



2019-2020 Pupil Progression Plan

Jefferson Parish Public School System

Background and Purpose

Louisiana state law (R.S. 24.4) requires local education agencies (LEAs) to establish a comprehensive Pupil Progression Plan based on student performance on the Louisiana Educational Assessment Program with goals and objectives that are compatible with the Louisiana Competency-Based Education Program and which supplements the minimum standards approved by the State Board of Elementary and Secondary Education (BESE). **The plan shall address student placement and promotion** and shall require the student’s mastery of grade-appropriate skills before he or she can be recommended for promotion.

The law states that “particular emphasis shall be placed upon the student’s proficiency in grade- appropriate skills which may be considered in promotion and placement; however, each local school board shall establish a policy regarding student promotion and placement.” The law goes on to require the state Department of Education to establish, subject to the approval of BESE, the level of achievement on the fourth and eighth grade LEAP 2025 test—in mathematics, English language arts, science, and social studies—needed for students to advance to grades five and nine. BESE must also determine the nature and application of various intervention options to be used when students fail to meet the minimum academic standards approved by the board.

BESE established minimum standards in [Bulletin 1566 – Pupil Progression Policies and Procedures](#). In October 2017, BESE approved, as Notice of Intent, [revisions](#) to Bulletin 1566 that relate to placement, promotion, and supports and interventions for students not meeting minimum academic standards. BESE has also approved regulations pursuant to state law that relate to placement and promotion in [Bulletin 741 – Louisiana Handbook for School Administrators](#), which includes but is not limited to instructional time, grading policies, and graduation requirements. These bulletins also adhere to federal and state laws and regulations that govern the placement and promotion of students with disabilities, English learners, and transfer students.

The purpose of this document is to assist LEAs in developing their required Pupil Progression Plan in accordance with applicable laws and regulations, and to codify LEA policies and procedures related to student placement and promotion. In each section of this document, language that conforms to applicable laws and regulations has been prepopulated. Space is provided for LEAs to add any additional local policies and procedures that fulfill the mandate of the law and support students in acquiring proficiency in grade-appropriate skills. Once completed, submitted to the Louisiana Department of Education, and published locally, teachers shall determine promotion or placement of each student on an individual basis. LEAs may review promotion and placement decisions in order to ensure compliance with their established policy, and reviews may be initiated by a school’s governing body, the local superintendent, or a student’s parent or legal custodian.

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

Table of Contents

I. Placement of students in kindergarten and grade 1	4
II. Placement of transfer students	5
III. Promotion and support for students in kindergarten and grades 1, 2, 3, 5, 6, and 7.....	8
IV: Promotion and support of students in grade 4	10
V: Promotion and support of students in grade 8 and high school considerations.....	12
VI: Support for students.....	17
VII: Promotion and placement of certain student populations.....	18
VIII: Alternative education placements	22
IX: Due process related to student placement and promotion	24
X: Additional LEA policies related to student placement and promotion	25
XI: LEA assurances and submission information.....	25

I. Placement of students in Kindergarten and Grade 1

Kindergarten

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

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

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

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

Grade 1

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

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

Kindergarten

Early entry into kindergarten for students that have been evaluated and identified as gifted in accordance with the State Department of Education regulations shall be recommended by the Gifted and Talented Coordinator to the Chief of Student Support or designee with concurrence of the principal, kindergarten teachers, parent(s), and school psychologist. In compliance with Act 372, any child who meets the age requirement for enrollment in kindergarten will be tested using a nationally recognized screening for readiness. Desired Results Developmental Profile (DRDP), adopted by the school system from the state approved list, will be administered to every child entering kindergarten for the first time. The results of the screening will be used by teachers to determine the developmental readiness of each student's individual instructional needs.

Grade 1

For those students required to pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade, the Fountas & Pinnell Benchmark Assessment System (BAS) will be administered at the time of enrollment. If after the results of the testing determines the student would be better suited for kindergarten, the parent may register the student for kindergarten or refuse the kindergarten placement. If kindergarten placement is refused, the student may enroll in first grade the following year at the age of 7.

Students applying for admissions into the Advanced Studies Academy program must also adhere to age eligibility requirements as listed above.

II. Placement of transfer students

- A student who has transferred from a public school, in- or out-of-state, or a nonpublic school, shall be granted credit for work completed in the previous school. A properly certified transcript shall be required with the student's record of attendance, levels of achievement, history of immunization, and units of credit earned.
- Evaluation information for exceptional students transferring from another school system shall be reviewed by pupil appraisal and approved by a supervisor of special education before the student is enrolled in a special education program.
- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school, any approved home study program, or a Louisiana resident transferring from any out-of-state school, shall be required to pass the English language arts and mathematics portions of the LEAP placement test.

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

Approved schools within the state (public/nonpublic)

a. Transfers within the School System

Students transferring within the school system during the school year must present an official withdrawal form from the school which they are leaving, in order to register at the new school.

Students with an approved transfer to attend an out of attendance zone school must present the official transfer request form identifying the transfer status.

The parent/legal guardian of the transferring student should sign a release form indicating legal permission to release student records from the school last attended.

The school's designated registrar will provide the parent/guardian with information on registration policies, procedures, student placement, and testing policy.

b. Transfers from a State-Approved School (public/nonpublic;In-state)

In addition to "a" from above, all students transferring must provide a properly certified transcript, showing his/her record of attendance, achievement, and the units of credit earned.

A transferring student entering grades 4, 6, 7, or 8 is not required to take a placement test before enrolling in these grade levels. Students will be placed according to the grade level attained from the previous system.

If the transferring student has not taken the state test, he/she will have to take and pass a State placement test before he/she can enroll in 5th or 9th grade.

The following rules apply for transfer students entering grades 10, 11, or 12:

- Is not required to take the LEAP 2025 High School assessment for courses he or she already successfully completed for Carnegie credit.
- Shall be required to take the LEAP 2025 High School assessments for courses he or she previously took but did not pass.
- May choose to take an LEAP 2025 High School assessment for a course he or she already successfully completed if he/she scored *Unsatisfactory* on an LEAP 2025 High School assessment in another course and the student must pass the LEAP 2025 High School assessment for one of the LEAP 2025 High School assessment pairs.

c. Approved out-of-state schools (public/nonpublic)

In addition to "a & b" from above, students entering grades 4,6,7,8 from an approved out of state public/nonpublic or out of country school are not required to take the placement test before enrolling in these grade levels. Students will be placed according to the grade level attained from the out of state/country system. The transferring student will be allowed credit for work completed in the previous school. Students entering grades 5 and 9 from out of state are required to take a State placement test before enrolling in these grade levels.

d. Home Study and Unapproved schools (public/nonpublic)

Grades 4–9

Students entering grades 4, 6, 7, or 8 transferring to a public school system from home study or any non-approved private school must take and pass both parts of the placement test before enrolling in these grade levels.

