

# Pupil Progression Plan

**FRANKLIN PARISH SCHOOLS**

Dr. Lanny Johnson, Superintendent  
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**2013-2014**



Louisiana Department of  
**EDUCATION**

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# Pupil Progression Plan

FRANKLIN PARISH SCHOOLS

2013-2014

Submitted to Louisiana Department of Education

September, 2013  
(Date Submitted)

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# SECTION I

## Formal Submission Statement

Assurance is hereby made to the State Department of Education that the FRANKLIN PARISH School System's Pupil Progression Plan has been developed in compliance with the State Board of Elementary and Secondary Education's Policies and Procedures (*Bulletin 1566*), (R.S. 17:24.4), with all applicable policies and standards of *Bulletin 741* and *Bulletin 1706*, and with all applicable federal, state, and local regulations. If any local policy outlined in this plan conflicts with state and/or federal guidelines and/or regulations, the state and/or federal regulations/guidelines will supersede the local policy. All documentation relative to the development of this Pupil Progression Plan shall be maintained on file by the local education agency.

Assurance is thereby made that this school system shall not discriminate in the rendering of services to and/or employment of individuals because of race, color, religion, sex, age, national origin, disability, veteran status, or any other non-merit factor.

*Dr. Lanny Johnson*

Superintendent

*Edwin Ray Bryan*

School Board President

August 22, 2012

Date

August 22, 2012

Date

PUPIL PROGRESSION PLAN

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Telephone Number (        ) \_\_\_\_\_

E-mail Address \_\_\_\_\_

WFM  
Wiley F. McClary

August 22, 2012  
(Date)

# Committee of Educators/Parents

## Pupil Progression Plan Committee August 9, 2012

Name (printed)	Signature (Initial)	School/Community	Title (Admin, parent, teacher)
DeLayne Donnell	<i>DD</i>	<i>District Office</i>	<i>Curr. Director</i>
Orene Sharp	<i>OS</i>	<i>District Office</i>	<i>Title I Supervisor</i>
LaTanga Blackson	<i>LB</i>	<i>District Office</i>	<i>Elementary Supervisor</i>
John Gullatt	<i>JG</i>	District Office	Child Welfare/Attend.
Dorothy Watson	<i>DW</i>	District Office	Testing Supervisor
Wiley McClary	<i>WFM</i>	District Office	Asst. Superintendent
Michelle Campbell	<i>MC</i>	Gilbert Junior High School	Parent
Mary Wallace	<i>MW</i>	Fort Necessity	Parent
Pat Sartin	<i>PS</i>	FPHS	Principal
Ronnie Lofton	<i>RL</i>	Winnsboro Elem.	Principal
Donnie Reagan	<i>DR</i>	Baskin School	Principal
Terri Shirley	<i>TS</i>	Crowville School	Principal
Ken Blackson	<i>KB</i>	H.G. White	Principal
Vanessa Adams	<i>VA</i>	Gilbert Jr. High	Principal
Chris Roberts	<i>CR</i>	Fort Necessity School	Principal

**AGENDA**  
**Pupil Progression Plan Review**  
**August 9, 2012**

- A. Review current Pupil Progression Plan
- B. Discussion of Local Options for Franklin Parish Schools
- C. Administrators review /submit changes
- D. Parents receive copies for review
- E. Other Discussion

The Franklin Sun

## NOTICE

The Franklin Parish Pupil Progression Plan for 2012-2013 is available to the public at the Franklin Parish School Board office during regular office hours (8:00 A.M. to 4:00 P.M.), Monday – Friday. The plan will remain available for review through Monday, August 27, 2012. All interested persons may present written comments during this review period.

Please direct any questions you may have to Wiley McClary at (318) 435-9046. Upon approval by the Louisiana Board of Elementary and Secondary Education, this plan shall become the official Pupil Progression document for the 2012-2013 school year.

## SECTION II

### STATE AND DISTRICT POLICIES

**This *Pupil Progression Plan* is the comprehensive plan developed and adopted by Franklin Parish Schools. The plan is based on student performance on the Louisiana Educational Assessment Program and is aligned to state laws and BESE policies.**

#### I. Placement

##### A. Kindergarten and First Grade Entrance and Screening Requirements

1. Every child, as a prerequisite to enrollment in any first grade of a public school, shall meet one of the following criteria (Bulletin 741 §1107 B):
  - a. Have attended a full-day public or private kindergarten for a full academic year; or
  - b. Have satisfactorily passed academic readiness screening administered by the LEA at the time of enrollment for first grade.
    - ▶ Name the academic readiness screening instrument used for those students who are entering first grade without attending a full-day public or private kindergarten for a full academic year. (This must be consistent with the instrument used for students being promoted from kindergarten.)  
[Developmental Skills Checklist](#)
2. The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade. (Bulletin 741 §1111 C)
  - a. 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. (Bulletin 741 §1111 B.)
  - b. 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 the regulations of the DOE for such evaluation. Any child admitted to kindergarten pursuant to this paragraph shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled. (Bulletin 741 §1111 C.1.)



1. ► Describe the LEA's policy on early entrance into kindergarten for those students identified as gifted, if applicable. **Franklin Parish does not allow early entrance for gifted students.**
  - c. Any child transferring into the first grade of a public school from out-of-state and not meeting the requirements herein for kindergarten attendance shall be required to satisfactorily pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade. (Bulletin 741 §1111 C.2.)
2. ► Name the academic readiness screening instrument used for those students from out-of-state who are entering first grade and not meeting the requirements herein for kindergarten attendance. **Each child entering first grade out of state who has not met the promotion requirements shall be screened within thirty days after entry using the Developmental Skills Checklist.**
  3. Each LEA shall require that every child entering kindergarten for the first time be given a nationally recognized readiness screening. The results of this screening shall be used in placement and for planning instruction. The pupil progression plan for each LEA shall include criteria for placement. (Bulletin 741 §325 C)
3. ► Name the nationally recognized readiness screening instrument used for every child entering kindergarten for the first time. **DIBELS and Developmental Skills Checklist**

## **B. Transfer Students**

1. A student transferred from a state-approved school, in- or out-of-state, public or nonpublic, shall be allowed credit for work completed in the previous school. When a student transfers from one school to another, a properly certified transcript, showing the student's record of attendance, achievement, immunization, and the units of credit earned, shall be required. (Bulletin 741 §707)
  - a. Records, including evaluation information for exceptional students transferring from another system, shall be reviewed by pupil appraisal and approved by the Supervisor of Special Education before the student is enrolled in a special education program.
  - b. Students in grades five and nine transferring to the public school system from any in-state nonpublic school (state-approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, shall be required to pass the English Language Arts and Mathematics portions of the state-selected LEAP placement test

2. Local school officials from any state-approved school receiving a student from an unapproved school, in- or out-of-state, approved home study programs, or foreign schools will determine the placement and/or credits for the student through screening, evaluations, and/or examinations. (Bulletin 741 §707)
  - a. The principal and/or superintendent may require the student to take an examination on any subject matter for which credit is claimed.
  - b. The school issuing the high school diploma shall account for all credits required for graduation, and its records will show when and where the credit was earned.
  - c. Students in grades five and nine transferring to the public school system from any in-state nonpublic school (state-approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, shall be required to pass the English Language Arts and Mathematics portions of the state-selected LEAP placement test.
  - d. The LEA PPP shall govern whether exceptions to High Stakes Testing Policy will be considered for nonpublic and home schooled students who do not participate in both spring and summer administrations of the LEAP test and/or do not attend summer remediation.

► Describe the policies for nonpublic and home schooled students in fourth and eighth grades who do not participate in both spring and summer administrations of the LEAP test and/or do not attend summer remediation.

Students entering Franklin Parish Schools in grades 5 and 9 from a home study or non-public school must take and pass grades 4 and 8 LEAP tests in order to be promoted.

3. Credits earned by students in American schools in foreign countries shall be accepted at face value. (Bulletin 741 §707)

► Describe the policies for the placement of all students, including kindergarteners, transferring from all other systems and the provisions for awarding credit for elementary students (K–8) and secondary students (9–12), including:

- Approved schools within the state (public/nonpublic)

Any student transferring from a state-approved school, whether within the school system, within the state, or from out-of-state, shall be given credit for work completed in the former school. A certified transcript showing attendance, achievement, and earned credits shall be proper evidence of the performance record of a transferring student. The principal shall carefully investigate the records of any student transferring. A student may be temporarily placed until the principal or proper school authorities can ascertain that the student can competently perform according to the certified records submitted.

- Approved out-of-state schools (public/nonpublic)  
See (a) above

- Home Study and Unapproved schools (public/nonpublic)  
Students transferring from a home study plan, foreign school, or non-approved school shall be examined and the following shall apply:

- The student shall not be enrolled in a school until testing has been completed.
- To cover the costs of administering and scoring the evaluation(s) a fee of up to \$35.00 may be assessed.

Students entering Franklin Parish Schools from a home study program will be placed according to the following criteria:

- Students who leave a public or approved school for less than one semester to enroll in a home study program will be placed in the grade they were in upon leaving the public/approved school when entering or reentering a Franklin Parish School
- Provisions for LEAP/iLEAP Students  
Students entering Franklin Parish Schools in grades 5 and 9 from a home study or non-public school must take and pass grade 4 and 8 LEAP tests in order to be promoted.

iLEAP may be used as a placement instrument for students entering grades 3, 6, and 7.

- Names of the entrance tests used to determine grade placement  
The California Achievement Test, iLEAP, or LEAP will be administered at the appropriate level to aid in placement decisions for students in grades 1-9. In grades 10-12 students must pass the GEE ELA/Math exams and either Science or Social Studies in order to be considered for graduation and to determined grade placement as stated in the state's High Stakes Testing Policy.
- The procedure used for determining Carnegie credit for high school students  
In grades 9-12 students will be required to take proficiency exams in order to receive Carnegie units and to determine grade placement. Successful mastery of these competency tests shall be 70%. Students will be allowed to take a proficiency exam only once for each course that an exam is requested and is available. A grade of pass (P) or fail (F) will be given on the proficiency exams. Grades for these subjects will be listed as (P) or (F) on the student transcript and will not be used in calculating the grade point average.

- List the placement test(s) administered to the above-mentioned transfer students, if applicable.

When needed, the Woodcock-Johnson, III will be individually administered

### C. Transfer policies for students with disabilities

1. Districts will follow the procedures described in *Bulletin 1706: Regulations for the Implementation of the Children with Exceptionalities Act* for enrollment of a transferring student with disabilities.
  - a. IEPs for Students who Transfer from Public Agencies in the Same State. If a student with a disability (who had an IEP that was in effect in a previous public agency within Louisiana) transfers to a new public agency within Louisiana, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) shall provide a Free Appropriate Public Education (FAPE) to the student (including services comparable to those described in the student's IEP from the previous public agency), until the new public agency either: 1) adopts the student's IEP from the previous public agency; or 2) develops, adopts, and implements a new IEP that meets the applicable requirements in §320 through §324. (Note: refer to Bulletin 1706 §323)
  - b. IEPs for Students who Transfer from Another State. If a student with a disability (who had an IEP that was in effect in a previous public agency in another state) transfers to a public agency in Louisiana, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) shall provide the student with FAPE (including services comparable to those described in the student's IEP from the previous public agency), until the new public agency: 1) conducts an evaluation pursuant to §305 through §307 (if determined to be necessary by the new public agency); and 2) develops, adopts, and implements a new IEP, if appropriate, that meets the applicable requirements in §320 through §324. (Note: refer to Bulletin 1706 §323)
  - c. The *Interim IEP* shall be developed for students who have severe or low incidence impairments documented by a qualified professional **concurrent** with the conduct of an initial evaluation according to *Bulletin 1508, Pupil Appraisal Handbook*. In addition: 1) An interim IEP may also be developed for students who have been receiving special educational services in another state concurrent with the conduct of an initial evaluation; and 2) An interim IEP may also be developed concurrent with the conduct of an initial evaluation for a student out-of-school, including students ages three through five, who are suspected of having a disability and for former special education students, through the age of twenty-two, who have left a public school without completing their public education by obtaining a state diploma. (Note: refer to Bulletin 1530 §111)

► Describe the procedures for Interim IEPs.

Students transferring from out of state with an IEP will be provided with a free appropriate public education (FAPE), including services comparable to those described in the previous IEP, in consultation with the parents at such time as the district conducts an evaluation and develops a new IEP according to state regulations. Therefore, a student transferring to Louisiana from out-of-state with a current IEP would not have an interim IEP during the evaluation. The district will follow the procedures as outlined in the memo dated August 25, 2005. The district will also follow the procedures as outlined in Bulletin 1706: Regulations for Implementation of the Children With Exceptionalities Act.

## D. Limited English Proficient (LEP) Students

### 1. The requirements of Title VI of the Civil Rights Act of 1964 are as follows:

#### a. *Establish procedures to identify language minority students.*

► Describe the procedures the LEA has established to identify language minority students.

Teacher and parents report language minority students to the principal. The principal reports these students to the Elementary/Personnel Supervisor who follows the procedures below.

#### b. *Establish procedures to determine if language minority students are Limited English Proficient.*

► Describe the procedures the LEA has established to determine if language minority students are Limited English Proficient.

- Any student whose home language is other than English (as determined by Home Language Survey) will be administered the IDEA Oral Language Proficiency Test for the appropriate age and educational level of the student.
- After determining oral language proficiency, the student's reading and writing proficiency will be determined by the IDEA Reading and Writing Tests.
- Any student scoring as "Limited English Proficient" on the IDEA Oral Reading and/or Writing Tests will be offered "English as a Second Language" instruction.
- Instruction which fosters success in math, science, social studies, and language arts will be completed with an ESL certified teacher, when possible. If an ESL-certified teacher is unavailable, the regular classroom teacher will have the primary responsibility for making the course work accessible to the students through modified methods. It is preferable, but not required, that the ESL teacher has native language skills sufficient to communicate with the students.

- c. 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.

► Describe the procedures for age-appropriate placement and the specialized language services or program the LEA will use to address the linguistic and cultural needs of the Limited English Proficient student. .

Limited English Proficient students will be provided ESL instruction as part of Language Arts Instruction. Length and time of instruction will be determined by the student's performance on the IDEA Oral, Reading and Writing test; students with an oral language limitation may receive a minimum of two periods of instruction per day. For the student able to speak and understand English, but with difficulty writing it, it may be sufficient to offer one period a day. Instruction in English as a Second Language, classes will follow the curriculum as specified in the ENGLISH LANGUAGE ARTS CURRICULUM GUIDE FOR THE LEP STUDENTS K-12.(Bulletin 1832) LEP students shall be provided instructional programs which foster success in math, science, social studies, and language arts. All support services and activities will be accessible to the LEP student. Cultural needs of the LEP student will be addressed via classroom teacher through cross-curricular experiences.

