4 students to 1 tutor;
 - Be provided by a high-quality, consistent tutor, or by a limited, consistent set of tutors throughout the student’s supplemental instruction period; and be provided in accordance with guidelines on research-based best practices and effective

accelerated instruction strategies developed and provided by LDOE.

Summer remediation

Pursuant to state law (R.S. 17:401.12) and bulletin 1566, LEAs may offer summer remediation to any student not meeting promotion standards as determined by BESE. The LEA may 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.

Summer remediation programs shall meet all of the following requirements:

- Use curriculum determined by the department to fully align to Louisiana state standards
- Teachers shall be rated “proficient”, “highly effective”, or “exemplary” pursuant to the teacher’s most recent evaluation or have achieved a value-added rating of “proficient”, “highly effective”, or “exemplary” on the most recent evaluation.

V. Literacy and Numeracy Support Standards 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 and/or numeracy screener.
- 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 and numeracy proficiency.
 - Provide information about supports and interventions, including high-dosage tutoring, that will be provided by the school to support the student’s literacy and/or numeracy 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 if the student is below proficiency in literacy.
 - 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.

Grade 3 Literacy Requirements:

Beginning with the 2024-2025 school year and every year thereafter, a third-grade traditional public school student with a reading deficiency, as demonstrated by the student scoring the lowest achievement level in reading on an end-of-year literacy screener, shall be provided with two additional opportunities to score a higher achievement level on the literacy screener prior to the beginning of the subsequent academic year.

- A traditional public school student who does not score above the lowest achievement level on the literacy screener after three attempts shall be screened for dyslexia and shall not be promoted to the fourth grade unless promoted for good cause.
 - A limited English proficient student has been enrolled in an English language assistance program for fewer than two years.
 - An IEP indicates that the screener is not appropriate for the student with a disability.
 - A student with an IEP or 504 Plan has received intensive reading intervention for two years and still scores at the lowest achievement level on the literacy screener.
 - A student with an IEP or 504 Plan was previously retained in kindergarten, first, or second grade and still scores at the lowest achievement level on the literacy screener.
 - A student has received intensive evidence-based structured literacy intervention for two or more years, still scores at the lowest achievement level, does not meet exceptional criteria, and was previously retained for a total of two years in kindergarten, first, second, or third grade.
 - A student has been diagnosed with dyslexia.
 - The student demonstrates an acceptable level of proficiency on a BESE-approved alternative standardized assessment.
 - A student scores Mastery on the English language arts section of the LEAP 2025 assessment.
 - A student has received intensive evidence-based structured literacy intervention for two or more years, still scores at the lowest achievement level, does not meet exceptional criteria, and was previously retained for a total of two years in kindergarten, first, second, or third grade. For this purpose, intensive reading intervention includes targeted intervention in a small group with progress monitoring documented through an individual reading improvement plan.

Each LEA shall identify third-grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Third-grade students who have not met the acceptable level of performance, regardless of retention or promotion status, shall be provided with an individual academic support 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 relative to literacy, discuss any other relevant challenges, and formulate an individual plan designed to assist the student in achieving proficiency in literacy. All participants shall sign the documented plan, using a template provided by the LDOE, and shall meet to review progress at least once more before the next administration of the LEAP

assessment.

- The student shall be provided with focused literacy interventions and supports based on the science of reading designed to improve foundational literacy.
- 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 on-grade-level instruction and focused literacy interventions based on the science of reading during the summer.
- Each LEA shall adopt a written policy pertaining to the development of the individual student plan. This policy shall be included in the Pupil Progression Plan of the LEA and could include the following specific student supports: daily targeted small-group interventions, before- and after-school literacy intervention provided by a teacher or tutor with specialized literacy training, and at-home literacy programs that include literacy workshops for the parents and legal guardians of students and web-based or parent-guided home literacy activities.
- The LDOE may audit a random sampling of plans for students identified as needing an individual plan in each local education agency each year.

VI. 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 locally established performance standards for the purposes of promotion. Such determination shall be made only if, in the school year immediately before 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.
 - o Establish procedures to monitor former Limited English Proficient students for two years.
 - o Ensure that no LEP student shall be retained solely because of limited English proficiency.
 - o Decisions regarding the promotion of English learners to the fourth grade must be made in accordance with Bulletin 1566§701.

VII. 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)

VIII. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this Northshore Charter School 2026-2027 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