Student entering 5th or 9th grade

- If the transferring student from home study, Louisiana nonpublic school, or out of state has not taken the Louisiana state test, he/she will have to take and pass a State placement test before he/she can enroll in 5th or 9th grade.

Grades 10 – 12

Students entering grades 10, 11, or 12 will be screened with a proficiency exam to determine general level of student achievement according to the following criteria:

- If the parent provides extensive documentation of a sustained curriculum during home study in the identified subject area for which a Carnegie unit is being requested, then the student will be administered the appropriate Carnegie unit proficiency exam to determine if Carnegie units can be awarded for each of the subjects taught during home study.
- The principal shall request the proficiency examination from the appropriate central office unit. High school placement is determined by the number of Carnegie units as evidenced by the results of proficiency exams.
- After the student has demonstrated a passing score on the proficiency examination, then the course title earned shall be entered on the Certificate of High School Credits (transcript). Minimum proficiency standards must be indicated in the remarks column designated as a “P” for passing (proficiency grades are not included in GPA calculations). The school issuing the high school diploma must account for all credits required for graduation and document when and where this credit was earned.
- The student shall not be allowed to take proficiency examinations in courses previously completed in an approved high school.
- The student shall not be allowed to take proficiency examinations in art, music, health, or physical education.
- If the parent is unable to provide extensive documentation of a sustained curriculum during home study in the identified subject area for which a Carnegie unit is being requested, the student will not be administered the proficiency exam and the student will be admitted as a freshman.

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

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

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

In grades Kindergarten through 3rd grade, students will not be retained more than one grade.

Kindergarten

To be promoted to the next grade, evidence of academic readiness should be indicated on the kindergarten report card. Jefferson Parish does not recommend retention for kindergarten students. However, retention in kindergarten may be made by recommendation of the Academic Behavior Intervention Team (A/BIT) and/or parental consent on a case-by-case basis.

Grades 1, 2, and 3

To be promoted to the next grade, a student must achieve the minimum course requirements as reflected by passing grades in both ELA and mathematics. Passing grades in these subjects reflect proficiency in grade appropriate skills. Currently, this proficiency is measured by a quality point system. An annual total of four (4) quality points in each subject (ELA and mathematics) must be earned to pass. A student in grades 1, 2, or 3 must earn at least one (1) quality point in either the 3rd or 4th marking period in order to pass the subject for the year.

The following should be reviewed by the school level A/BIT with administrative approval for additional promotional decisions:

- If a student fails any core subject (ELA or mathematics), he/she may attend summer programs (if available) for support and consideration for promotion.
- When significant academic improvement is evident, a student's placement should be reviewed by the A/BIT team.

Grade 5

In grades 4th and 5th, students will not be retained more than one grade.

To be promoted to the next grade, a student must achieve the minimum course requirements as reflected by passing grades in all four (4) academic subjects of ELA, mathematics, science, and social studies. Passing grades in these subjects reflect proficiency in grade appropriate skills. Currently, this proficiency is measured by a quality point system. An annual total of four (4) quality points in each subject (ELA, mathematics, science, and social studies) must be earned to pass. A student in grade 5 must earn at least one (1) quality point in either the 3rd or 4th marking period in order to pass the subject for the year.

- With prior approval of the principal, a student who fails one or two promotional subjects may be considered for promotion to the next grade by if he/she attends a state-approved summer school and passes the subject(s) failed or by A/BIT if he/she attends a district-provided summer program or summer extension program (if available) and demonstrates proficiency in the subject(s) failed.
- A student who will be twelve (12) on or before September 30th may be considered for promotion to the next grade by the A/BIT committee and/or principal. In order for this promotion to take place, the principal of the middle school the student will attend must agree to this placement. If there is not an agreement between the elementary and middle school principals, then the Chief of Schools will make the final decision on promotion.
- If a student has a failing final average in science or social studies on the report card, he/she must have scored at the Basic level or above on the spring 2018 LEAP 2025 assessment in order to be considered by A/BIT for promotion.

- A student who fails three (3) or more promotional subjects and is not twelve (12) on or before September 30th is ineligible for promotion to the next grade by attending a state-approved summer school or a district-provided summer program (if available).

Grades 6 and 7

To be promoted to the next grade, a student must achieve the minimum course requirements as reflected by passing grades in all four (4) academic subjects of ELA, mathematics, science, and social studies. Passing grades in these subjects reflect proficiency in grade appropriate skills. Currently, this proficiency is measured by a quality point system. An annual total of four (4) quality points in each subject (ELA, mathematics, science, and social studies) must be earned to pass. A student in grades 6 and 7 must earn at least one (1) quality point in the 4th marking period in order to pass the subject for the year.

- With prior approval of the principal, a student who fails one or two promotional subjects may be considered for promotion to the next grade if he/she attends a state-approved summer school and passes the subject(s) failed or by A/BIT if he/she attends a district-provided summer program (if available) and demonstrates proficiency in the subject(s) failed.
- A student who fails only one promotional subject will be allowed to progress in the course sequence in the three subjects passed, but not in the subject failed. The student will be assigned to the higher grade level and may be scheduled into an additional academic subject or remediation (ELA, mathematics, science, or social studies) in lieu of half of physical education time to complete the course requirements for the subject failed. (Ex. ELA 7, Mathematics 7, Science 7, Social Studies 7, and Mathematics 6).
- With prior approval of the principal, a student who fails three (3) promotional subjects may be considered for promotion by attending a state approved summer school or by A/BIT if he/she attends district-provided summer program (if available) for two (2) of the failed subjects. If the student passes the two courses in the state approved summer school or shows proficiency in the two courses in the district provided summer school (if available), the student will be assigned to the higher grade level and may be scheduled into an additional academic subject (ELA, mathematics, science, or social studies) in lieu of half of physical education to complete the course requirements for the subject failed. (Ex. ELA 7, Mathematics 7, Science 7, Social Studies 7, and Mathematics 6)
- If a student fails 6th or 7th grade twice, the student will be referred to A/BIT for appropriate remediation. Students failing during the school year should be discussed during A/BIT. All retained students are referred to A/BIT the following year.
- If a student in 6th or 7th grade is two or more years behind in grade level placement, an Academic Contract will be offered to the student to recover one of those years. If the student has a current IEP or IAP, the contract cannot conflict with IEP or IAP goals and accommodations. Over-age students may also be eligible for alternative programs.
- If a student has a failing final average in science or social studies on the report card, he/she must have scored at the Basic level or above on the spring 2019 LEAP 2025 assessment in order to be considered by A/BIT for promotion.