- d. Establish procedures to monitor former Limited English Proficient students for two years.

► Describe the procedures the LEA has established to monitor former Limited English Proficient students for two years.

Former LEP students will be monitored by principal/counselor by examining course grades. LEP students' parents will meet with teacher/counselor at yearly Parent-Teacher Conference Day. The LEP students' Five-Year Career Plan will outline acquisition of Carnegie units and remaining courses.

- e. No LEP student shall be retained solely because of limited English proficiency.

*Title VI of the Civil Rights Act of 1964: Title VI prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English. (See: Louisiana District and School Administrators English Language Learners Program Handbook)*

## E. Review of Placement

1. Review of promotion and placement decisions may be initiated by the local school board, superintendent and/or parent or guardian (R.S. 17:24.4 G).
2. Each local school board may adopt policies whereby it may review promotion and placement decisions, in order to ensure compliance with its local plan (R.S. 17:24.4 G).

► Describe the LEA's policy that addresses how promotion and placement decisions are monitored periodically to determine that the LEA's policies are being implemented uniformly across the system. Explain how, upon request, an individual, such as a parent, teacher, principal, superintendent, etc., could initiate an individual review.

- Review of promotion and placement decisions may be initiated by the local board, superintendent, or parent or guardian. [Act 750: R. S. 17:24.4 (G)]. Upon written inquiry directed to the appropriate principal concerning the student placement by one of the above designees, the principal will convene the building level committee to investigate the case. In all cases the principal and the teacher shall be fully informed and take a leadership role in any conference pertaining to a student under their supervision.
- The School Board may review promotion and placement decisions in order to ensure compliance with this plan [Act 750: R. S. 17:24.4 (G)].
- The principal of each school shall be responsible for adhering to the parish progression plan.

## II. Attendance Policy

- A. Elementary students shall be in attendance a minimum of 167 six-hour days or 60,120 minutes a school year. In order to be eligible to receive grades, high school students shall be in attendance a minimum of 30,060 minutes (equivalent to 83.5 six-hour school days), per semester or 60,120 minutes (equivalent to 167 six-hour school days) a school year for schools not operating on a semester basis.
  1. To receive Carnegie credit for a course, the minimum amount of time students must be present shall be as follows:
    - a. 10,020 minutes for a six-period schedule;
    - b. 8,589 minutes for a seven-period schedule; and
    - c. 7,515 minutes for an eight-period or 4x4 block schedule.
    - d. For other schedule configurations, students must attend a minimum of 7,515 minutes. (Bulletin 741 §1103. See Bulletin 741 §1103 and §1105 for policy on attendance and absences)

### III. Grading Policy

- A. No school board member, school superintendent, assistant superintendent, principal, guidance counselor, teacher, or other administrative staff member of the school or the central staff of the parish or city school board shall attempt, directly or indirectly, to influence, alter, or otherwise affect the grade received by a student from his/her teacher. (Bulletin 1566 §501 C.)
- B. LEAs shall use the following uniform grading system for students enrolled in all grades K-12 for which letter grades are used. (Bulletin 741 §2302)

Grading Scale for Regular Courses	
Grade	Percentage
A	100-93
B	92-85
C	84-75
D	74-67
F	66-0

- Describe grading policies for grades/courses for which letter grades are not used.

#### Kindergarten

Letter grades (A, B, C, D, F), determined by numeric averages, are to be reported for Reading and Math. Grades for all other Kindergarten subjects shall be recorded as Satisfactory (S) or Unsatisfactory (U). Grades are not reported for the 1<sup>st</sup> (six weeks) grading period for Kindergarten students. Numeric grades from the 2<sup>nd</sup>-6<sup>th</sup> grading periods shall be the only grades used to determine the final average grades for Reading and Math.

#### Grades 1-4

Numeric/Letter grades will be recorded for all core subjects. Physical Education, Music, Art, and Enrichment shall be recorded as satisfactory (S) or unsatisfactory (U).

#### Grades 5-8

Numeric/Letter grades will be used for all subjects. (Enrichment, Incentives, and Gifted are considered enhancements to the regular program. Numeric/Letter grades for these courses will be recorded but will not be considered when determining GPA for grades 5-8.)

#### Grades 9-12

Numeric/Letter grades will be recorded for all subjects.

- Describe grading scales and policies for honors, gifted, Advanced Placement, International Baccalaureate or any other type of course for which special grading policies exist.

#### High School Honors / AP

Difficulty points will be added to the final percentage average of each course at the end of each six weeks for honors/AP courses. DP's will be determined by a committee of department heads, school and central office administrators.



### Example of Difficulty Points (DP)

English IV (H): DP=4  
6 weeks grades:  $92+91+92+85+90=450$   
Average:  $450\div 5=90$   
Grade:  $90+4=94$

Credit Recovery is offered for (9<sup>th</sup> grade) Algebra I and English I students. Students may replace a failing six weeks grade by contracting with recovery administrators for before and after school and Saturday remediation. This process will include assessment to determine mastery of deficient skills. Students may also recover a Carnegie unit for failed English I or Algebra I courses by passing a comprehensive state approved exam administered at the end of summer school.

### C. Grading Policy for End-of-Course (EOC) Tests

1. Students enrolled in a course for which there is an EOC test must take the EOC test.
  - a. The EOC test score shall count as 15% of the student's final grade for the course.
  - b. The grades assigned for the EOC test achievement levels shall be as follows

EOC Achievement Level	Grade
Excellent	A
Good	B
Fair	C
Needs Improvement	D or F

- c. The DOE will provide conversion charts for various grading scales used by LEAs. (Bulletin 741 §2318)
      - Describe the LEA's grading policy for students taking courses with EOC tests. Include in the grading policy the percentage (15% to 30%, inclusive) of the final grade that the EOC test will count. **Final grades for courses that have an End of Course test will be determined by averaging all six, six weeks grades and the End of Course test grade. The End of Course test will count as 15% of the final grade for these courses.**
      - Describe the LEA's grading policy for LAA 2 students taking courses with EOC tests. Include in the grading policy the how the final grade will be computed with the EOC test score counting 5% of the final grade. **Final grades for courses that have an End of Course test will be determined by averaging all six, six weeks grades and the End of Course test grade. The End of Course test will count as 5% of the final grade for these courses for LAA 2 students.**

## IV. Promotion K – 8

Based upon local school board policy pursuant to these guidelines, each teacher shall, on an individualized basis, determine promotion or placement of each student [Act 750, R.S. 17:24.4 (G)]. Local school board policies relative to pupil progression will apply to students placed in regular education programs, as well as to exceptional students and to students placed in alternative programs. Placement decisions for exceptional students must be made in accordance with the least restrictive environment requirements of state and federal laws.

### A. Requirements of the Louisiana Educational Assessment Program

1. A Pupil Progression Plan shall require the student's proficiency on certain tests as determined by the BESE before he or she can be recommended for promotion. (R.S. 17:24.4)
2. In addition to completing a minimum of 23 or 24 Carnegie units of credit as required by BESE, the student shall meet assessment requirements to earn a standard high school diploma. (Bulletin 741 §2318 and §2319)
3. A student who is a first-time 4<sup>th</sup> or 8<sup>th</sup> grader must score at or above the *Basic* achievement level on the English Language Arts or Mathematics components of the LEAP and at or above the *Approaching Basic* achievement level on the other (hereafter referred to as the passing standard) to be promoted to the fifth or ninth grade. (Bulletin 1566 §701)
4. All placement and promotion requirements for 4<sup>th</sup> and 8<sup>th</sup> graders shall be aligned with current BESE guidelines as outlined in the *High Stakes Testing Policy*. (Bulletin 1566 §701)
5. Students with disabilities participating in LEAP must be provided with accommodations as noted in the students' IEPs. (Bulletin 1566 §701)
6. Students eligible for services under Section 504 of the Rehabilitation Act of 1973 should have accommodations as noted on their individual accommodation plan (IAP).
7. Students with disabilities who participate in the LEAP Alternate Assessments (LAA 1 and LAA 2) shall have promotion decisions determined by the School Building Level Committee (SBLC). (Bulletin 1566 §505 A.)
8. LEP students shall participate in statewide assessment. The SBLC shall be granted the authority to waive the state's grade promotion policy for a LEP student. A LEP student who was granted a waiver at the 4<sup>th</sup> grade level is ineligible for a waiver at the 8<sup>th</sup> grade level. (Bulletin 1566 §707 E)

- Describe the function of the SBLC as it relates to student promotion and retention.

The role of the School Building Level Committee shall be to determine what is best for the child through coordination among the committees, agencies, and individuals responsible for student education to assist individual students in obtaining a successful education. A building level committee shall confer to determine the placement of the child.

## LEAP

The SBLC may override state promotion policy for students scoring at the Unsatisfactory level on LEAP in English or Math (grades 4 and 8) if the student scores at the Mastery or Advanced level in the other. The decision to override shall be conducted using specific guidelines provided in the High Stakes Testing Policy. An override may not be considered unless the student participates in summer school and summer retest offered by the LEA.

## B. High Stakes Testing Policy

1. The decision to retain a student in the fourth or eighth grade more than once as a result of his/her failure to achieve the passing standard on the English Language Arts and Mathematics components of LEAP shall be made by the LEA in accordance with the local Pupil Progression Plan. (See Chapter 7 of Bulletin 1566 for additional policies regarding High Stakes Testing.)

- Describe the LEA's procedure for determining if a 4<sup>th</sup> or 8<sup>th</sup> grade student will receive a *Mastery/Advanced* waiver from the High Stakes Testing Policy. (Bulletin 1566 §707 A.)

The local school system (LEA) may override the State policy for students 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 **both** the spring and summer administrations of the LEAP and has attended the summer remedial program offered by the LEA (The student shall participate in the summer retest only in the subject where he/she scored at the *Unsatisfactory* achievement level during the spring test administration)
- parental consent is granted.

- Describe the LEA criteria that determine if a student is retained in 4<sup>th</sup> grade more than once as a result of failure to score at or above the required *Basic/Approaching Basic* achievement level on LEAP.

A student in grade 4 may be retained only once as a result of his/her failure to score at or above the Basic/Approaching Basic combination on the English Language Arts and/or Mathematics components of LEAP.

- Students retained in grade 4 shall retake all four components of LEAP.
- For promotional purposes, however, a student shall score at or above the Basic/Approaching Basic combination on the English Language Arts and Mathematics components of LEAP only one time.

► Describe the criteria that determine to what grade a student will be promoted if he/she has repeated the 4<sup>th</sup> grade at least once as a result of failure to pass LEAP and if he/she will be 12 years old on or before September 30<sup>th</sup> of the next school year. (Bulletin 1566 §703 C.)

A student who has been retained in the 4<sup>th</sup> grade may only be promoted to the 5<sup>th</sup> grade. Students who have repeated the 4<sup>th</sup> grade and are 12 years old on or before September 30 may be promoted above the 5<sup>th</sup> grade with the approval of the SBLC, Principal, and Superintendent.

► Describe the LEA's criteria for determining which 4<sup>th</sup> grade student(s) will be granted a Twenty Point Appeal, as outlined in the High Stakes Testing Policy. Describe the criteria used by the SBLC to grant the appeal. (Bulletin 1566 §707 D.)

A school system, through its superintendent, may grant an appeal on behalf of individual students provided that all of the following criteria have been met:

- The student's highest score in English Language Arts and/or Mathematics on either the spring or summer LEAP must fall within twenty (20) scaled score points of the cutoff score for Basic.
- The student shall have a 3.0 grade point average on a 4.0 scale in the subject(s) for which the appeal is being considered.
- The student must have attended the LEAP summer remedial program.
- The student must have taken the LEAP retest given after the LEAP summer remediation program has been concluded.
- The student must have met state-mandated attendance regulations during the regular school year and any locally mandated regulations during the summer remedial program.
- The principal and the School Building Level Committee must review student work samples and attest that the student exhibits the ability of performing at or above the Basic achievement level in the subject for which the appeal is being considered.

► Describe the fourth grade transitional program required for students who meet the criteria. (Bulletin 1566 §703 B.)

- the student must score at the *Approaching Basic/Approaching Basic* achievement level on the English language arts and mathematics components of LEAP;
- the student must have met all requirements for promotion from the fourth grade as outlined in the local pupil progression plan; and
- the student must participate in both the summer remediation program offered by the LEA and the summer retest.

Minimum criteria for promotion to the sixth grade from a fourth grade transitional program:

- the student must be provided remediation in the subject area(s) on which the student scored below *Basic* on LEAP as well as instruction in the fifth grade curriculum;
- the student must score a minimum of *Basic/Approaching Basic* on English language arts and math and a minimum of *Approaching Basic/Approaching Basic* on the in science and social studies on the fourth grade LEAP; and
- the student must have met all requirements for promotion from the fifth grade as outlined in the local Pupil Progression Plan.

► Describe the locally-mandated attendance requirements for summer remediation that are used as a criterion for exceptions to High Stakes Testing Policy. (Bulletin 1566 §707)

Students must attend 44 hours of the 50 hours designated for summer remediation in order to be eligible for waivers, appeals, and overrides.

### C. Elementary Program of Studies Requirements

1. The elementary grades shall provide a foundation in fundamentals of English Language Arts, Mathematics, Social Studies, Science, Health, Physical Education, and the arts. (Bulletin 741 §2313)
2. Each elementary school shall provide 63,720 minutes of instructional time per year. (Bulletin 741 §333)
3. Each grade level, grades one through eight, shall teach the content subject areas outlined in *Bulletin 741*, ensuring strict adherence to the Louisiana Content Standards and Grade-Level Expectations and the Louisiana Comprehensive Curriculum or a locally-developed and approved curriculum. (Bulletin 741 §2301)

4. Each LEA should adhere to the **suggested** and **required** minimum minutes for elementary grades. (Bulletin 741 §2313)

5. Elementary schools shall offer an articulated **foreign language** program for 30 minutes daily in grades four through six and 150 minutes per week in grades seven and eight. (Bulletin 741 §2313)

► List detailed and specific LEA promotion requirements by grade level for K-8. If promotion criteria for 4<sup>th</sup> and 8<sup>th</sup> grade students exceed the state requirements of passing LEAP, list any additional requirements.

#### Kindergarten

Students must demonstrate satisfactory achievement as determined by the teacher in seventy percent of the standards indicated for proficiency on the Developmental Skills Checklist (DSC) and must pass Reading and Math in order to be promoted.