Grades K, 1, 2, 3, 4, and 5 English Learners (ELs)

No ELL student shall be retained solely due to English language limitations. "In accord with federal law, it is a violation of the Regulation Implementing Title VI of the Civil Rights Act of 1964 if limited English proficient students are retained in a grade for failure to demonstrate basic English skills." Age and language proficiency are primary factors to consider in determining retention. However, an ESL teacher may recommend the retention of an English Learner (EL) who has made little progress in acquiring grade-appropriate academic knowledge, provided sufficient and appropriate documentation is obtained and guidelines in the JPS Pupil Progression Plan are also followed. The ESL teacher initiates the process by completing The Retention Review and Recommendation Form. All general education teachers are consulted in completion of the form. Following consultation by an ELL coordinator, a conference is held. This conference must include the parent/guardian, the ESL teacher, and the principal or A/BIT chairperson. The completed Retention Review and Recommendation Form is forwarded to the Executive Director of English Language Equity & Acquisition for final authorization.

Late Entry Grading Middle/High School English Learners (ELs)

For immigrant student, the district's attendance policy begins at the date of registration. The student's promotion to the next grade is determined by the achievement of passing grades in his/her class.

In keeping with the attendance policy stated above, for a student arriving too late in the semester to receive a letter grade, the student shall receive "NG," No Grade, for that grading period's courses. The school may not give the student an "F" to a student simply because s/he was not registered in school. At the end of the semester, if an actual letter grade cannot be given based on the student's achievement in the course, the student's grade will be changed to "NC," No Credit.

Additional Considerations for students in kindergarten and grades 1, 2, 3, 5, 6, and 7

An individual request by a parent or teacher for review of a promotion decision is made at the school level through the principal and/or A/BIT committee. A request for review of a school-based decision should be submitted in writing to and approved by the school's Executive Director of School Support or designee.

IV. Promotion of students in grade 4

- Each LEA shall identify third and fourth grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Fourth grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an Individual Academic Improvement Plan (IAIP) that adheres to the following requirements:
 - The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.

- The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
 - The student shall be afforded the opportunity to receive grade-level instruction during the summer.
 - Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
 - The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.
- The LDOE will provide to each LEA a roster of third and fourth grade students who have scored below the “Basic” achievement level in at least two core academic subjects. Such roster will assist the LEA in making final determinations relative to students’ required individual academic plans.
 - The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
 - The individual academic improvement plan shall continue to be in effect until such time as the student achieves a score of “Basic” in each of the core academic subjects that initially led to the development of the student’s IAIP.

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

In grades 4th and 5th, students will not be retained more than one grade.

To be promoted to the next grade, a student must have a passing final average in all four (4) academic subjects of ELA, mathematics, science, and social studies. Passing grades in these subjects reflect proficiency in grade appropriate skills. Currently, this proficiency is measured by a quality point system. An annual total of four (4) quality points in each subject (ELA, mathematics, science, and social studies) must be earned to pass. A student in grade 4 must earn at least one (1) quality point in either the 3rd or 4th marking period in order to pass the subject for the year.

- The LEA will use the LDOE IAIP template.
- With prior approval of the principal, a student who fails one or two promotional subjects may be considered for promotion to the next grade if he/she attends a state-approved summer school and passes the subject(s) failed or by A/BIT if he/she attends a district-provided summer program or summer extension program (if available) and demonstrates proficiency in the subject(s) failed.
- A student who fails three (3) or more promotional subjects is ineligible for promotion.

Additional Considerations

An individual request by a parent or teacher for review of a promotion decision is made at the school level through the principal and/or A/BIT committee. A request for review of a school-based decision should be submitted in writing to and approved by the school's Executive Director of School Support or designee.

If a student scores below Basic in two or more core subjects, an IAIP is required for each subject.

- **Action Step 1: Identify students.** Identify students using all available information about student learning and the results/roster provided by LDE.
- **Action Step 2: Engage family and create a plan.** Engage family at school level to discuss intervention options for student. Create an IAIP in partnership with teacher and family. Parent/legal guardian signs IAIP parent/legal guardian agreement form.
- **Action Step 3: Determine status.** Continue IAIP until student meets expectations, and per school system policy, determine final retention or promotion status.

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

a. Promotion of students in grade 8

Regular Grade 8 Promotion

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

Grade 8 Promotion Waivers

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

statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.

- *Custody Issues*—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation

Transitional 9th Grade

- Any first-time eighth grade student who does not meet the passing standard set forth in BESE Bulletin 1566, §703, and any student not eligible for any waiver pursuant to §707 of the bulletin, after completing summer remediation, may be placed on a high school campus in transitional ninth grade.
- LEAs shall follow the guidelines set forth in §703 to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA's eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA's eighth graders placed in transitional ninth grade exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the prior school year, the local superintendent of that LEA shall provide a written justification to the state superintendent.
- The initial decision to place a student in the transitional ninth grade or to retain a student in the eighth grade shall be made by the school in which the student is enrolled in the eighth grade, in consultation with the student's parents.
- The LEA shall admit transitional ninth grade students, subject to any admissions requirements approved by the school's governing authority or charter authorizer.
- For any student who recently completed the eighth grade from another state or country and is transferring into the LEA after summer remediation has taken place, the LEA shall review the student's academic record to determine appropriate placement in ninth grade or transitional ninth grade. Students placed in the transitional ninth grade shall complete the remediation program offered by the LEA. Such placement shall occur no later than October 1 of each school year.
- After one full year of transitional ninth grade, students shall be included in the ninth grade graduation cohort for high school accountability purposes.
- Students enrolled in transitional ninth grade shall receive appropriate academic supports in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such academic supports shall be included in the student's individual graduation plan (IGP). Progress pursuant to such specified academic supports shall be reviewed at least once throughout the school year in order to determine effectiveness and any needed adjustments.

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

8th Grade

To be promoted to the next grade, a student must have a passing final average in all four (4) academic subjects of ELA, mathematics, science, and social studies. Passing grades in these subjects reflect proficiency in grade appropriate skills. Currently, this proficiency is measured by a quality point system. An annual total of four (4) quality points in each subject (ELA, mathematics, science, and social studies) must be earned to pass. A student in grade 8 must earn at least one (1) quality point in the 4th marking period in order to pass the subject for the year. If an 8th grade student enrolled in a Carnegie credit bearing course fails the course, the student will be allowed to attend summer school to earn the credit or be allowed to retake the course.

- In order to pass a course lasting two (2) marking periods, a student must earn a passing grade in the 2nd or last marking period and earn a minimum of a 1.0 average.
- In order to pass a course lasting one (1) marking period (e.g. half credit course on a block schedule), the letter grade the student earns for the marking period will become the student's final average for the course.
- With prior approval of the principal, a student who fails one or two promotional subjects may be considered for promotion to the T9 program or 9th grade (contingent on state test results) if he/she attends a state-approved summer school and passes the subject(s) failed. A student may also be promoted to the T9 program by an ABIT/IEP decision. Students identified as a T9 will be provided the following:
 - A summer remediation program or extended summer remediation program
 - An Academic Plan the following year

Entry Criteria for 8th Grade Core Carnegie Courses

The following should be considered for students to enter a Core Carnegie course during their 8th grade year (if available):

- Score of a Basic or above in the core subject area on 7th grade LEAP 2025
- Final grades of an A or a B in the core subject area during 7th grade
- The school's ABIT team or a similar committee should be make final determinations about considerations for entry into Core Carnegie courses for 8th graders.