#### Grades 1-8

Students must pass Reading and Math and all but one of the following major subjects to be considered for promotion: \*Language Arts, Social Studies, Science, and, in grades 6-8, Agriculture, Family and Consumer Science and Physical Education.

\*Language Arts grades are derived by adding the language grade twice, writing grade once, and spelling grade once and dividing the total by four.

K—8 Students must be in attendance for 161 days per school year to be eligible for promotion.

<b>Numeric Average</b>	<b>Grade</b>	<b>Quality Points</b>
93 – 100	A	4
92 - 85	B	3
84 - 75	C	2
74 - 67	D	1
66 – 0	F	0

Local criteria to be considered in the promotion of students (Grades K - 8) follow:

-Satisfactory grades as determined by the state uniform grading scale. The six weeks grades shall be determined by averaging number grades. The numerical value of six weeks, semester, and final grades shall be reported on report cards.

- When the average of the six weeks grades or final average includes a fraction, anything 1/2 or higher goes to the higher grade; anything lower than 1/2 goes to the lower grade. A passing grade shall be determined by the average of the grades for each subject meeting all the following:

(a) The numerical grades from the six weeks grading periods **shall** be the only grades used to determine the final average grade for each subject.

(b) Students in grades 6 - 8 will be administered final exams in all courses including physical education. This final exam shall be counted as one of the grades recorded in the final (6<sup>th</sup>) six weeks grading period.

(c) In grades 3, 5, 6, and 7, iLEAP scores **will be** entered as final test grades for ELA, Math, Science and Social Studies during the 6<sup>th</sup> Six Weeks and will be averaged with other assignments/tests to determine the final average for the 6<sup>th</sup> Six Weeks grading period in these subjects. Using the conversion charts found in Appendix B, teachers will record the numeric average equivalents of iLEAP scaled scores for the following courses: ELA, Math, Science and Social Studies. These converted scores will carry the weight of a regular test/assignment (100 max points) and should be labeled as ELA iLEAP Test, Math iLEAP Test, Science iLEAP Test and Social Studies iLEAP Test.

► Describe the elementary foreign language program for academically able students in grades 4–8.

Waiver Granted (see letter of approval in Appendix B).

- Explain the local definition of the term “grade level” or “on grade level.” Students who have earned a “C” average or above in all courses are considered to be on grade level.
- List the model program sites.  
None
- List the designated subject area(s) for foreign language.  
N/A
- If your LEA was granted a waiver from full implementation of the elementary foreign language program, include a copy of the approval letter in the appendix.  
See Appendix B.

## V. Promotion 9 – 12

### A. Carnegie Credit Time Requirements

1. Since each school shall provide 63,720 minutes of instructional time per year, the minimum amount of instructional time required for one Carnegie credit to be earned shall be as follows: (Bulletin 741 §907)
  - a. 10,620 minutes for a six-period schedule;
  - b. 9,103 minutes for a seven-period schedule; and
  - c. 7,965 minutes for eight-period or 4 x 4 block schedules.
  - d. For other schedule configurations, a minimum of 7,965 minutes of instructional time must be met for one Carnegie credit to be earned.
  - e. For credit recovery courses, follow the policy in §2324 of *Bulletin 741*.
  - f. For distance learning courses, time requirements do not apply. (Bulletin 741 §2395 A.2.)

**► List detailed and specific LEA Carnegie unit requirements and promotion requirements by grade level for grades 9-12.**

Secondary students are classified as follows:

Students enrolled Prior to 2008-2009	Beginning with freshmen 2008-09 and after	
0-3 Carnegie Units	0-3 Carnegie Units	Grade 9
4-9 Units	4-10 Units	Grade 10
10-16 Units	11-17 Units	Grade 11
17-23 Units	18-24 Units	Grade 12

In addition, secondary students must successfully complete course requirements as outlined in the Louisiana Handbook for School Administrators, Bulletin 741, to be considered for graduation.

**ATTENDANCE REQUIREMENTS 9-12**

Students shall attend a minimum of 81 days per semester for ½ Carnegie unit courses and 161 days per year for each full Carnegie unit courses.

**Grade Scale**

<b>Numeric average</b>	<b>Grade</b>	<b>Quality Points</b>	<b>High School Honors / AP</b>
93 – 100	A	4	Difficulty points will be added to the final percentage average of each course at the end of each six weeks for honors/AP courses. DP's will be determined by a committee of department heads, school and central office administrators.
92 - 85	B	3	
84 - 75	C	2	
74 - 67	D	1	
66 – 0	F	0	

Example of Difficulty Points (DP)

English IV (H):	DP=4
6 weeks grades:	92+91+92+85+90=450
Average:	450÷5=90
Grade:	90+4=94

**Credit Recovery** is offered for (9<sup>th</sup> grade) Algebra I and English I students. Students may replace a failing six weeks grade by contracting with recovery administrators for before and after school and Saturday remediation. This process will include assessment to determine mastery of deficient skills. Students may also recover a Carnegie unit for failed English I or Algebra I courses by passing a comprehensive state approved exam administered at the end of summer school.



**Local criteria to be considered in the promotion of students** (Grades 9 - 12) follow:

- Satisfactory grades as determined by the state uniform grading scale. The six weeks grades shall be determined by averaging number grades. The numerical value of six weeks, semester, and final grades shall be reported on report cards.

- When the average of the six weeks grades or final average includes a fraction, anything 1/2 or higher goes to the higher grade; anything lower than 1/2 goes to the lower grade. A passing grade shall be determined by the average of the grades for each subject meeting all the following:

(a) The numerical grades from the six weeks grading periods **shall** be the only grades used to determine the final average grade for each subject.

(b) Students in grades 9-12 will be administered final exams in all courses including physical education. This final exam shall be counted as one of the grades recorded in the final (6<sup>th</sup>) six weeks grading period.

► Describe the LEA's policy for awarding ½ unit of credit.

One unit of credit may be awarded for full term (one unit courses). Partial credit (1/2 unit) may not be awarded for one unit courses

## **B. High School Graduation Requirements**

1. General requirements for a high school diploma and a Certificate of Achievement may be found in §2317 of Bulletin 741 (revised 2010).
2. A Louisiana state high school diploma cannot be denied to a student who meets the state minimum high school graduation requirements; however, in those instances in which BESE authorizes an LEA to impose more stringent academic requirements, a school system diploma may be denied. (Bulletin 741 §2317)
3. Graduation requirements for the College and Career Diploma may be found in §2318 of Bulletin 741, including the requirements for the following students:
  - a. Students who entered the ninth grade prior to 2008-2009,
  - b. Students entering the ninth grade in 2008-2009 and beyond who are completing the Louisiana Core 4 Curriculum, and
  - c. Students entering the ninth grade in 2008-2009 and beyond who decide after their second year of high school to complete the Basic Core Curriculum.
4. Graduation requirements for the Career Diploma may be found in §2319 of Bulletin 741.
  - a. Any student who is at least fifteen years of age or will attain the age of fifteen during the next school year who scored at least at the *Approaching Basic* level on either the English Language Arts or Mathematics component of the eighth grade LEAP test and meets the criteria

established in the Pupil Progression Plan of the LEA where the student is enrolled may be promoted to the ninth grade for the purpose of pursuing a career diploma. (Bulletin 1566 §503)

- i. The student must successfully complete the LEAP summer remediation program in the subject area of the component of the eighth grade LEAP test on which he/she scored at the *Unsatisfactory* level and must take the summer retest.
  - ii. **Acceptable Attendance Standards:** For the 2009-2010 school year, students must meet the attendance requirements in the Pupil Progression Plan. For 2010-2011 and following, students must meet the state minimum attendance requirements to be eligible to receive grades.
  - iii. **Acceptable Behavior Standards:** Students must meet the behavior requirements in the Pupil Progression Plan.
  - iv. A student must participate in a dropout prevention and mentoring program approved by the BESE during his first year in high school. Acceptable programs include research-based dropout prevention programs such as Jobs for America's Graduates Multi-Year Program, Graduation Coach Program, or the school district may submit to the DOE a proven-effective, research-based dropout prevention and mentoring program other than the two listed above for approval by BESE. All programs must include the following components:
    - (a) An academic catch-up component to address all the areas of student deficiency,
    - (b) An adult mentoring component with an emphasis on workforce awareness and readiness,
    - (c) Work awareness and work readiness skills component, and
    - (d) A work-based learning component, such as job shadowing/job exploration/paid internships.
- b. Every student who seeks to pursue a career diploma shall have the written permission of his/her parent or other legal guardian on the Career Diploma Participation Form after a consultation with the school guidance counselor or other school administrator. The student and parent must be informed of the advantages and disadvantages of the different diploma pathways. The signature of the student and parent or guardian indicates that a determination has been made that the pursuit of a career diploma is appropriate and in the best interest of the student. The school principal shall also sign the form, acknowledging that appropriate counseling has taken place. (Bulletin 1566 §503)

► List the **acceptable behavior requirements** for students who are being promoted to the ninth grade in the career diploma pathway and who have not met the LEAP promotional standard for entering the ninth grade.

**All High school students will meet behavior standards as stated in Bulletin 741 and other policies established by the Louisiana Department of Education and the Franklin Parish School Board. This includes students in the Career Diploma pathway.**

► List any other local requirements for students entering the career diploma pathway who are at least fifteen years of age or will attain the age of fifteen during the next school year and who did not meet the promotion standard, but who score *Approaching Basic* on either the math or English component of the eighth grade LEAP test.

**No requirements above those required by the Career Diploma pathway.**

5. Prior to the beginning of the school year, students may switch from the Career Diploma pathway to the College and Career Diploma pathway or vice versa, provided all requirements are met. (Bulletin 741 §2317 G. and H.)
6. All ninth graders in the College and Career Diploma pathway will be enrolled in the LA Core 4 curriculum. After the student has attended high school a minimum of two years, the student, with parental permission, may choose to complete the LA Basic Core Curriculum, provided all the requirements are met.  
(Bulletin 741 §2318 A.)
7. In addition to completing a minimum of 23 or 24 Carnegie credits, students must meet the assessment requirements to earn a College and Career diploma or a Career Diploma. (Bulletin 741 §2318 B. and §2319 B.)
  - a. Incoming freshmen prior to 2010-2011 must pass the English Language Arts and Mathematics components of the GEE or LAA 2 and either the Science or Social Studies components of the GEE or LAA 2 to earn a high school diploma.
    - i. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required components of GEE or LAA 2, if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required GEE test. (Bulletin 741 §2318 B. and §2319 B.)
  - b. Incoming freshmen in 2010-2011 and beyond must pass End-of-Course Tests in the following categories:
    - i. English II or English III
    - ii. Algebra I or Geometry
    - iii. Biology or American History
  - c. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required

EOC tests, and if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required EOC test. (Bulletin 741 §2318 B. and §2319 B.)

8. Any student entering the ninth grade having scored *Unsatisfactory* in math and/or English on the eighth grade LEAP test must enroll in and pass a high school remedial course approved by BESE in the *Unsatisfactory* subject(s) (English Language Arts and/or Mathematics) before earning Carnegie credit for any other English or mathematics course. (Bulletin 1566 §503 B.)

### C. Scheduling

1. The purpose of scheduling within available time frames and staff resources shall be to meet the educational needs of students. (Bulletin 741 §901)
  - a. A copy of the daily/weekly schedule of work providing for all subject areas in the curriculum shall be on file in the principal's office and shall be posted at all times.
2. Prior to student scheduling each year, each middle, junior, or high school shall provide the parent/guardian/legal custodian with a listing of course offerings, the content of each, and high school graduation requirements, where appropriate.
  - a. By the end of the eighth grade, each student, including students with disabilities, shall develop, with the input of his family, an Individual Graduation Plan (IGP). Such a plan shall include a sequence of courses that is consistent with the student's stated goals for one year after graduation.
  - b. Each student's IGP shall be reviewed annually thereafter by the student, parents, and school advisor and revised as needed.
  - c. Every middle, junior, or high school shall require that the parent/guardian/legal custodian sign his/her child's schedule form and IGP for students in grades 8-12.
3. Student scheduling shall be individually appropriate and flexible to allow entry into and exit from courses and course sequences that are available for meeting curricular requirements.

## VI. Retention Policy

- ▶ State the number of times a student may be retained in each grade or level. **Students in grades K-7 may be retained only once at each grade level.**
- ▶ Describe any additional LEA policies that may determine student retention.
  - **Students who fail to meet the promotion criteria in Section III, Part B, #1, shall be retained.**

- In grades K, 1, 2, 3, 5, 6, and 7, any student three (3) years overage for his or her grade placement shall be referred to the School Building Level Committee for placement and may be retained only once at these grade levels. This placement is subject to the Superintendent's approval.
- Describe the intervention/remediation strategies to be used to prevent retention or in lieu of student retention at the lower grades.
- Response to intervention is a strategy utilized in school improvement plans at all elementary schools in the district. Students are administered assessments to identify areas of deficiencies.
  - Instructional strategies are implemented to address identified deficiencies.
  - Examples of assessments used are: DIBELS, Advanced Learning Systems, and LCC Unit assessments.
  - Strategy examples include computer assisted individualized instruction, re-teaching of GLE's not mastered and one on one tutoring by paraprofessionals

## VII. Acceleration

- Describe the policies and procedures that address the placement of students who demonstrate that they will benefit more from the instructional program at an advanced grade level. Address criteria for both grades K–8 and grades 9–12.

### GRADES K-8

The classroom teacher provides enrichment and acceleration for these students in regular classroom instruction.

- Any student in grades K-12 may be placed in the Gifted Program if he meets requirements listed in Bulletin 1508.

-The district does not allow early entrance to the Gifted Program.

- A student, including gifted, may qualify for acceleration from one grade to another providing he/she meets the following criteria.

- (1) The student must have an average of 95 or above in all academic courses completed at the time of the request in grades 1-8.
- (2) In grades 1 and 2 the student must score two years in advance of his/her grade placement on the Iowa Test of Basic Skills in all academic areas. In grades 3-7 students must score Advanced on all areas of state mandated tests.
- (3) The student must show social and psychological maturity as judged by either a school psychologist or school social worker.
- (4) The student must have the written recommendation of his/her teacher(s) and principal.
- (5) The parent, guardian, or teacher must make the request for acceleration in writing to the principal of the school.
- (6) The School Building Level Committee will make the final decision for the acceleration provided that the student will benefit more from the instructional program at the advanced grade level placement.