Additional Considerations

An individual request by a parent or teacher for review of a promotion decision is made at the school level through the principal and/or A/BIT committee. A request for review of a school-based decision should be submitted in writing to and approved by the school's Executive Director of School Support or designee.

Transitional 9th Grade

As schools seek to address the challenges of 9th grade transition, it is critical to ensure a smooth transition for all students and proper supports for students who need additional academic remediation. The following items assist with Transitional 9th Grade:

- **Identify Students:** During the summer between the end of the 8th grade year and the beginning of the student's transitional 9th grade year, sending and receiving schools will collaborate with each other and the district to determine the placement of non-proficient students (based upon evidence of student learning, including but not limited to, standardized test scores, coursework, behavioral data, and/or failure to meet the passing standard).
- **Plan for student support:** The middle school will develop an Individual Graduation Plan (IGP) at the end of the 8th grade year. Decisions concerning a student's academic pathway must be made on an individual student-by-student basis, taking into account the previous guidance to determine the most beneficial pathway for each student.
- **Counselor tools and supports:** High schools will complete the Academic Support Plan for each transitional 9th grade student in order to extend remediation and to address support needs. The IGP will be reviewed and updated annually.

b. High school promotion and transition considerations

Instructional Minutes: When awarding credit based on instructional time, LEAs shall provide a minimum of 7,965 instructional minutes for one Carnegie credit, and students shall be in attendance for a minimum of 7,515 minutes. In order to grant one-half Carnegie credit, LEAs shall provide a minimum of 3,983 instructional minutes, and students shall be in attendance for a minimum of 3,758 minutes.

Individual Graduation Planning: By the end of the eighth grade, every student (with the assistance of his parent or other legal custodian and school guidance personnel, counselor) or IEP team (when applicable) shall begin to develop an [Individual Graduation Plan](#) (IGP). An IGP guides the next academic year's coursework, assisting students in exploring educational and career possibilities and in making appropriate secondary and postsecondary education decisions as part of an overall career/postsecondary plan.

Financial Aid Planning: Louisiana requires public school students graduating spring 2018 and beyond to take one of the following steps as part of their Individual Graduation Plan:

1. [Complete the FAFSA](#); or
2. [Complete the Louisiana TOPS form](#); or
3. Certify a waiver in writing to the LEA (sample: [non-participation LEA form/Letter](#)); or
4. Receive a waiver through the district hardship waiver process.

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

- The early graduation program may include distance education (§2326), dual enrollment (§2327), and Carnegie credit and credit flexibility (§2314).

- LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.

In the space below, please describe any local policies or additional considerations used to determine the promotion of students in Grades 9 and above and to support their attainment of a high school diploma.

In order to be promoted from one grade classification to another in any type of schedule (4x4, AB Block, six-period day, seven-period day, etc.), a student must have earned Carnegie units of credit, as follows:

Promotion	
From Grade	Total Earned Carnegie Units of Credit
9 to 10	6 units
10 to 11	12 units
11 to 12	18 units

In order to be classified as a 12th grader, a student must be able to meet all state and diploma requirements for graduation in the spring of the academic year. Proficiency is required in all course work attempted. Currently this proficiency is measured by a quality point system equating to letter grades.

- In order to pass a course, students must earn a minimum of a 1.0 average. *Averages of less than 1.0 may not be rounded up to attain a 1.0 average.*
- For courses lasting one marking period, the letter grade the student earns for the marking period will become the student’s final average for the courses. (e.g., 4x4 Block Schedule – half credit courses)

Carnegie unit courses offered in Jefferson Parish Public Schools are either half credit or full credit courses. If a student is unsuccessful in a half credit or full credit course(s), he/she may be rescheduled in that course if the school’s master schedule allows. In order to receive credit for any Carnegie unit course, students must meet both the grading and attendance requirements.

Students must complete all graduation requirements as outlined by the state of Louisiana including the completion the required Carnegie units, passing the required assessments, and the completion of financial aid (FAFSA) requirements to earn a standard high school diploma.

Students who pass both 9 weeks, but fail the final exam, resulting in the final grade of F, must repeat the second half of the course and earn a grade of C or better.

Credit Recovery Program Grading Policy 9-12

The Credit Recovery program offers students an opportunity to repeat failed core courses using an individualized-paced, interactive computer program. Student activities are adjusted based upon the student's individualized mastery of skills. Once students have completed all requirements for a particular course, the facilitator will complete the necessary paperwork for issuing the student's grade and submit it to the school counselor who will then make the appropriate adjustments to the student's transcript. Grading criteria for the program is as follows: mastery tests/quizzes/exempted assignments (50%), End of Semester assessment (25%), and unit post-assessments (25%).

Students enrolled in a course for the first time, which is not a credit recovery course or part of an accelerated program, shall only earn credit according to the transitional seat time. If a student has previously passed the exam, he or she may "bank" the score to be factored into the Credit Recovery course grade.

VI. Support for students

School year support

- The individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.
- The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:
 - The student is placed in the classroom of a teacher who has been rated "Highly Effective" or "Effective Proficient" pursuant to his/her most recent evaluation or has achieved a value-added rating of "Highly Effective" or "Effective Proficient" pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
 - The student completes summer remediation.
 - Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
 - The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student's identified weaknesses.
- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

The LEA will offer, at no cost, extended, on-grade level instruction through summer remediation to students who did not take the spring LEAP tests or who failed to meet the standard set forth in §701 and §703 of BESE Bulletin 1566. The LEA will provide transportation to and from the assigned remediation summer site(s) from, at a minimum, a common pick-up point.

Student with disabilities attending summer remediation will receive special supports as needed.

Summer remediation

Pursuant to state law (R.S. 17:24.4), LEAs shall continue to offer summer remediation to any student not meeting promotion standards as determined by BESE. Summer remediation programs will meet all of the following requirements:

- Uses curriculum determined by the Louisiana Department of Education to fully align to Louisiana State Standards (Bulletin 141 – *Louisiana Standards for English Language Arts*, Bulletin 142 – *Louisiana Standards for Mathematics*, Bulletin 1962 – *Louisiana Science Content Standards*, and Bulletin 1964 – *Louisiana Social Studies Content Standards*).
- Utilizes teachers rated “Highly Effective” pursuant to the teacher’s most recent evaluation or have achieved a value-added rating of “Highly Effective” on the most recent evaluation.
- Limits remedial (below grade-level) instruction to only necessary and focused skills as identified from top-quality assessments and does not account for more than 35 percent of the total summer remediation instructional time.