- (7) Prior to acceleration, the parent must sign an agreement for the acceleration.
- (8) For a highly advanced kindergarten aged child whose parent(s) and/or teacher is/are seeking acceleration to first grade, the student must score in the Potential Advanced range on the Developing Skills Checklist (DSC) screening instrument and show mastery on the kindergarten skills mandated by the state in language arts and mathematics. The criteria listed above (numbers 2-7) will then be followed.

## GRADES 9-12

Any high school student in grades 9 - 12 who demonstrates academic success has the following options:

A student may count approved college course work as Carnegie Units to fulfill high school graduation requirements if the following conditions prevail:

- These students shall be in attendance in at least one high school class while enrolled in college courses.
- The student must have earned 12 or more high school units of credit toward graduation.
- The student must have at least a 3.0 average on a scale of 4.0 for all high school courses taken.
- The principal must approve the advanced offering to be taken by the student in college.
- The student shall have scored at least a minimum composite score of 25 on the ACT or a minimum score of 25 in mathematics in the area to be pursued or have a SAT composite score of 1050 or have a score of 500 on the verbal portion or 560 on the mathematics portion of the SAT in the area to be pursued at the college level.
- The student shall earn at least two to three college hours of credit per semester. A course consisting of at least two college hours shall be counted as no more than one unit of credit toward high school graduation.
- The high school administrator shall establish a procedure with the college to receive reports of the student's class attendance and performance at six or nine week intervals.
- College courses shall be counted as high school subjects for students to meet eligibility requirements to participate in extracurricular activities governed by voluntary State organizations.
- Students may participate in college courses and special programs during regular or summer sessions. High school credit for summer courses is subject to standards 2.105.42 and 2.105.44–2.105.49.

- ▶ Describe the LEA criteria for acceleration, including who is involved in the decision-making process, what evaluation criteria are used, and other local policies.  
[Addressed in \(1\) above](#)
- ▶ Describe any applicable policies and procedures for grade “skipping.”  
[None other than those listed in \(1\) above.](#)
- ▶ Describe any policies governing services for gifted students.  
[Addressed in \(1\) above](#)

### **A. Carnegie Credit for Middle School Students**

1. Students who intend to take a GLE-based course for Carnegie credit in middle school should successfully complete a seventh grade course in that content area that addresses both the seventh and eighth grade GLEs. Upon completion of the course, the LEA shall administer a test based on the eighth grade GLEs. The LEA shall publish in its Pupil Progression Plan the criteria for placement of students in the Carnegie credit course, one of which shall be the student's performance on the eighth grade GLE test. Other suggested criteria include the student's performance in the seventh grade course, standardized test scores, and teacher recommendation. All policies regarding Carnegie credit for middle school students are found in Bulletin 741 §2321.
  - ▶ List the LEA requirements for placement of middle school students in Carnegie credit courses.
    - **Must meet the requirements as stated in Bulletin 741 §2321**
    - **Must be recommended by the SBLC**
    - **Must demonstrate proficiency on ILEAP and/or other standardized tests**
    - **Students in grades 7 and 8 are eligible to take Journey to Careers, a Carnegie credit course**

## B. Early Graduation

1. 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.
  - a. The early graduation program may include distance education (§2395), dual enrollment (§2327), and Carnegie credit earned in middle school (§2321).
  - b. LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.
    - ▶ Describe the components and requirements of the local early graduation program. **If a student successfully completes the required course work for earning a high school diploma, he/she will be eligible for graduation, regardless of the number of years of attendance at the secondary level. Early graduation may become possible through:**
      - Carnegie credit offered in middle school.
      - LVS or other distance learning courses which provide opportunities for completion of Carnegie units required for graduation.
      - Successful completion of required course work at area vocational schools and other post secondary institutions which provide classes that may be applied to the high school program of studies and offered for Carnegie credit.
      - Dual enrollment classes

## C. Accelerated Student Achievement Pathway Program

1. The Accelerated Student Achievement Pathway (ASAP) Program is an intervention process of the College and Career Readiness (CCR) Office. This process is designed to allow students the opportunity to accelerate the attainment of Carnegie units required for high school graduation.
  - ▶ If participating, describe the components and requirements of the local ASAP Program. **N/A**



## VIII. Remediation

### A. Legal Authorization

1. R.S. 17:24.4 G provides that those students who fail to meet required proficiency levels on the state administered criterion-referenced tests of the Louisiana Educational Assessment Program shall receive remedial education programs that comply with regulations adopted by BESE.
2. R.S. 17:394–400 is the established legislation for the remedial education programs.
3. A program of remedial education shall be put into place by local parish and city school systems following regulations adopted by BESE pursuant to R.S. 17:24.4. All eligible students shall be provided with appropriate remedial instruction. (R.S. 17:395 A).

### B. Purpose

1. The intent of remedial educational programs is to improve student achievement in the grade-appropriate skills identified as deficient on the state’s criterion-referenced testing program for grades 4 and 8, the Graduation Exit Examination, and the End-of-Course Tests. (R.S.17:395 B and BESE Policy).

### C. State Mandatory Requirements

1. Any public elementary or secondary student, including a student with a disability participating in LEAP, who does not meet the performance standards established by the Department and approved by BESE, as measured by the State criterion-referenced test, shall be provided remedial education. (R.S. 17:397)
  - a. For the Graduation Exit Examination (GEE) and LEAP Alternate Assessment, Level 2 (LAA 2) 50 hours of remediation per year shall be provided to students in each content area (English Language Arts, Mathematics, Science, and Social Studies) they do not pass. For End-of-Course (EOC) tests, 30 hours of remediation per year shall be provided for students who do not pass.
  - b. Remediation in the form of summer school (50 hours of instruction per subject) shall be provided to both 4<sup>th</sup> and 8<sup>th</sup> grade students who score at the *Approaching Basic* or *Unsatisfactory* achievement level on the spring LEAP (English Language Arts and/or Mathematics) tests.

- i. Summer remediation and end-of-summer retests must be offered by school systems at no cost to students who did not take the spring LEAP tests or who failed to achieve the required level on LEAP.
  - ii. All students with disabilities who participate in LEAP testing should receive services along with regular education students in summer programs, with special support provided as needed, including accommodations.
  - iii. Students with disabilities who participate in LEAP Alternate Assessment, Level 1 (LAA 1), are not eligible to attend the LEAP summer remediation programs.
  - iv. Students with disabilities who participate in LEAP Alternate Assessment, Level 2 (LAA 2), are eligible to attend LEAP summer remediation programs.
- c. Remediation shall be provided to students who score at the *Unsatisfactory* level on the LEAP Science and Social Studies tests.
  - d. Remediation is recommended for 4<sup>th</sup> and 8<sup>th</sup> grade students who score at the *Approaching Basic* level on the LEAP Science and Social Studies tests.
  - e. Each LEA shall provide transportation to and from the assigned LEAP Remediation summer site(s) from, at a minimum, a common pick up point.

## D. Local Program Development and Evaluation

1. In addition to any state guidelines, the remediation plan should describe clearly how the remedial education program will be implemented for each grade level and for each test area of the LEAP/CRT. The plan must describe how all students, including students with disabilities, will be provided remediation to overcome their educational deficits, as identified through the results of the LEAP/CRT.

### ► School Year Intervention/Remediation Program

- List the objectives for your school year intervention/remediation program.  
**At least 80% of the eligible students will participate in remediation in ELA; 50 % will score at or above the required achievement level. For those students who participate in the math component, at least 40% will score at or above the required level on the spring LEAP Test.**
- Describe the criteria used to determine which 4<sup>th</sup> and 8<sup>th</sup> grade students, including students participating in LAA 2, are eligible for school year intervention/remediation.  
**Students will be selected for remediation using the following criteria: 1.) Initial Tester who scored 35 or below on ILEAP in 3<sup>rd</sup> or 7<sup>th</sup> grade. (2) 4<sup>th</sup> or 8<sup>th</sup> grade students who fail test during the previous school year. (repeaters)**
- Does the district suggest or require a minimum pupil/teacher ratio for remediation programs at each individual school? If so, what is the pupil/teacher ratio at each grade level?  
**Pupil teacher ratio for Leap tutoring during the regular school year is 7 to 1. During summer remediation the number may double.**
- Does the district suggest or require a minimum number of remediation services hours each school should provide to its eligible students? If so, what is the minimum?  
**Students will receive 2 hours of remediation weekly in each subject area, October – March.**
- Approximately when will the school year intervention/remediation programs begin in your district?  
**October**
- Describe the criteria used to select teachers and/or paraprofessionals who provide instruction in the school year intervention/remediation.  
**Highly Qualified or Certified teachers will be used for school year remediation.**

- Describe the materials and methodology to be used throughout the district in school year intervention/remediation.  
**Teacher developed (comprehensive curriculum), commercially prepared instruction LEAP 21 Tutoring Guide (ELA/Math), LEAP 21 Math & ELA (Coach) and computer assisted instruction; Pass on Paper (Louisiana Department Website), Accelerated Math and Reading (ALS).**
- Describe the form of documentation collected from students/parents who refuse school year remediation services.  
**A formal letter offers remediation to students. Parents must sign and return this letter to school. Originals are placed in student folders at school). Copies are sent to the district test coordinator at central office.**
- Describe how science and social studies remediation is implemented  
**Remediation will be provided during Enrichment periods using Computer Assisted Instruction.**
- Describe the district's plan for coordination of state, federal, and local funds for school year remediation.  
**Title I funds are used by individual schools through their "School Improvement Plan" to offer remediation during the school day with computer assisted instruction. Parent/Family events are hosted by the school to provide support to parents in assisting children with ELA and mathematics skills at home. Title I School Improvement funds and school wide funds are utilized to provide after-school**
- Describe the district's plan for documenting evidence of achievement/growth of students who are participating in school year remediation.  
**The District Test Coordinator along with the Curriculum Director, and Instructional Facilitators examine the test results and chart growth in all areas tested. Strengths and weaknesses are noted at individual schools.**

► Summer Remediation Program

- List the objectives for your summer remediation program.  
**80% of eligible students will participate in the LEAP Summer Remediation Program.**
  - **At least 50% of these students will score at or above the required achievement level on the ELA component during Spring LEAP testing.**
  - **At least 40% of these students will score at or above the required achievement level on the math component during Spring testing.**

**Students in grades 4 and 8 are required to score at the Basic / Approaching Basic Combination in ELA and Math to be eligible for promotion to grades 5 and 9.**

- Describe the criteria used to determine which 4<sup>th</sup> and 8<sup>th</sup> grade students are eligible for summer remediation.  
**ELA and Math tutoring will be provided for students in grades 4 and 8 who did not pass the LEAP Spring tests.**
- Does the district suggest or require a minimum pupil/teacher ratio for summer remediation programs at each individual school? If so, what is the pupil/teacher ratio at each grade level?  
**Pupil/teacher ratio will be 15 to 1 for summer remediation.**
- Describe the schedule for your summer remediation program. Please be reminded that the district must schedule a minimum of 50 hours per subject at both 4<sup>th</sup> and 8<sup>th</sup> grade levels.  
**District will offer 50 hours of instruction in each area, ELA and Math. The school day is 7:30 A.M. to 12:30 P.M.**
- Describe the criteria used to select teachers and/or paraprofessionals who provide instruction in the summer remediation. Please be reminded that all teachers selected must be certified.  
**Teachers are certified or highly qualified in the areas they will teach during summer remediation.**
- Describe the materials and methodology to be used throughout the district in summer remediation.  
**Students will receive teacher-directed and computer-aided instruction. Curriculum will be both teacher developed and commercially prepared. Math instruction will include Pat Jones, Accelerated Math, LEAP Tutoring Guide, Pass on Paper, LEAP and ALS. Students will receive 5 hours daily (2½ hrs. math, 2½ hrs.**
- Describe the form of documentation collected for students and parents who refuse summer remediation services.  
**Registration for summer school will be offered at the district office. Parents of students who do not register will sign a waiver of non-attendance. This signed waiver will be placed in the student's permanent folder, and a copy will be sent to the district test coordinator.**
- Describe the district's plan for coordination of state, federal, and local funds for summer remediation.  
**LEAP summer remediation will be provided. Funding from state, federal and local funds will be used as appropriated.**

- Describe the district's plan for documenting evidence of achievement/growth of students who are participating in summer remediation.  
**A district curriculum team will chart the growth and achievement level of all students. This information will be used to identify areas of strength and weakness.**

►GEE, LAA 2, and EOC Remediation

Describe the GEE, LAA 2, and EOC remediation provided for students. Include the following:

Program Description

- Student selection criteria  
**Students who have not passed ELA or Math in Grade 10 or Science / Social Studies in Grade 11.**
- Pupil/Teacher ratio  
**Pupil teacher ratio 1 to 20**
- Instructional time  
**After school tutoring in all subjects – 2 hrs. per week**
- Selection criteria for teachers and/or paraprofessionals  
**Teacher must be highly qualified or certified in area of remediation.**
- Materials and methodology to be used  
**Students will receive teacher-directed instruction and computer-aided instruction. Curriculum used will be teacher developed, commercially prepared as well as computer assisted instruction in all subjects.**
- Program type – Examples: remediation courses, after-school tutoring, Saturday tutoring, summer school, other: List all that apply  
**The program types are after-school tutoring and summer remediation.**
- Documentation of students' and parents' refusal to accept remediation  
**A waiver is signed by the parent(s) stating that the student will not attend remediation. Original form letter is placed in the student's school folder and a copy is sent to the district test Coordinator.**
- Plan for coordination of state, federal, and local funds for remediation  
**GEE summer remediation will be provided. Funding from state, federal, and local funds will be used as appropriated.**

- Evaluation plan for documenting evidence of achievement/growth of students

**The District Curriculum Team compares student growth in all areas using test scores from prior GEE administration. They also note strengths and weaknesses.**

## **IX. Alternative Schools/Programs/Settings**

### **A. Definition**

1. Alternative schools/programs serve students who are not succeeding in the traditional educational setting and offer a venue which 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 which cannot be met adequately in a traditional school setting. (Refer to Bulletin 741 §2903 and *Bulletin 131: Louisiana Alternative Education Standards*)

► List the written policies for all alternatives to regular placements

### **ALTERNATIVE PROGRAM**

- Horace G. White Learning Center is a school program for regular education students who have been recommended for suspension /expulsion and for special education students referred for alternative placement due to discipline. (Students with disabilities will receive their complete SPED services.)
- Student referral to this alternative learning program may be for a period of 1 to 9 days of actual attendance to be determined by the principal of the referring school, the Child Welfare and Attendance Supervisor and/or the Special Education Supervisor.
- High School Students enrolled in the Pre-GED Program attend Horace G. White for a portion of their school day to become better equipped for successful attainment of a GED diploma.