VII. Promotion and placement of certain student populations

Students with disabilities

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

English learners

- The requirements of Title VI of the Civil Rights Act of 1964 are as follows:
 - Establish procedures to identify language minority students.
 - Establish procedures to determine if language minority students are Limited English Proficient.
 - Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.
- Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.

- Establish procedures to monitor former Limited English Proficient students for two years.
- Ensure that no LEP student shall be retained solely because of limited English proficiency.

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

Students with disabilities

Alternate pathways may be available for promotion and placement for students with disabilities.

Placement

Classroom placement is an IEP decision and is based on student need. It takes into consideration student need in development areas and is not based solely on classification or another single area.

English learners

Each student entering JPS for the first time must complete the Home Language Survey (HLS). This completed survey is the official language screening form and must be kept in the student's cumulative pocket.

Any student whose HLS indicates a primary or home language other than English, regardless of whether or not the student speaks English, is sent to an ESL (English as a Second Language) Testing Center. The student is identified as a PHLOTE (Primary Home Language Other Than English) student at the center and language screening is completed. All domains of English are assessed: listening, speaking, reading, and writing. EL (English Learner) status and proficiency level* are determined and the student is categorized as *Emerging*, *Progressing EL* or *fully proficient* in English. All ELs are offered ESL program participation. ELs whose parents refuse ESL program participation are assigned to attend their district school.

*The 2019-2020 school-year will be a transitional year. JPS will be implementing the state English Language Proficiency Screener (ELPS) a screener for new students entering the district after August 1, 2019.

Students in Grade K-8 are placed in a grade-level that is chronologically age appropriate. If an immigrant student was not age appropriately grade placed in a district school other than Jefferson Parish, the Executive Director of English Language Equity and Acquisition may age appropriately place the child at the time of registration. At registration, a change in grade-level placement may be requested for an Emerging EL to the Executive Director of Language Equity and Acquisition by the child's parent. In grades 9-12, ELs are placed in the appropriate grade level based on awarded credits. For immigrants, the school principal, guidance counselor, and/or a representative from the English as a Second Language office will use Validate My Education Transcript Evaluation Services to evaluate foreign transcripts and award credit. Entering EL 15 years or older are placed on a high school campus.

Students who are identified as non-English speakers or English Language Learners (EL) shall be offered specialized language services which address their instructional needs in acquiring the English language and academic content.

Elementary School Specialized Language Services

Each JPS elementary school provides ELs with appropriate instruction delivered by appropriately qualified staff, and each school is accountable for both compliance and quality of the program delivery. The

instructional strategies and the amount of time devoted to ESL instruction for Emerging EL students must be differentiated from the strategies and time commitments that are appropriate for Progressing students even though all levels may be in the same classroom. All ESL teachers assigned to serve English Learners must be ESL endorsed or must be working toward ESL-endorsement.

Elementary students may receive English as a second language services in classrooms using one of the following models:

1. Designated Classrooms: Regular curriculum using sheltered instruction with accommodations, native language support; and ESL strategies
2. ESL Pull out Classes: ESL strategies for English language acquisition, and native language tutoring in content areas
3. ESL Push-In Classes: Co-teaching between classroom teacher and ESL endorsed teacher in a heterogeneous classroom
4. ESL Coaches: English Learners are scheduled in a general education classroom with accommodations, native language support, and ESL best teaching practices implemented by the general education teacher. The campus has a full-time ESL Coach that collaborates with general education classroom teachers to address the needs of English Language Learners.
5. Dual Language (DL)/Two-Way Immersion (TWI): DL/TWI is an equitable, high-quality instructional model that serves the educational needs of the English Learners by integrating populations of native English speakers with those of another language (i.e. Spanish), and providing instruction in both languages.

Middle and High School Specialized Language Services

Middle and High school teachers of English Learners are expected to modify instruction, pacing, materials, assessments, and grading practices as necessary and appropriate to meet the needs of their students. Teachers will allow ELs to demonstrate their knowledge and skills, as appropriate, in their primary language or in oral, rather than written English. Schools will be staffed with an ESL Coach(s) to serve as a peer coach for general education classroom teachers to address the needs of English Learners in their classroom.

Middle and High School Newcomer Classrooms

The Newcomer Program may consist of classes within existing middle, and/or high schools, which students can attend for most of the day while attending regular classes with the general student population for the remainder of the day. Students who meet all if the below criteria may be scheduled to Newcomer classrooms:

- Recent immigrant students –with no or limited English proficiency and often limited formal education
- The student has an interrupted formal education (SIFE)
- Score Emerging on the English Language Proficiency Screener (ELPS)
- Have never been enrolled or has been enrolled in a school in the United States for less than one calendar year (throughout the course of their education).
- The student will be at least 11 yrs. old but no older than 15 yrs. old by September 30. (Student will be placed in middle school).
- The student will be at least 15 yrs. old but no older than 19 yrs. old by September 30. (Student will be placed in high school).

Administrators responsible for scheduling must be sensitive to the particular needs of ELs and make all possible scheduling accommodations. Students ready for greater access to academic courses should be permitted to enroll as soon as feasible.

Specialized Language Services Refusals

If a parent refuses the alternative language program (ESL), the child will be placed in his or her district school in the general education program. The child will receive appropriate accommodations and support by their classroom teacher. Students who refuse services will continue to be federally identified as an English Learner (EL) and are required by the state of Louisiana to take the annual English Language Proficiency Test (ELPT) which measures the student's English language proficiency and is a determining factor in his/her exit status the following school year.

Monitoring of Exited Students

At the beginning of each school year, schools must pull a roster of all ELs who have met the state exiting criteria and are now in Monitor Year One (M1), Monitor Year Two (M2), Monitor Year Three (M3) or Monitor Year Four (M4). M1, M2, M3, and M4 students' academic achievement is monitored by the school's lead ESL teacher, ESL Coach(s) and principal or designee once a year. The team will meet to determine if further services are required for the exited student's success. If and when any exited EL shows signs of academic distress, the school is to reconnect them with the ESL teacher or ESL para professional for continued support.

The campus ESL lead teacher or coach will complete the Former English Learner Monitoring Form for all students that are in Monitor Year 1 , Year 2, Year 3 and Year 4.

Reclassification

A student exited from the program may be re-enrolled in an ESL program if evidence indicates that the student is not academically successful.

The Exit Review Committee will recommend the student to the school's Academic /Behavior Intervention Team and notify the student's parent of the potential re-enrollment in an ESL program and provide the parents with evidence leading to the decision. The school's A/BIT committee will determine which accommodations will be implemented or if the students should be recommend to the ESL department for a re-administration of the English Language Proficiency Screener (ELPS). As in the initial placement in an ESL program, the parent retains the right to approve or refuse ESL services.

VIII. Alternative education placements

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

In the space below, please describe the LEA's policies for placement of students in an alternative program or school, including any promotion policies that may differ from what was provided above.