## ADULT EDUCATION

The Adult Education Program is an alternative for any student who qualifies according to the following criteria:

- a. Any adult eighteen years or older may enroll in Adult Education classes at any time during the year when classes are in session. Adult Education classes may include students that are sixteen or seventeen, with parental consent, and an approved waiver pursuant to R.S. 17:221 F.
- b. Any married or otherwise eligible regular student may enroll at any time during the class session. The student shall take the Test of Adult Basic Education (TABE) level A form 7 or 8 to determine placement.
- c. To be recommended to take the (GED) Test, a student must attain an average score of 450 on the official ½ length GED Practice Test with no subject below 410.
- d. For a married or regular student to satisfactorily complete the GED requirements, he/she must score 410 or above on each of the five subject areas. If any subject area is below the score of 410, the student will be required to retake the subject(s). An average composite score of 450 on all five tests must be achieved to receive a high school diploma equivalency.
- e. The criteria used for determining when a student may be removed from the regular program and placed in Adult Education may include some of the following:
  1. Irregular attendance and/or age.
  2. Inability of the student to function in a conventional classroom situation.
  3. Carnegie unit output far below average for a seventeen-year-old student.
  4. Recommendation by principal, counselor, and/or teacher.
  5. The adult student's own decision to enter the program based on any of the above criteria or on valid personal reasons.
- f. The decision-making process for entry into Adult Education may include the following:
  1. The School Building Level Committee may review the request for student placement.
  2. The guidance counselor may meet with the student, parents, and teachers to make a determination.

### Adult Basic Education

Adult Basic Education Classes are available under the following conditions:

- a. Any seventeen-year-old dropout from elementary school will be eligible to attend Basic Education classes if he/she meets the following requirements:
  1. He/she must have less than 5 Carnegie units.
  2. He/she must not score above 8.9 on the Test of Adult Basic Education (TABE).
- b. If a seventeen-year-old is planning to drop out of school, he/she should be made aware of the available adult education options.
  1. The decision for entering Basic Adult Education classes must be the student's.
  2. If an over-aged high school dropout is tested for Adult Education and falls below 8.9 on the Test of Adult Basic Skills (TABE), he must enter Adult Basic Education. On the completion of the eighth grade level work as



determined by TABE, the student will be eligible to enter the R. S. 17:14 Adult Education classes.

▶ Give a brief description of each approved alternative school/program/setting operating in the LEA, including the entrance and promotion criteria.

**Described above.**

▶ Describe the LEA's procedures for placement in adult education programs.

**See Adult Education and Adult Basic Education listed above.**

## **B. Connections Process**

1. Connections is a one-year process for over-age students to receive targeted instruction and accelerated remediation. Students who are 15 years of age by September 30<sup>th</sup> (beginning in 2011) and 2 or more grade levels behind are eligible to enter the process. Current Pre-GED/Options students will move into an appropriate exiting pathway pending committee review.

▶ Describe the local process for placing students in the Connections Process.

**A day and a night orientation will be offered so that working parents and students may be better accommodated. The student and at least one parent must attend one of these sessions to be eligible. During orientation the program will be reviewed in detail, including the pathways a student may move toward after the connection year. Participation in Connections is voluntary. Parents and students choosing to enter the program will complete the necessary forms at the end of this orientation session.**

▶ Describe the components and requirements of the local Connections Process.

**Students entering the Connections Program will be enrolled in remedial courses in ELA and/or Math as appropriate, for 2-4 hours of the school day. They will receive intensive remediation in these disciplines, aimed at helping them pass the 8<sup>th</sup> grade LEAP examination in the spring.**

**The remainder of each school day these students will be able to take Carnegie unit courses giving them the opportunity to earn credits toward graduation.**

## X. Other Policies and Procedures

### A. Policies on Records and Reports

1. Local school systems shall maintain permanent records of each student's placement, K-12. Each record shall be maintained as a part of the student's cumulative file.
2. Student records for the purposes of these Guidelines shall include the following:
  - Course grades;
  - Scores on the Louisiana Educational Assessment Program;
  - Scores on local testing programs and screening instruments necessary to document the local criteria for promotion;
  - Information (or reason) for student placement (See definition of placement.);
  - Documentation of results of student participation in remedial and alternative programs;
  - Special education documents, as specified in the approved IDEA-Part B, LEA application;
  - A copy of the letter informing the parent of either the placement of the student in or the removal of the student from a remedial program; and
  - A statement regarding written notification to the parent concerning retention and due process procedures. (Bulletin 741 §703)

► Describe any additional local policies that relate to the maintenance of records and reports that affect student promotion and/or retention.

The Franklin Parish School System shall maintain permanent records of each student's placement, K-12. Each record shall be maintained as a part of the student's cumulative file.

- Student records for the purpose of these guidelines shall include:
  - Course grades;
  - Scores on the Louisiana Educational Assessment Program (LEAP) state grade-level tests; scores from norm-referenced Tests and other standardized tests; and scores from all parts of the Graduation Exit Exam
  - Scores on local testing programs and screening instruments necessary to document the local criteria for promotion;

- Information (or reasons) for student placement
- Documentation of results of student participation in remedial and alternative programs;
- Special Education documents as specified in the approved IDEA - Part B, LEA application;
- A copy of the letter informing the parent of either the placement of the student in or the removal of the student from a remedial program.
- When a decision is made to retain a student, a record will be maintained to reflect the parent/guardian having been informed in writing of the decision and of the system's due process procedure relating to placement procedures as defined in the system's Pupil Progression Plan; and
- Documentation of SBLC procedures and actions regarding qualified disabled students under Section 504 of the Rehabilitation Act of 1973;
- Career portfolio with identified career paths for students in grades 9 - 12.

## B. Policies on Due Process

1. Due process procedures for teachers, students, and parents shall be specified in each local Pupil Progression Plan as related to student placement. The local school system must ensure that these procedures do not contradict the due process rights of students with disabilities, as defined in the IDEA-Part B.

► Describe the LEA's policies on due process procedures for teachers, students and parents as related to student placement for the following:

### Regular education students

- If a placement is questioned, the first person to be contacted shall be the teacher.
- Any initial appeal shall be to the principal who will conference with the involved teacher(s), student, and parent/guardian concerned.
- If the question is not resolved at the building level, an appeal may be taken to the parish superintendent.
- The decision of the superintendent may be appealed to the Franklin Parish School Board.
- If the board upholds the decision of the superintendent, the plaintiff may, within 10 days, appeal to the district court. The court may reverse the ruling of the board.
- At all levels of the appeal, the written records of the grades and achievement of the student along with the teacher's recommendation shall be taken into consideration.

## Students with disabilities

### SPECIAL EDUCATION POLICY ON DUE PROCESS

- 1) The Supervisor of Special Education is responsible for ensuring that parents are afforded an impartial due process hearing.
  - 2) The Supervisor of Special Education is responsible for ensuring that the following procedures are implemented in accordance with Bulletin 1706:
    - a. Initiation of a hearing
    - b. Hearing Officer Appointment and Designation
    - c. Hearing Procedures
    - d. Costs
    - e. Review of Hearing Decisions
    - f. Appeal
    - g. Child Statute During Proceedings
- Section 504 students
    - Due process procedures for qualified students with disabilities must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973.

### **C. Legislative Guidelines**

1. Local school systems are encouraged to develop criterion-referenced testing programs for local assessment use (R.S. 17:391.7(G) and R.S. 17:24(H)).
2. Local criteria for K-12 must supplement the content standards approved by the BESE (R.S. 17:24(G)).
3. Local criteria must be coordinated with statewide curricular standards for required subjects, to be developed as part of the competency-based education plan (R.S. 17:24.4(E) and (G)).

## D. Other Policies and Procedures

Each LEA shall have policies and procedures that address, but are not limited to, the following (Bulletin 741 §337):

1. the establishment of the number of school days, length of the school day, and other necessary guidelines for the operation of the schools;
2. provision of special educational and related services to exceptional students, in accordance with the IEP, for no fewer than 177 days or the equivalent during the normal 182-day school cycle;
3. the operation of special departments and special programs in each school;
4. the admittance of students to and the dismissal of students from special educational programs;
5. the exclusion of students with communicable diseases and their readmittance following their recovery (refer to §1131);
6. the control of communicable problems, such as lice and scabies (refer to §1131);
7. the care of sick or injured students, including notification of parents, in cases of emergencies that occur while students are under the jurisdiction of the school;
8. the administration of medication in schools (refer to §1129);
9. the operation of summer schools and extended school year programs for eligible exceptional students (refer to Chapter 25);
10. the disciplining of students with disabilities (refer to §131.);
11. the use of standard universal precautions by personnel when individuals have direct contact with blood or other body fluids and the provision of sanctions, including discipline, if warranted, for failure to use standard universal precautions;
12. the use of school buildings outside of regular school hours;
13. student access to the Internet (refer to §1709);
14. the prohibition against use of tobacco in schools, on school grounds, and on school busses (refer to §1143);

15. the prohibition of teachers from recommending that a student be administered a psychotropic drug and from specifying or identifying any specific mental health diagnosis for a student;
16. the prohibition of teachers from using a parent's refusal to consent to administration of a psychotropic drug or psychiatric evaluation, screening or evaluation as grounds for prohibiting a student from attending class or participating in school-related activities or as the sole basis of accusations of child abuse or neglect against the parent or guardian;
17. the notification of the parent or legal guardian of every student, in writing, of the proper process and procedures to follow in order to make a complaint or request information from the school or the school's governing authority:
  - a. such information shall include, at a minimum, the name, address, phone number, and email address of the appropriate person to contact at each step of the prescribed process or procedure, and shall be updated, at least, on an annual basis;
  - b. such information shall be incorporated into any existing policy or policies, code of conduct, or student handbook of the LEA or of each school under its jurisdiction;
18. the implementation of §2304 Science Education;
19. the school assignment of students in foster care (refer to §1109);
20. the electronic communications by an employee at a school to a student enrolled at that school (refer to §1141);
21. the inspection by qualified persons of all fire safety and prevention equipment, including fire alarm and smoke detection devices (refer to §1501);
22. the physical abuse of public school teachers and other school employees by students (refer to §521);
23. the collection of student biometric information (refer to §1149);
24. pre-service and ongoing grade-appropriate classroom management training for teachers, principals, and other appropriate personnel regarding behavioral supports and reinforcement, conflict resolution, mediation, cultural competence, restorative practices, guidance and discipline, and adolescent development;
25. a schedule for the retention and disposition of records; the schedule shall be approved by State Archives, as required by R.S. 44:411; and

26. appropriate responses to the behavior of students with exceptionalities that may require immediate intervention. (See for reference: *Guidelines for the Use of Seclusion Rooms and Restraint of Students with Exceptionalities*)

► Include policies related to these requirements in this document, as appropriate.

**All are covered in this document or in State, Parish, School or Special Education procedures and policies.**

## APPENDIX A

As used in this bulletin, the terms shall be defined as follows:

### A. STATE TERMS

1. **Acceleration** - advancement of a pupil at a rate faster than usual in or from a given grade or course. This may include “gifted student” as identified according to Bulletin 1508.
2. **Alternate Assessment** - the substitute way of gathering information on the performance and progress of students who do not participate in typical state assessments.
3. **Content Standards** - statements of what the Louisiana State Department of Education expects students to know and be able to do in various content areas.
4. **LEAP Summer School** - the summer school program is a remediation program offered by the LEA for the specific purpose of preparing students to pass the LEAP test in English/Language Arts and mathematics.
5. **Louisiana Educational Assessment Program (LEAP)** - the state’s testing program that includes the grades 3, 5, 6, 7, and 9 Louisiana norm-referenced testing program; the grades 4 and 8 criterion-referenced testing program including English/Language Arts, mathematics, social studies, and science and the grades 10 and 11 Graduation Exit Examination (English/Language Arts, mathematics, written composition, science, and social studies).
6. **Promotion** - a pupil’s placement from a lower grade to a higher grade based on local and state criteria contained in these guidelines.
7. **Pupil Progression Plan** - the comprehensive plan developed and adopted by each parish or city school board which shall be based on student performance on the Louisiana Educational Assessment Program with goals and objectives which are compatible with the Louisiana competency-based education program and which supplement standards approved by the State Board of Elementary and Secondary Education (SBESE). A pupil progression plan shall require the student’s proficiency on certain tests as determined by SBESE before he or she can be recommended for promotion.
8. **Regular Placement** - the assignment of students to classes, grades, or programs based on a set of criteria established in the Pupil Progression Plan. Placement includes promotion, retention, remediation, and acceleration.
9. **Remedial Programs** - programs designed to assist students including identified exceptional and Limited English Proficient (LEP) students, to overcome educational deficits identified through the Louisiana Educational Assessment Program and other local criteria.
10. **Remediation** – activities designed to assist students identified as exceptional to overcome educational deficits.
11. **Retention** - non-promotion of a pupil from a lower to higher grade.



B. LOCAL TERMS

1. **Academically Able** - any student who maintains a “C” average or above according to the parish grading scale.
2. **At Grade Level or Above** - any student who has earned a “C” average or above in all courses is considered at grade level.
3. **Vocational Student** - a student who has chosen a career path as identified in his career portfolio.

## APPENDIX B

1. Grade point average based on letter grades from each six weeks shall be used to determine class rank and honor students in all Franklin Parish Schools. (Enrichment, Incentives, and Gifted will not be considered when determining averages for grades K-8.)
2. When determining Valedictorians and Salutatorians, if there is a tie, the tie shall remain; and Co-Valedictorians /Salutatorians shall be named.

Students in grades 9-11 must pursue a minimum of seven (7) classes per year. Twelfth grade (senior) students will be required to take a minimum of three (3) classes per year.

- Effective for 2005-06 through 2007-08 incoming freshmen three units of mathematics shall be required for graduation. All students must complete one of the following:  
Algebra I (1 unit), or Integrated Mathematics I (1unit). The remaining unit(s) shall come from the following:  
Integrated Mathematics II, Integrated Mathematics III, Geometry, Algebra II, Financial Mathematics, Advanced Mathematics I and Calculus.
  - Incoming freshmen in 2008-09 and thereafter will be enrolled in the LA Core 4 curriculum. Students may opt out after two (2) years but must complete 24 units and four math courses to be eligible for graduation. For additional graduation requirements (refer to page 46 in Bulletin 741).
  - The High Stakes Testing Policy will be followed when determining promotion from 8<sup>th</sup> to 9<sup>th</sup> grade. (refer to High Stakes testing Policy included with this manual)
3. Students who demonstrate the characteristics of dyslexia and have a 504 accommodation plan must meet the same criteria for promotion as students who are not served under 504.