Alternative schools/programs

Alternative schools are available at Westbank Community School (elementary and middle) and Martyn Community School (elementary, middle, and high). Additional non-traditional options include the following:

Jefferson Parish Schools offers a variety of alternative options for students and families. Students in grades 3-8 are offered alternative schooling at Westbank Community, and students in grades 8-12 are offered options at Strehle Community School. Several alternative programs are offered:

Flex School Program: (Strehle)

- Specialized program designed for students in grades 9-12 who would like the option of earning their diploma or equivalency diploma at an accelerated rate
- Students have the option of a full-day or half-day program
- Students are recruited for entry using early warning indicators for students at risk of dropping out or can apply to enter through their high school counselor
- Students complete coursework using a blended learning model (face-to face and distance/online learning)

JPS Virtual Academy: (Strehle)

- Designed for students in grades 9-12 who which to complete all coursework needed to obtain a diploma online or through distance learning
- Students must reside in Jefferson Parish and complete an application for admission
- Parents are required to attend quarterly conference meetings with the program director and counselor
- For coursework completed at home, students must provide their own computer and internet service at home

Off-site Suspension: (Westbank and Strehle)

- Designed for students in grades 3-12 who chronically disrupt the school campus and consistently violate the district's code of conduct
- Offers an off-site suspension program to reduce out of school suspensions, teacher character education, and complete coursework
- Recommended for entry by principal and approved by Hearing Officer and Executive Director of Special Programs/Special Education Compliance (documentation of implemented FBA, BSP, and Interventions required)
- Students' length of stay determined by Hearing Officer and Executive Director of Special Programs/Special Education Compliance and defined by the category of offense

Expelled Students: (Westbank and Strehle)

- Designed for students recommended for expulsion by principal and upheld by District Hearing Officer (also MDR for students with disabilities) for students in grades 3-12
- Expelled students at Alternative site may have a term of stay set by the Hearing Officer/MDR team of 45 days or fewer. Students not meeting behavior targets may have their stay extended. (Students with Disabilities must follow IDEA guidelines)

Multi-Sensory Therapeutic Classrooms:

- Therapeutic classes provided to students who need them (grades K-12). Recommended by the principal or requested by parent, and approved by Executive Director of Special Programs/Special Education Compliance
- Also designed for students in grades K-2 who have unsuccessfully completed Tier III interventions

JCFA

JCFA is designed for Jefferson Parish students in grades 9-12 who were not successful in the traditional high school setting. The vision is to re-engage students to increase the graduation rate and to define specific avenues to guide students to post-secondary training and the workforce. JCFA will provide a clear pathway to career opportunities by utilizing the business community's reliance on project-based learning and teamwork development. JCFA students will experience relevance in their academic courses and will be empowered to meet the required academic rigor.

JCFA offers students an opportunity to work at their own pace by providing flexible student attendance schedules, self-paced curriculum, and dual enrollment career technical courses in order to achieve the state requirement for a high school diploma. Parents must fill out an application at www.icfa.com to enroll.

IX. Due process related to student placement and promotion

In the space below, please describe the LEA's due process procedures related to student placement for regular education students, students with disabilities having an Individualized Education Program plan, and students having an Individual Accommodation/Section 504 plan.

Change in student placement

A change in grade level placement may be requested to a school's principal and A/BIT during the first marking period of enrollment through a Request for Change in Grade Level Placement form. The form will be sent to the Executive Director of Student Support for approval. If the person making the request does not agree with the decision from the school or Executive Director, then the person may petition to the Chief of Schools. The request for appeal must be made within 14 calendar days following the decision.

Students with disabilities

Due process procedures for qualified students with disabilities are consistent with those described in the approved Individuals with Disabilities Education Improvement Act (IDEIA 2004) and must be consistent with those defined in Title V of the Rehabilitation Act, 20 U.S.C. 794 and *Bulletin 1706*, Regulations for Implementation of the Children with Exceptionalities Act (R.S.17:1941 et seq.) section 507-509.

Section 504 students

Due process procedures for qualified students are consistent with the definitions set forth in Section 504 of the Rehabilitation Act of 1973 and included in the *Parental Rights for Exceptional Students* Booklet distributed to parents at the time parental permission is requested.

English Language Learners

Due process procedures for ELLs whose parents may also be limited English proficient are in accord with those described in the *Louisiana Department of Education's ELL Handbook* and in the *JPPSS ESL Policies and Procedures Manual*.

Hearings

If at any time the parents cannot come to an agreement with the school regarding their child's education, they have the right to ask for an impartial hearing. The hearing may be held on any matter relating to the identification, evaluation, or placement of the child or the provision of a "free appropriate public education."

Either party aggrieved by the hearing decisions maintains the right to Judicial Review. To obtain a hearing, the parent should make a written request to the Louisiana Department of Education. An impartial hearing officer will be assigned to preside over any such hearing and arrive at a decision. To ensure impartiality, a hearing officer may not be:

- a. An employee of a public agency (school system, institution, etc.) which is involved in the education or care of the child.
- b. Anyone who has a personal or professional interest which would conflict with objectivity in the hearing.

Hearing Rights

Rights to which both the parents and the school are entitled include the right to:

- a. Be accompanied and advised by legal counsel and by persons with special knowledge of the problems of children with disabilities.
- b. Present evidence, cross-examine, and compel the attendance of witnesses.
- c. Receive a written or recorded verbatim record of the hearing.
- d. Receive a written record of the findings of fact(s) and decision(s) resulting from the hearing.
- e. Have their child attend the hearing.
- f. Open the hearing to the public.

X. Additional LEA policies related to student placement and promotion

In the space below, please describe any additional LEA policies related to student placement and promotion that have not been addressed in other sections of this document.

See attached forms

XI. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) _____ 2017-2018 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: _____