**Elementary Foreign Language Program  
Waiver Request**

**Date: August 9, 2012**

School District Franklin Parish

Phone 318-435-9046

Contact Person Wiley McClary  
[wmcclary@fpsb.us](mailto:wmcclary@fpsb.us)

E-Mail

According to current BESE policy (Bulletin 741, Section 2313, Part D),  
“Elementary

Schools shall offer an articulated foreign language program for 30 minutes  
daily in grades

four through six and 150 minutes per week in grades seven and eight.”

Reason for waiver request: Our system is unable to attract teachers with the  
required certification and skills needed for these classes. Franklin Parish  
Schools compete with surrounding parish systems that\_ offer higher salaries.  
Foreign language teachers are not plentiful and are more likely to settle  
in\_\_\_\_\_ communities and systems with more attractive salary  
schedules.

Please list the schools in your district for which you are requesting a waiver  
of the BESE

Foreign language policy.

Baskin School  
Crowville School  
Gilbert School  
Learning Center

Fort Necessity School  
Winnsboro Elementary School  
Horace G. White

---

Dr. Lanny Johnson, Superintendent  
Franklin Parish Schools

Please return the completed form by fax to David Beste, Division of  
Standards,  
Assessments, and Accountability, at (225) 342-9891.

**ITEM A**

# Foreign Language Waiver Approval

Original on file in District Office

**ITEM B**

**Franklin Parish Schools  
Documentation for Acceleration Form**

School: \_\_\_\_\_ Principal: \_\_\_\_\_  
 Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
 Parent: \_\_\_\_\_ Address: \_\_\_\_\_  
 Teacher: \_\_\_\_\_

A student, including gifted, may qualify for acceleration from one grade to another providing he/she meets following criteria:

- \_\_\_\_\_ 1. The student must have an average of 95 or above in all academic courses completed at the time of the request in grades 1-8.
- \_\_\_\_\_ 2. The student must score two years in advance of his/her grade placement on the Iowa Test of Basic Skills/iLEAP/LEAP.
- \_\_\_\_\_ 3. The student must show social and psychological maturity as judged by either a school psychologist or school social worker.
- \_\_\_\_\_ 4. The student must have the written recommendation of his/her teacher(s) and principal.
- \_\_\_\_\_ 5. The parent, guardian, or teacher must make the request for acceleration in writing to the principal of the school.
- \_\_\_\_\_ 6. The School Building Level Committee will make the final decision for the acceleration provided that the student will benefit more from the instructional program at the advanced grade level placement.
- \_\_\_\_\_ 7. Prior to acceleration, the parent must sign an agreement for the acceleration.
- \_\_\_\_\_ 8. For a highly advanced kindergarten-aged child whose parent(s) and/or teacher is/are seeking acceleration to first grade, the student must score in the "Potential Advanced" range on the Developing Skills Checklist (DSC) screening instrument and show mastery on the kindergarten skills mandated by the state in language arts and mathematics. The criteria listed above (numbers 2-7) will then be followed.

We the undersigned members of the School Building Level Committee agree to the provisional acceleration of \_\_\_\_\_. This student's performance will be reviewed at the end of the first six weeks to determine if he/she continues to meet the acceleration criteria. During this review, if it is determined that the student's acceleration is inappropriate according to the criteria listed above, he/she will be placed in the grade that will provide optimum opportunities for academic success and educational growth.

Parent	Teacher
Principal	SBLC Facilitator
Pupil Appraisal	Student

**ITEM C**

# **LEAP High Stakes Testing Policy**

**Click on the link below; go to page 5, Chapter 7 to view High Stakes Testing Policy:**

<http://www.doa.louisiana.gov/osr/lac/28v39/28v39.doc>

# **END OF COURSE CONVERSION TABLES**

**ITEM E**

**ALGEBRA I**

<b>EOC Achievement Level</b>	<b>EOC SCORE</b>	<b>DISTRICT SCORE</b>	<b>DISTRICT GRADE</b>
Excellent	800	100	<b>A</b>
Excellent	799	100	<b>A</b>
Excellent	798	100	<b>A</b>
Excellent	797	100	<b>A</b>
Excellent	796	100	<b>A</b>
Excellent	795	99	<b>A</b>
Excellent	794	99	<b>A</b>
Excellent	793	99	<b>A</b>
Excellent	792	99	<b>A</b>
Excellent	791	99	<b>A</b>
Excellent	790	99	<b>A</b>
Excellent	789	99	<b>A</b>
Excellent	788	99	<b>A</b>
Excellent	787	99	<b>A</b>
Excellent	786	98	<b>A</b>
Excellent	785	98	<b>A</b>
Excellent	784	98	<b>A</b>
Excellent	783	98	<b>A</b>
Excellent	782	98	<b>A</b>
Excellent	781	98	<b>A</b>
Excellent	780	98	<b>A</b>
Excellent	779	98	<b>A</b>
Excellent	778	97	<b>A</b>
Excellent	777	97	<b>A</b>
Excellent	776	97	<b>A</b>
Excellent	775	97	<b>A</b>
Excellent	774	97	<b>A</b>
Excellent	773	97	<b>A</b>
Excellent	772	97	<b>A</b>
Excellent	771	97	<b>A</b>
Excellent	770	97	<b>A</b>
Excellent	769	96	<b>A</b>
Excellent	768	96	<b>A</b>
Excellent	767	96	<b>A</b>
Excellent	766	96	<b>A</b>
Excellent	765	96	<b>A</b>
Excellent	764	96	<b>A</b>
Excellent	763	96	<b>A</b>
Excellent	762	96	<b>A</b>
Excellent	761	96	<b>A</b>
Excellent	760	95	<b>A</b>
Excellent	759	95	<b>A</b>
Excellent	758	95	<b>A</b>
Excellent	757	95	<b>A</b>
Excellent	756	95	<b>A</b>



**ALGEBRA I**

<b>EOC Achievement Level</b>	<b>EOC SCORE</b>	<b>DISTRICT SCORE</b>	<b>DISTRICT GRADE</b>
Excellent	755	95	<b>A</b>
Excellent	754	95	<b>A</b>
Excellent	753	95	<b>A</b>
Excellent	752	94	<b>A</b>
Excellent	751	94	<b>A</b>
Excellent	750	94	<b>A</b>
Excellent	749	94	<b>A</b>
Excellent	748	94	<b>A</b>
Excellent	747	94	<b>A</b>
Excellent	746	94	<b>A</b>
Excellent	745	94	<b>A</b>
Excellent	744	94	<b>A</b>
Excellent	743	93	<b>A</b>
Excellent	742	93	<b>A</b>
Excellent	741	93	<b>A</b>
Excellent	740	93	<b>A</b>
Excellent	739	93	<b>A</b>
Good	738	92	<b>B</b>
Good	737	92	<b>B</b>
Good	736	92	<b>B</b>
Good	735	91	<b>B</b>
Good	734	91	<b>B</b>
Good	733	91	<b>B</b>
Good	732	91	<b>B</b>
Good	731	91	<b>B</b>
Good	730	91	<b>B</b>
Good	729	90	<b>B</b>
Good	728	90	<b>B</b>
Good	727	90	<b>B</b>
Good	726	90	<b>B</b>
Good	725	90	<b>B</b>
Good	724	89	<b>B</b>
Good	723	89	<b>B</b>
Good	722	89	<b>B</b>
Good	721	89	<b>B</b>
Good	720	89	<b>B</b>
Good	719	89	<b>B</b>
Good	718	88	<b>B</b>
Good	717	88	<b>B</b>
Good	716	88	<b>B</b>
Good	715	88	<b>B</b>
Good	714	88	<b>B</b>
Good	713	87	<b>B</b>
Good	712	87	<b>B</b>
Good	711	87	<b>B</b>

**ALGEBRA I**

<b>EOC Achievement Level</b>	<b>EOC SCORE</b>	<b>DISTRICT SCORE</b>	<b>DISTRICT GRADE</b>
Good	710	87	<b>B</b>
Good	709	87	<b>B</b>
Good	708	86	<b>B</b>
Good	707	86	<b>B</b>
Good	706	86	<b>B</b>
Good	705	86	<b>B</b>
Good	704	86	<b>B</b>
Good	703	86	<b>B</b>
Good	702	85	<b>B</b>
Good	701	85	<b>B</b>
Good	700	85	<b>B</b>
Fair	699	84	<b>C</b>
Fair	698	84	<b>C</b>
Fair	697	83	<b>C</b>
Fair	696	83	<b>C</b>
Fair	695	83	<b>C</b>
Fair	694	83	<b>C</b>
Fair	693	82	<b>C</b>
Fair	692	82	<b>C</b>
Fair	691	82	<b>C</b>
Fair	690	81	<b>C</b>
Fair	689	81	<b>C</b>
Fair	688	81	<b>C</b>
Fair	687	81	<b>C</b>
Fair	686	80	<b>C</b>
Fair	685	80	<b>C</b>
Fair	684	80	<b>C</b>
Fair	683	79	<b>C</b>
Fair	682	79	<b>C</b>
Fair	681	79	<b>C</b>
Fair	680	78	<b>C</b>
Fair	679	78	<b>C</b>
Fair	678	78	<b>C</b>
Fair	677	78	<b>C</b>
Fair	676	77	<b>C</b>
Fair	675	77	<b>C</b>
Fair	674	77	<b>C</b>
Fair	673	76	<b>C</b>
Fair	672	76	<b>C</b>
Fair	671	76	<b>C</b>
Fair	670	76	<b>C</b>
Fair	669	75	<b>C</b>
Fair	668	75	<b>C</b>
Needs Improvement	667	74	<b>D</b>
Needs Improvement	666	74	<b>D</b>

**ALGEBRA I**

<b>EOC Achievement Level</b>	<b>EOC SCORE</b>	<b>DISTRICT SCORE</b>	<b>DISTRICT GRADE</b>
Needs Improvement	665	73	<b>D</b>
Needs Improvement	664	73	<b>D</b>
Needs Improvement	663	73	<b>D</b>
Needs Improvement	662	72	<b>D</b>
Needs Improvement	661	72	<b>D</b>
Needs Improvement	660	71	<b>D</b>
Needs Improvement	659	71	<b>D</b>
Needs Improvement	658	71	<b>D</b>
Needs Improvement	657	70	<b>D</b>
Needs Improvement	656	70	<b>D</b>
Needs Improvement	655	70	<b>D</b>
Needs Improvement	654	69	<b>D</b>
Needs Improvement	653	69	<b>D</b>
Needs Improvement	652	68	<b>D</b>
Needs Improvement	651	68	<b>D</b>
Needs Improvement	650	68	<b>D</b>
Needs Improvement	649	67	<b>D</b>
Needs Improvement	648	67	<b>D</b>
Needs Improvement	647	66	<b>F</b>
Needs Improvement	646	65	<b>F</b>
Needs Improvement	645	63	<b>F</b>
Needs Improvement	644	62	<b>F</b>
Needs Improvement	643	60	<b>F</b>
Needs Improvement	642	59	<b>F</b>
Needs Improvement	641	58	<b>F</b>
Needs Improvement	640	56	<b>F</b>
Needs Improvement	639	55	<b>F</b>
Needs Improvement	638	53	<b>F</b>
Needs Improvement	637	52	<b>F</b>
Needs Improvement	636	51	<b>F</b>
Needs Improvement	635	49	<b>F</b>
Needs Improvement	634	48	<b>F</b>
Needs Improvement	633	46	<b>F</b>
Needs Improvement	632	45	<b>F</b>
Needs Improvement	631	44	<b>F</b>
Needs Improvement	630	42	<b>F</b>
Needs Improvement	629	41	<b>F</b>
Needs Improvement	628	39	<b>F</b>
Needs Improvement	627	38	<b>F</b>
Needs Improvement	626	37	<b>F</b>
Needs Improvement	625	35	<b>F</b>
Needs Improvement	624	34	<b>F</b>
Needs Improvement	623	32	<b>F</b>
Needs Improvement	622	31	<b>F</b>
Needs Improvement	621	29	<b>F</b>

**ALGEBRA I**

<b>EOC Achievement Level</b>	<b>EOC SCORE</b>	<b>DISTRICT SCORE</b>	<b>DISTRICT GRADE</b>
Needs Improvement	620	28	<b>F</b>
Needs Improvement	619	27	<b>F</b>
Needs Improvement	618	25	<b>F</b>
Needs Improvement	617	24	<b>F</b>
Needs Improvement	616	22	<b>F</b>
Needs Improvement	615	21	<b>F</b>
Needs Improvement	614	20	<b>F</b>
Needs Improvement	613	18	<b>F</b>
Needs Improvement	612	17	<b>F</b>
Needs Improvement	611	15	<b>F</b>
Needs Improvement	610	14	<b>F</b>
Needs Improvement	609	13	<b>F</b>
Needs Improvement	608	11	<b>F</b>
Needs Improvement	607	10	<b>F</b>
Needs Improvement	606	8	<b>F</b>
Needs Improvement	605	7	<b>F</b>
Needs Improvement	604	6	<b>F</b>
Needs Improvement	603	4	<b>F</b>
Needs Improvement	602	3	<b>F</b>
Needs Improvement	601	1	<b>F</b>
Needs Improvement	600	0	<b>F</b>

**ENGLISH II**

<b>EOC Achievement Level</b>	<b>EOC SCORE</b>	<b>DISTRICT SCORE</b>	<b>DISTRICT GRADE</b>
Excellent	800	100	<b>A</b>
Excellent	799	100	<b>A</b>
Excellent	798	100	<b>A</b>
Excellent	797	100	<b>A</b>
Excellent	796	100	<b>A</b>
Excellent	795	99	<b>A</b>
Excellent	794	99	<b>A</b>
Excellent	793	99	<b>A</b>
Excellent	792	99	<b>A</b>
Excellent	791	99	<b>A</b>
Excellent	790	99	<b>A</b>
Excellent	789	99	<b>A</b>
Excellent	788	99	<b>A</b>
Excellent	787	99	<b>A</b>
Excellent	786	98	<b>A</b>
Excellent	785	98	<b>A</b>
Excellent	784	98	<b>A</b>
Excellent	783	98	<b>A</b>
Excellent	782	98	<b>A</b>
Excellent	781	98	<b>A</b>
Excellent	780	98	<b>A</b>
Excellent	779	98	<b>A</b>
Excellent	778	97	<b>A</b>
Excellent	777	97	<b>A</b>
Excellent	776	97	<b>A</b>
Excellent	775	97	<b>A</b>
Excellent	774	97	<b>A</b>
Excellent	773	97	<b>A</b>
Excellent	772	97	<b>A</b>
Excellent	771	97	<b>A</b>
Excellent	770	97	<b>A</b>
Excellent	769	96	<b>A</b>
Excellent	768	96	<b>A</b>
Excellent	767	96	<b>A</b>
Excellent	766	96	<b>A</b>
Excellent	765	96	<b>A</b>
Excellent	764	96	<b>A</b>
Excellent	763	96	<b>A</b>
Excellent	762	96	<b>A</b>
Excellent	761	96	<b>A</b>
Excellent	760	95	<b>A</b>
Excellent	759	95	<b>A</b>
Excellent	758	95	<b>A</b>
Excellent	757	95	<b>A</b>
Excellent	756	95	<b>A</b>