Superintendent

Board President



JPPSS GRADING POLICIES 2019-2020

Minimum Number of Grades Required per Nine Weeks

Grade Levels	1 st Nine Weeks	2 nd Nine Weeks	3 rd Nine Weeks	4 th Nine Weeks
K	ELA & Math 6 test grades (Checklists, rubrics, performance tasks, etc.) Science & Social Studies (non-promotional) 2 participation grades per subject	ELA & Math 6 test grades (Checklists, rubrics, performance tasks, etc.) Science & Social Studies (non-promotional) 2 participation grades per subject	ELA & Math 6 test grades (Checklists, rubrics, performance tasks, etc.) Science & Social Studies (non-promotional) 2 participation grades per subject	ELA & Math 6 test grades (Checklists, rubrics, performance tasks, etc.) Science & Social Studies (non-promotional) 2 participation grades per subject
1st-2nd	ELA & Math 6 test grades (3 summative/major 3 formative/minor) 5 participation grades per subject Science & Social Studies (non-promotional) 4 participation grades per subject	ELA & Math 7 test grades (3 summative/major 4 formative/minor) 5 participation grades per subject Science & Social Studies (non-promotional) 4 participation grades per subject	ELA & Math 7 test grades (3 summative/major 4 formative/minor) 5 participation grades per subject Science & Social Studies (non-promotional) 4 participation grades per subject	ELA & Math 6 test grades (3 summative/major 3 formative/minor) 5 participation grades per subject Science & Social Studies (non-promotional) 4 participation grades per subject
3rd	ELA & Math 6 test grades (3 summative/major 3 formative/minor) 5 participation grades per subject Science & Social Studies (non-promotional) 4 test grades (2 summative/major 2 formative/minor) 5 participation grades per subject	ELA & Math 7 test grades (3 summative/major 4 formative/minor) 5 participation grades per subject Science & Social Studies (non-promotional) 4 test grades (2 summative/major 2 formative/minor) 5 participation grades per subject	ELA & Math 7 test grades (3 summative/major 4 formative/minor) 5 participation grades per subject Science & Social Studies (non-promotional) 4 test grades (2 summative/major 2 formative/minor) 5 participation grades per subject	ELA & Math 6 test grades (3 summative/major 3 formative/minor) 5 participation grades per subject Science & Social Studies (non-promotional) 4 test grades (2 summative/major 2 formative/minor) 5 participation grades per subject
4th-12th *Regular and Semester (4x4 block) schedules	7 test grades (3 summative/major 4 formative/minor) 5 participation grades per subject	7 test grades (3 summative/major 4 formative/minor) 5 participation grades per subject *Semester Courses follow 4 th nine weeks minimum number of required grades.	7 test grades (3 summative/major 4 formative/minor) 5 participation grades per subject	6 test grades (3 summative/major 3 formative/minor) 5 participation grades per subject

6th-12th *A/B block schedule ONLY	5 test grades (2 summative/major 3 formative/minor) 4 participation grades per subject	5 test grades (2 summative/major 3 formative/minor) 4 participation grades per subject	5 test grades (2 summative/major 3 formative/minor) 4 participation grades per subject	5 test grades (2 summative/major 3 formative/minor) 4 participation grades per subject
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- District Benchmark Exams must be counted as a summative grade (with the exception of K, which should be counted at the discretion of the principal).
- SLT Pre-Tests or Diagnostics may NOT count as a grade.
- SLT Post-Tests may COUNT as an exam grade or one of the required test grades at the discretion of the principal.
- Test grades may NOT be counted twice.
- All test grades must be submitted in the electronic gradebook within ONE WEEK of being administered.
- Starting in grade 3, promotional courses must include at least 3 summative/major tests per nine weeks that mirror a section of the LEAP/EOC tests. Teachers are encouraged to create additional summative/major assessments.
- Conduct grades are NOT to be used when determining honor roll status

Grade Recovery

- All summative grades must be eligible for grade recovery within the same nine weeks.
- Students scoring a D or an F on a summative assessment must be offered an opportunity for grade recovery following an opportunity for reteaching.
- The new grade should be reflective of the average of the original score earned and the score earned on the retest.
- Each school will have in place a plan on how students will remediate and retest to align to these district-level requirements including more specific timelines, structure for reteaching, and requirements around retesting.



JPPSS Spanish Dual Language GRADING POLICIES 2019-2020

Minimum Number of Grades Required per Nine Weeks

Grade Levels	1 st Nine Weeks	2 nd Nine Weeks	3 rd Nine Weeks	4 th Nine Weeks
Spanish K	SLA & Math 6 test grades (Checklists, rubrics, performance tasks, etc.) Science & Social Studies (non-promotional) 2 participation grades per subject	SLA & Math 6 test grades (Checklists, rubrics, performance tasks, etc.) Science & Social Studies (non-promotional) 2 participation grades per subject	SLA & Math 6 test grades (Checklists, rubrics, performance tasks, etc.) Science & Social Studies (non-promotional) 2 participation grades per subject	SLA & Math 6 test grades (Checklists, rubrics, performance tasks, etc.) Science & Social Studies (non-promotional) 2 participation grades per subject
English K	ELD 2 test grades (Checklists, rubrics, performance tasks, etc.)			
Spanish 1st	SLA 4 test grades (2 summative/major 2 formative/minor) 3 participation grades Math 6 test grades (3 summative/major 3 formative/minor) 5 participation grades Science & Social Studies (non-promotional) 4 participation grades per subject	SLA 5 test grades (2 summative/major 3 formative/minor) 3 participation grades Math 7 test grades (3 summative/major 4 formative/minor) 5 participation grades Science & Social Studies (non-promotional) 4 participation grades per subject	SLA 5 test grades (2 summative/major 3 formative/minor) 3 participation grades Math 7 test grades (3 summative/major 4 formative/minor) 5 participation grades Science & Social Studies (non-promotional) 4 participation grades per subject	SLA 4 test grades (2 summative/major 2 formative/minor) 3 participation grades Math 6 test grades (3 summative/major 3 formative/minor) 5 participation grades Science & Social Studies (non-promotional) 4 participation grades per subject
English 1st	ELD/ELA 2 test grades (1 summative/major 1 formative/minor) 2 participation grades			
Spanish 2nd	SLA 3 test grades (1 summative/major 2 formative/minor) 3 participation grades Math 6 test grades (3 summative/major 3 formative/minor) 5 participation grades Science & Social Studies (non-promotional) 4 participation grades per subject	SLA 4 test grades (1 summative/major 3 formative/minor) 3 participation grades Math 7 test grades (3 summative/major 4 formative/minor) 5 participation grades Science & Social Studies (non-promotional) 4 participation grades per subject	SLA 4 test grades (1 summative/major 3 formative/minor) 3 participation grades Math 7 test grades (3 summative/major 4 formative/minor) 5 participation grades Science & Social Studies (non-promotional) 4 participation grades per subject	SLA 3 test grades (1 summative/major 2 formative/minor) 3 participation grades Math 6 test grades (3 summative/major 3 formative/minor) 5 participation grades Science & Social Studies (non-promotional) 4 participation grades per subject
English 2nd	ELD/ELA 3 test grades (1 summative/major 2 formative/minor) 2 participation grades			