**ENGLISH II**

<b>EOC Achievement Level</b>	<b>EOC SCORE</b>	<b>DISTRICT SCORE</b>	<b>DISTRICT GRADE</b>
Excellent	755	95	<b>A</b>
Excellent	754	95	<b>A</b>
Excellent	753	95	<b>A</b>
Excellent	752	94	<b>A</b>
Excellent	751	94	<b>A</b>
Excellent	750	94	<b>A</b>
Excellent	749	94	<b>A</b>
Excellent	748	94	<b>A</b>
Excellent	747	94	<b>A</b>
Excellent	746	94	<b>A</b>
Excellent	745	94	<b>A</b>
Excellent	744	94	<b>A</b>
Excellent	743	93	<b>A</b>
Excellent	742	93	<b>A</b>
Excellent	741	93	<b>A</b>
Excellent	740	93	<b>A</b>
Excellent	739	93	<b>A</b>
Good	738	92	<b>B</b>
Good	737	92	<b>B</b>
Good	736	92	<b>B</b>
Good	735	91	<b>B</b>
Good	734	91	<b>B</b>
Good	733	91	<b>B</b>
Good	732	91	<b>B</b>
Good	731	91	<b>B</b>
Good	730	91	<b>B</b>
Good	729	90	<b>B</b>
Good	728	90	<b>B</b>
Good	727	90	<b>B</b>
Good	726	90	<b>B</b>
Good	725	90	<b>B</b>
Good	724	89	<b>B</b>
Good	723	89	<b>B</b>
Good	722	89	<b>B</b>
Good	721	89	<b>B</b>
Good	720	89	<b>B</b>
Good	719	89	<b>B</b>
Good	718	88	<b>B</b>
Good	717	88	<b>B</b>
Good	716	88	<b>B</b>
Good	715	88	<b>B</b>
Good	714	88	<b>B</b>
Good	713	87	<b>B</b>
Good	712	87	<b>B</b>
Good	711	87	<b>B</b>

**ENGLISH II**

<b>EOC Achievement Level</b>	<b>EOC SCORE</b>	<b>DISTRICT SCORE</b>	<b>DISTRICT GRADE</b>
Good	710	87	<b>B</b>
Good	709	87	<b>B</b>
Good	708	86	<b>B</b>
Good	707	86	<b>B</b>
Good	706	86	<b>B</b>
Good	705	86	<b>B</b>
Good	704	86	<b>B</b>
Good	703	86	<b>B</b>
Good	702	85	<b>B</b>
Good	701	85	<b>B</b>
Good	700	85	<b>B</b>
Fair	699	84	<b>C</b>
Fair	698	84	<b>C</b>
Fair	697	83	<b>C</b>
Fair	696	83	<b>C</b>
Fair	695	83	<b>C</b>
Fair	694	83	<b>C</b>
Fair	693	82	<b>C</b>
Fair	692	82	<b>C</b>
Fair	691	82	<b>C</b>
Fair	690	81	<b>C</b>
Fair	689	81	<b>C</b>
Fair	688	81	<b>C</b>
Fair	687	81	<b>C</b>
Fair	686	80	<b>C</b>
Fair	685	80	<b>C</b>
Fair	684	80	<b>C</b>
Fair	683	79	<b>C</b>
Fair	682	79	<b>C</b>
Fair	681	79	<b>C</b>
Fair	680	78	<b>C</b>
Fair	679	78	<b>C</b>
Fair	678	78	<b>C</b>
Fair	677	78	<b>C</b>
Fair	676	77	<b>C</b>
Fair	675	77	<b>C</b>
Fair	674	77	<b>C</b>
Fair	673	76	<b>C</b>
Fair	672	76	<b>C</b>
Fair	671	76	<b>C</b>
Fair	670	76	<b>C</b>
Fair	669	75	<b>C</b>
Fair	668	75	<b>C</b>
Needs Improvement	667	74	<b>D</b>
Needs Improvement	666	74	<b>D</b>

**ENGLISH II**

<b>EOC Achievement Level</b>	<b>EOC SCORE</b>	<b>DISTRICT SCORE</b>	<b>DISTRICT GRADE</b>
Needs Improvement	665	74	D
Needs Improvement	664	73	D
Needs Improvement	663	73	D
Needs Improvement	662	73	D
Needs Improvement	661	73	D
Needs Improvement	660	72	D
Needs Improvement	659	72	D
Needs Improvement	658	72	D
Needs Improvement	657	72	D
Needs Improvement	656	71	D
Needs Improvement	655	71	D
Needs Improvement	654	71	D
Needs Improvement	653	71	D
Needs Improvement	652	70	D
Needs Improvement	651	70	D
Needs Improvement	650	70	D
Needs Improvement	649	70	D
Needs Improvement	648	69	D
Needs Improvement	647	69	D
Needs Improvement	646	69	D
Needs Improvement	645	69	D
Needs Improvement	644	68	D
Needs Improvement	643	68	D
Needs Improvement	642	68	D
Needs Improvement	641	68	D
Needs Improvement	640	67	D
Needs Improvement	639	67	D
Needs Improvement	638	66	F
Needs Improvement	637	64	F
Needs Improvement	636	63	F
Needs Improvement	635	61	F
Needs Improvement	634	59	F
Needs Improvement	633	57	F
Needs Improvement	632	56	F
Needs Improvement	631	54	F
Needs Improvement	630	52	F
Needs Improvement	629	50	F
Needs Improvement	628	49	F
Needs Improvement	627	47	F
Needs Improvement	626	45	F
Needs Improvement	625	43	F
Needs Improvement	624	42	F
Needs Improvement	623	40	F
Needs Improvement	622	38	F
Needs Improvement	621	36	F



**ENGLISH II**

<b>EOC Achievement Level</b>	<b>EOC SCORE</b>	<b>DISTRICT SCORE</b>	<b>DISTRICT GRADE</b>
Needs Improvement	620	35	<b>F</b>
Needs Improvement	619	33	<b>F</b>
Needs Improvement	618	31	<b>F</b>
Needs Improvement	617	30	<b>F</b>
Needs Improvement	616	28	<b>F</b>
Needs Improvement	615	26	<b>F</b>
Needs Improvement	614	24	<b>F</b>
Needs Improvement	613	23	<b>F</b>
Needs Improvement	612	21	<b>F</b>
Needs Improvement	611	19	<b>F</b>
Needs Improvement	610	17	<b>F</b>
Needs Improvement	609	16	<b>F</b>
Needs Improvement	608	14	<b>F</b>
Needs Improvement	607	12	<b>F</b>
Needs Improvement	606	10	<b>F</b>
Needs Improvement	605	9	<b>F</b>
Needs Improvement	604	7	<b>F</b>
Needs Improvement	603	5	<b>F</b>
Needs Improvement	602	3	<b>F</b>
Needs Improvement	601	2	<b>F</b>
Needs Improvement	600	0	<b>F</b>

## GEOMETRY

<b>EOC Achievement Level</b>	<b>EOC SCORE</b>	<b>DISTRICT SCORE</b>	<b>DISTRICT GRADE</b>
Excellent	800	100	A
Excellent	799	100	A
Excellent	798	100	A
Excellent	797	100	A
Excellent	796	100	A
Excellent	795	99	A
Excellent	794	99	A
Excellent	793	99	A
Excellent	792	99	A
Excellent	791	99	A
Excellent	790	99	A
Excellent	789	99	A
Excellent	788	99	A
Excellent	787	99	A
Excellent	786	99	A
Excellent	785	98	A
Excellent	784	98	A
Excellent	783	98	A
Excellent	782	98	A
Excellent	781	98	A
Excellent	780	98	A
Excellent	779	98	A
Excellent	778	98	A
Excellent	777	98	A
Excellent	776	98	A
Excellent	775	97	A
Excellent	774	97	A
Excellent	773	97	A
Excellent	772	97	A
Excellent	768	97	A
Excellent	767	97	A
Excellent	766	97	A
Excellent	765	96	A
Excellent	764	96	A
Excellent	763	96	A
Excellent	762	96	A
Excellent	761	96	A
Excellent	760	96	A
Excellent	759	96	A
Excellent	758	96	A
Excellent	757	96	A
Excellent	756	96	A

## GEOMETRY

EOC Achievement Level	EOC SCORE	DISTRICT SCORE	DISTRICT GRADE
Excellent	755	95	A
Excellent	754	95	A
Excellent	753	95	A
Excellent	752	95	A
Excellent	751	95	A
Excellent	750	95	A
Excellent	749	95	A
Excellent	748	95	A
Excellent	747	95	A
Excellent	746	95	A
Excellent	745	94	A
Excellent	744	94	A
Excellent	743	94	A
Excellent	742	94	A
Excellent	741	94	A
Excellent	740	94	A
Excellent	739	94	A
Excellent	738	94	A
Excellent	737	94	A
Excellent	736	94	A
Excellent	735	93	A
Excellent	734	93	A
Excellent	733	93	A
Excellent	732	93	A
Excellent	731	93	A
Good	730	92	B
Good	729	92	B
Good	728	92	B
Good	727	91	B
Good	726	91	B
Good	725	91	B
Good	724	91	B
Good	723	90	B
Good	722	90	B
Good	721	90	B
Good	720	90	B
Good	719	89	B
Good	718	89	B
Good	717	89	B
Good	716	89	B
Good	715	89	B
Good	714	88	B
Good	713	88	B
Good	712	88	B
Good	711	88	B

**GEOMETRY**

<b>EOC Achievement Level</b>	<b>EOC SCORE</b>	<b>DISTRICT SCORE</b>	<b>DISTRICT GRADE</b>
Good	710	87	<b>B</b>
Good	709	87	<b>B</b>
Good	708	87	<b>B</b>
Good	707	87	<b>B</b>
Good	706	86	<b>B</b>
Good	705	86	<b>B</b>
Good	704	86	<b>B</b>
Good	703	86	<b>B</b>
Good	702	85	<b>B</b>
Good	701	85	<b>B</b>
Good	700	85	<b>B</b>
Fair	699	84	<b>C</b>
Fair	698	84	<b>C</b>
Fair	697	83	<b>C</b>
Fair	696	83	<b>C</b>
Fair	695	83	<b>C</b>
Fair	694	83	<b>C</b>
Fair	693	82	<b>C</b>
Fair	692	82	<b>C</b>
Fair	691	82	<b>C</b>
Fair	690	82	<b>C</b>
Fair	689	81	<b>C</b>
Fair	688	81	<b>C</b>
Fair	687	81	<b>C</b>
Fair	686	81	<b>C</b>
Fair	685	80	<b>C</b>
Fair	684	80	<b>C</b>
Fair	683	80	<b>C</b>
Fair	682	80	<b>C</b>
Fair	681	79	<b>C</b>
Fair	680	79	<b>C</b>
Fair	679	79	<b>C</b>
Fair	678	78	<b>C</b>
Fair	677	78	<b>C</b>
Fair	676	78	<b>C</b>
Fair	675	78	<b>C</b>
Fair	674	77	<b>C</b>
Fair	673	77	<b>C</b>
Fair	672	77	<b>C</b>
Fair	671	77	<b>C</b>
Fair	670	76	<b>C</b>
Fair	669	76	<b>C</b>
Fair	668	76	<b>C</b>
Fair	667	76	<b>C</b>
Fair	666	75	<b>C</b>

**GEOMETRY**

<b>EOC Achievement Level</b>	<b>EOC SCORE</b>	<b>DISTRICT SCORE</b>	<b>DISTRICT GRADE</b>
Fair 665 75 <b>C</b>			
Needs Improvement	664	74	<b>D</b>
Needs Improvement	663	74	<b>D</b>
Needs Improvement	662	73	<b>D</b>
Needs Improvement	661	73	<b>D</b>
Needs Improvement	660	73	<b>D</b>
Needs Improvement	659	72	<b>D</b>
Needs Improvement	658	72	<b>D</b>
Needs Improvement	657	72	<b>D</b>
Needs Improvement	656	71	<b>D</b>
Needs Improvement	655	71	<b>D</b>
Needs Improvement	654	71	<b>D</b>
Needs Improvement	653	70	<b>D</b>
Needs Improvement	652	70	<b>D</b>
Needs Improvement	651	70	<b>D</b>
Needs Improvement	650	69	<b>D</b>
Needs Improvement	649	69	<b>D</b>
Needs Improvement	648	69	<b>D</b>
Needs Improvement	647	68	<b>D</b>
Needs Improvement	646	68	<b>D</b>
Needs Improvement	645	68	<b>D</b>
Needs Improvement	644	67	<b>D</b>
Needs Improvement	643	67	<b>D</b>
Needs Improvement	642	66	<b>F</b>
Needs Improvement	641	64	<b>F</b>
Needs Improvement	640	63	<b>F</b>
Needs Improvement	639	61	<b>F</b>
Needs Improvement	638	60	<b>F</b>
Needs Improvement	637	58	<b>F</b>
Needs Improvement	636	57	<b>F</b>
Needs Improvement	635	55	<b>F</b>
Needs Improvement	634	53	<b>F</b>
Needs Improvement	633	52	<b>F</b>
Needs Improvement	632	50	<b>F</b>
Needs Improvement	631	49	<b>F</b>
Needs Improvement	630	47	<b>F</b>
Needs Improvement	629	46	<b>F</b>
Needs Improvement	628	44	<b>F</b>
Needs Improvement	627	42	<b>F</b>
Needs Improvement	626	41	<b>F</b>
Needs Improvement	625	39	<b>F</b>
Needs Improvement	624	38	<b>F</b>
Needs Improvement	623	36	<b>F</b>
Needs Improvement	622	35	<b>F</b>
Needs Improvement	621	33	<b>F</b>

**GEOMETRY**

<b>EOC Achievement Level</b>	<b>EOC SCORE</b>	<b>DISTRICT SCORE</b>	<b>DISTRICT GRADE</b>
Needs Improvement	620	31	<b>F</b>
Needs Improvement	619	30	<b>F</b>
Needs Improvement	618	28	<b>F</b>
Needs Improvement	617	27	<b>F</b>
Needs Improvement	616	25	<b>F</b>
Needs Improvement	615	24	<b>F</b>
Needs Improvement	614	22	<b>F</b>
Needs Improvement	613	20	<b>F</b>
Needs Improvement	612	19	<b>F</b>
Needs Improvement	611	17	<b>F</b>
Needs Improvement	610	16	<b>F</b>
Needs Improvement	609	14	<b>F</b>
Needs Improvement	608	13	<b>F</b>
Needs Improvement	607	11	<b>F</b>
Needs Improvement	606	9	<b>F</b>
Needs Improvement	605	8	<b>F</b>
Needs Improvement	604	6	<b>F</b>
Needs Improvement	603	5	<b>F</b>
Needs Improvement	602	3	<b>F</b>
Needs Improvement	601	2	<b>F</b>
Needs Improvement	600	0	<b>F</b>

**BIOLOGY**

<b>EOC Achievement Level</b>	<b>EOC SCORE</b>	<b>DISTRICT SCORE</b>	<b>DISTRICT GRADE</b>
Excellent	800	100	<b>A</b>
Excellent	799	100	<b>A</b>
Excellent	798	100	<b>A</b>
Excellent	797	100	<b>A</b>
Excellent	796	100	<b>A</b>
Excellent	795	99	<b>A</b>
Excellent	794	99	<b>A</b>
Excellent	793	99	<b>A</b>
Excellent	792	99	<b>A</b>
Excellent	791	99	<b>A</b>
Excellent	790	99	<b>A</b>
Excellent	789	99	<b>A</b>
Excellent	788	99	<b>A</b>
Excellent	787	98	<b>A</b>
Excellent	786	98	<b>A</b>
Excellent	785	98	<b>A</b>
Excellent	784	98	<b>A</b>
Excellent	783	98	<b>A</b>
Excellent	782	98	<b>A</b>
Excellent	781	98	<b>A</b>
Excellent	780	98	<b>A</b>
Excellent	779	98	<b>A</b>
Excellent	778	97	<b>A</b>
Excellent	777	97	<b>A</b>
Excellent	776	97	<b>A</b>
Excellent	775	97	<b>A</b>
Excellent	774	97	<b>A</b>
Excellent	773	97	<b>A</b>
Excellent	772	97	<b>A</b>
Excellent	771	97	<b>A</b>
Excellent	770	96	<b>A</b>
Excellent	769	96	<b>A</b>
Excellent	768	96	<b>A</b>
Excellent	767	96	<b>A</b>
Excellent	766	96	<b>A</b>
Excellent	765	96	<b>A</b>
Excellent	764	96	<b>A</b>
Excellent	763	96	<b>A</b>
Excellent	762	96	<b>A</b>
Excellent	761	95	<b>A</b>
Excellent	760	95	<b>A</b>
Excellent	759	95	<b>A</b>
Excellent	758	95	<b>A</b>
Excellent	757	95	<b>A</b>
Excellent	756	95	<b>A</b>

**BIOLOGY**

<b>EOC Achievement Level</b>	<b>EOC SCORE</b>	<b>DISTRICT SCORE</b>	<b>DISTRICT GRADE</b>
Excellent	755	95	<b>A</b>
Excellent	754	95	<b>A</b>
Excellent	753	95	<b>A</b>
Excellent	752	94	<b>A</b>
Excellent	51 1	94	<b>A</b>
Excellent	750	94	<b>A</b>
Excellent	749	94	<b>A</b>
Excellent	748	94	<b>A</b>
Excellent	747	94	<b>A</b>
Excellent	746	94	<b>A</b>
Excellent	745	94	<b>A</b>
Excellent	744	93	<b>A</b>
Excellent	743	93	<b>A</b>
Excellent	742	93	<b>A</b>
Excellent	741	93	<b>A</b>
Excellent	740	93	<b>A</b>
Good	739	92	<b>B</b>
Good	738	92	<b>B</b>
Good	737	92	<b>B</b>
Good	736	91	<b>B</b>
Good	735	91	<b>B</b>
Good	734	91	<b>B</b>
Good	733	91	<b>B</b>
Good	732	91	<b>B</b>
Good	731	91	<b>B</b>
Good	730	90	<b>B</b>
Good	729	90	<b>B</b>
Good	728	90	<b>B</b>
Good	727	90	<b>B</b>
Good	726	90	<b>B</b>
Good	725	89	<b>B</b>
Good	724	89	<b>B</b>
Good	723	89	<b>B</b>
Good	722	89	<b>B</b>
Good	721	89	<b>B</b>
Good	720	89	<b>B</b>
Good	719	88	<b>B</b>
Good	718	88	<b>B</b>
Good	717	88	<b>B</b>
Good	716	88	<b>B</b>
Good	715	88	<b>B</b>
Good	714	88	<b>B</b>
Good	713	87	<b>B</b>
Good	712	87	<b>B</b>
Good	711	87	<b>B</b>



**BIOLOGY**

<b>EOC Achievement Level</b>	<b>EOC SCORE</b>	<b>DISTRICT SCORE</b>	<b>DISTRICT GRADE</b>
Good	710	87	<b>B</b>
Good	709	87	<b>B</b>
Good	708	86	<b>B</b>
Good	707	86	<b>B</b>
Good	706	86	<b>B</b>
Good	705	86	<b>B</b>
Good	704	86	<b>B</b>
Good	703	86	<b>B</b>
Good	702	85	<b>B</b>
Good	701	85	<b>B</b>
Good	700	85	<b>B</b>
Fair	699	84	<b>C</b>
Fair	698	84	<b>C</b>
Fair	697	84	<b>C</b>
Fair	696	83	<b>C</b>
Fair	695	83	<b>C</b>
Fair	694	83	<b>C</b>
Fair	693	83	<b>C</b>
Fair	692	82	<b>C</b>
Fair	691	82	<b>C</b>
Fair	690	82	<b>C</b>
Fair	689	82	<b>C</b>
Fair	688	81	<b>C</b>
Fair	687	81	<b>C</b>
Fair	686	81	<b>C</b>
Fair	685	81	<b>C</b>
Fair	684	80	<b>C</b>
Fair	683	80	<b>C</b>
Fair	682	80	<b>C</b>
Fair	681	80	<b>C</b>
Fair	680	80	<b>C</b>
Fair	679	79	<b>C</b>
Fair	678	79	<b>C</b>
Fair	677	79	<b>C</b>
Fair	676	79	<b>C</b>
Fair	675	78	<b>C</b>
Fair	674	78	<b>C</b>
Fair	673	78	<b>C</b>
Fair	672	78	<b>C</b>
Fair	671	77	<b>C</b>
Fair	670	77	<b>C</b>
Fair	669	77	<b>C</b>
Fair	668	77	<b>C</b>
Fair	667	76	<b>C</b>
Fair	666	76	<b>C</b>

**BIOLOGY**

<b>EOC Achievement Level</b>	<b>EOC SCORE</b>	<b>DISTRICT SCORE</b>	<b>DISTRICT GRADE</b>
Fair	665	76	<b>C</b>
Fair	664	76	<b>C</b>
Fair	663	75	<b>C</b>
Fair	662	75	<b>C</b>
Fair	661	75	<b>C</b>
Needs Improvement	660	74	<b>D</b>
Needs Improvement	659	74	<b>D</b>
Needs Improvement	658	73	<b>D</b>
Needs Improvement	657	73	<b>D</b>
Needs Improvement	656	73	<b>D</b>
Needs Improvement	655	72	<b>D</b>
Needs Improvement	654	72	<b>D</b>
Needs Improvement	653	72	<b>D</b>
Needs Improvement	652	71	<b>D</b>
Needs Improvement	651	71	<b>D</b>
Needs Improvement	650	71	<b>D</b>
Needs Improvement	649	70	<b>D</b>
Needs Improvement	648	70	<b>D</b>
Needs Improvement	647	70	<b>D</b>
Needs Improvement	646	69	<b>D</b>
Needs Improvement	645	69	<b>D</b>
Needs Improvement	644	69	<b>D</b>
Needs Improvement	643	68	<b>D</b>
Needs Improvement	642	68	<b>D</b>
Needs Improvement	641	68	<b>D</b>
Needs Improvement	640	67	<b>D</b>
Needs Improvement	639	67	<b>D</b>
Needs Improvement	638	66	<b>F</b>
Needs Improvement	637	64	<b>F</b>
Needs Improvement	636	63	<b>F</b>
Needs Improvement	635	61	<b>F</b>
Needs Improvement	634	59	<b>F</b>
Needs Improvement	633	57	<b>F</b>
Needs Improvement	632	56	<b>F</b>
Needs Improvement	631	54	<b>F</b>
Needs Improvement	630	52	<b>F</b>
Needs Improvement	629	50	<b>F</b>
Needs Improvement	628	49	<b>F</b>
Needs Improvement	627	47	<b>F</b>
Needs Improvement	626	45	<b>F</b>
Needs Improvement	625	43	<b>F</b>
Needs Improvement	624	42	<b>F</b>
Needs Improvement	623	40	<b>F</b>
Needs Improvement	622	38	<b>F</b>
Needs Improvement	621	36	<b>F</b>

**BIOLOGY**

<b>EOC Achievement Level</b>	<b>EOC SCORE</b>	<b>DISTRICT SCORE</b>	<b>DISTRICT GRADE</b>
Needs Improvement	620	35	<b>F</b>
Needs Improvement	619	33	<b>F</b>
Needs Improvement	618	31	<b>F</b>
Needs Improvement	617	30	<b>F</b>
Needs Improvement	616	28	<b>F</b>
Needs Improvement	615	26	<b>F</b>
Needs Improvement	614	24	<b>F</b>
Needs Improvement	613	23	<b>F</b>
Needs Improvement	612	21	<b>F</b>
Needs Improvement	611	19	<b>F</b>
Needs Improvement	610	17	<b>F</b>
Needs Improvement	609	16	<b>F</b>
Needs Improvement	608	14	<b>F</b>
Needs Improvement	607	12	<b>F</b>
Needs Improvement	606	10	<b>F</b>
Needs Improvement	605	9	<b>F</b>
Needs Improvement	604	7	<b>F</b>
Needs Improvement	603	5	<b>F</b>
Needs Improvement	602	3	<b>F</b>
Needs Improvement	601	2	<b>F</b>
Needs Improvement	600	0	<b>F</b>

# iLEAP CONVERSION TABLES

**ITEM F**

**Grade 3**

<b>Numeric Average</b>	<b>iLEAP Scaled Scores</b>			
	<b>ELA</b>	<b>MATH</b>	<b>SCIENCE</b>	<b>SOCIAL STUDIES</b>
<b>50</b>	100-145	100-147	100-148	100-150
<b>60</b>	146-191	148-195	149-198	151-202
<b>67</b>	192-238	196-244	199-248	203-254
<b>70</b>	239-252	245-256	249-262	255-264
<b>73</b>	253-266	257-269	263-276	265-275
<b>75</b>	267-281	270-282	277-291	276-286
<b>79</b>	282-295	283-297	292-303	287-299
<b>84</b>	296-309	298-312	304-315	300-312
<b>87</b>	310-323	313-327	316-328	313-326
<b>90</b>	324-337	328-342	329-341	327-340
<b>93</b>	338-359	343-363	342-361	341-367
<b>96</b>	360-382	364-385	362-381	368-395
<b>100</b>	383-500	386-500	382-500	396-500

### Grade 5

Numeric Average	iLEAP Scaled Scores			
	ELA	MATH	SCIENCE	SOCIAL STUDIES
<b>50</b>	100-148	100-149	100-148	100-151
<b>60</b>	149-197	150-199	149-197	152-203
<b>67</b>	198-246	200-249	198-247	204-256
<b>70</b>	247-259	250-259	248-261	257-266
<b>73</b>	260-272	260-270	262-276	267-277
<b>75</b>	273-285	271-281	277-291	278-288
<b>79</b>	286-298	282-299	292-303	289-300
<b>84</b>	299-312	300-317	304-315	301-312
<b>87</b>	313-326	318-335	316-327	313-325
<b>90</b>	327-340	336-354	328-340	326-338
<b>93</b>	341-362	355-379	341-358	339-351
<b>96</b>	363-385	380-404	359-377	352-364
<b>100</b>	386-500	405-500	378-500	365-500

**Grade 6**

<b>Numeric Average</b>	<b>iLEAP Scaled Scores</b>			
	<b>ELA</b>	<b>MATH</b>	<b>SCIENCE</b>	<b>SOCIAL STUDIES</b>
<b>50</b>	100-145	100-148	100-149	100-152
<b>60</b>	146-191	149-197	150-199	153-206
<b>67</b>	192-238	198-247	200-250	207-260
<b>70</b>	239-251	248-258	251-264	261-270
<b>73</b>	252-265	259-269	265-279	271-280
<b>75</b>	266-279	270-280	280-294	281-291
<b>79</b>	280-294	281-299	295-306	292-302
<b>84</b>	295-309	300-318	307-318	303-313
<b>87</b>	310-324	319-337	319-330	314-325
<b>90</b>	325-340	338-357	331-342	326-337
<b>93</b>	341-363	358-375	343-360	338-350
<b>96</b>	364-386	376-393	361-379	351-363
<b>100</b>	387-500	394-500	380-500	364-500

**Grade 7**

<b>Numeric Average</b>	<b>iLEAP Scaled Scores</b>			
	<b>ELA</b>	<b>MATH</b>	<b>SCIENCE</b>	<b>SOCIAL STUDIES</b>
<b>50</b>	100-144	100-150	100-152	100-153
<b>60</b>	145-189	151-202	153-205	154-207
<b>67</b>	190-235	203-254	206-258	208-261
<b>70</b>	236-251	255-266	259-272	262-271
<b>73</b>	252-268	267-278	273-286	272-281
<b>75</b>	269-285	279-291	287-301	282-292
<b>79</b>	286-299	292-312	302-312	293-303
<b>84</b>	300-313	313-333	313-323	304-314
<b>87</b>	314-328	334-354	324-335	315-326
<b>90</b>	329-343	355-375	336-347	327-338
<b>93</b>	344-362	376-397	348-367	339-354
<b>96</b>	363-382	398-420	368-387	355-371
<b>100</b>	383-500	421-500	388-500	372-500