Spanish 3rd -8th	SLA 3 test grades (1 summative/major 2 formative/minor) 3 participation grades Math 6 test grades (3 summative/major 3 formative/minor) 5 participation grades per subject Science (3rd grade only) (non-promotional) 4 test grades (2 summative/major 2 formative/minor) 5 participation grades Science 4th-8th 7 test grades (3 summative/major 4 formative/minor) 5 participation grades	SLA 3 test grades (1 summative/major 2 formative/minor) 3 participation grades Math 7 test grades (3 summative/major 4 formative/minor) 5 participation grades per subject Science (3rd grade only) (non-promotional) 4 test grades (2 summative/major 2 formative/minor) 5 participation grades Science 4th-8th 7 test grades (3 summative/major 4 formative/minor) 5 participation grades	SLA 3 test grades (1 summative/major 2 formative/minor) 3 participation grades Math 7 test grades (3 summative/major 4 formative/minor) 5 participation grades per subject Science (3rd grade only) (non-promotional) 4 test grades (2 summative/major 2 formative/minor) 5 participation grades Science 4th-8th 7 test grades (3 summative/major 4 formative/minor) 5 participation grades	SLA 3 test grades (1 summative/major 2 formative/minor) 3 participation grades Math 6 test grades (3 summative/major 3 formative/minor) 5 participation grades per subject Science(3rd grade only) (non-promotional) 4 test grades (2 summative/major 2 formative/minor) 5 participation grades Science 4th-8th 7 test grades (3 summative/major 4 formative/minor) 5 participation grades
	English 3rd -8th	ELD/ELA 3 test grades (2 summative/major 1 formative/minor) 2 participation grades Social Studies (3rd grade) (non-promotional) 4 test grades (2 summative/major 2 formative/minor) 5 participation grades Social Studies 4th-8th 7 test grades (3 summative/major 4 formative/minor) 5 participation grades per subject	ELD/ELA 4 test grades (2 summative/major 2 formative/minor) 2 participation grades Social Studies (3rd grade) (non-promotional) 4 test grades (2 summative/major 2 formative/minor) 5 participation grades Social Studies 4th-8th 7 test grades (3 summative/major 4 formative/minor) 5 participation grades per subject	ELD/ELA 4 test grades (2 summative/major 2 formative/minor) 2 participation grades Social Studies (3rd grade) (non-promotional) 4 test grades (2 summative/major 2 formative/minor) 5 participation grades Social Studies 4th-8th 7 test grades (3 summative/major 4 formative/minor) 5 participation grades per subject

- District Benchmark Exams must be counted as a summative grade (with the exception of K, which should be counted at the discretion of the principal).
- SLT Pre-Tests or Diagnostics may NOT count as a grade.
- SLT Post-Tests may COUNT as an exam grade or one of the required test grades at the discretion of the principal.
- Test grades may NOT be counted twice. Exception for integrated ELA or SLA Science and Social Studies.
- All test grades must be submitted in the electronic gradebook within ONE WEEK of being administered.
- Starting in grade 3, promotional courses must include at least 3 summative/major tests per nine weeks that mirror a section of the LEAP/EOC tests. Teachers are encouraged to create additional summative/major assessments.
- Conduct grades are NOT to be used when determining honor roll status

Grade Recovery

- All summative grades must be eligible for grade recovery within the same nine weeks.
- Students scoring a D or an F on a summative assessment must be offered an opportunity for grade recovery following an opportunity for reteaching.
- The new grade should be reflective of the average of the original score earned and the score earned on the retest.
- Each school will have in place a plan on how students will remediate and retest to align to these district-level requirements including more specific timelines, structure for reteaching, and requirements around retesting.

Jefferson Parish Grading Categories 2019-2020

Grading Categories Definitions/ Examples

Type of Assessment	Definition	Examples
Summative/ Major Assessments	<p style="text-align: center;">“Assessment OF Learning”</p> <ul style="list-style-type: none"> Summative/Major Assessments determine if students have met intended standards by a specified deadline. DuFour, DuFour, Eaker, & Many (2010) The assessments occur after the learning is complete. Bailey & Jakicic (2012) 	<ul style="list-style-type: none"> District Benchmark Assessment Completed Project Mid Module/Module Assessment Culminating Writing Task Cold Read Task Extension Task Lab with Report Performance Task Post-Test Research Paper Unit/Chapter Test
Formative/ Minor Assessments	<p style="text-align: center;">“Assessment FOR Learning”</p> <ul style="list-style-type: none"> Graded for accuracy of content Formative/Minor Assessments typically measure a few things frequently and are intended to inform teachers regarding the effectiveness of their practice and students of their next steps on the scaffolding of learning. DuFour, DuFour, Eaker, & Many (2010) The assessments are used to advance and not merely monitor each student’s learning. DuFour, DuFour, Eaker, & Many (2010) 	<ul style="list-style-type: none"> Pausing Point Socratic Seminar or other discussion technique Different Phases of Written Assignment (Bibliography, Abstract, Conclusion, Etc.) Journal/Reflection Lab Short Performance Task Short Presentation Short Project Short Written Assignment Graphic Organizer Quiz
Participation	<ul style="list-style-type: none"> Participation grades show evidence of student involvement/engagement in the learning process. Graded for participation, not for accuracy. 	<ul style="list-style-type: none"> Check for Understanding Class/Group Discussion Class Work Classroom Assignment Daily Practice Do Now/Bell Ringer Exit Ticket Homework Notes/Notebook Teacher Observation

- Summative/Major and Formative/Minor Assessments must include clear grading guidelines and/or rubrics.
- Principals have the discretion to approve additional types of student work, which may be used as assessment/participation grades.

EOC Tests Scale Score to Grade Scale Conversion Tables

Students enrolled in a course for which there is an EOC test must take the EOC test (*Bulletin 741, Section 2318*). The EOC test score shall count a percentage of the student's final grade for the course. The percentage must be between 15 and 30 percent inclusive, and shall be determined by the local district. The LDOE provides conversion tables to help districts factor the EOC tests scores into final course grades.

The following table shows the relationship among EOC achievement levels, scale scores, grade scale scores based on the uniform grading scale (93 85 75 67 0), and the corresponding letter grade.

	EOC Achievement Level	EOC Scale Score	Grade Scale Score	Grade
Algebra I	Excellent	739-800	93-100	A
	Good	700-738	85-92	B
	Fair	668-699	75-84	C
	Needs Improvement	648-667	67-74	D
600-647		0-66	F	
English II	Excellent	739-800	93-100	A
	Good	700-738	85-92	B
	Fair	668-699	75-84	C
	Needs Improvement	639-667	67-74	D
600-638		0-66	F	
Geometry	Excellent	731-800	93-100	A
	Good	700-730	85-92	B
	Fair	665-699	75-84	C
	Needs Improvement	643-664	67-74	D
600-642		0-66	F	
Biology	Excellent	740-800	93-100	A
	Good	700-739	85-92	B
	Fair	661-699	75-84	C
	Needs Improvement	639-660	67-74	D
600-638		0-66	F	
English III	Excellent	741-800	93-100	A
	Good	700-740	85-92	B
	Fair	661-699	75-84	C
	Needs Improvement	642-660	67-74	D
600-641		0-66	F	
US History	Excellent	748-800	93-100	A
	Good	700-747	85-92	B
	Fair	665-699	75-84	C
	Needs Improvement	647-664	67-74	D
600-646		0-66	F	

LEAP 2025 High School Tests Scale Score to Grade Scale Conversion Tables

Students enrolled in a course for which there is a LEAP 2025 High School test must take the test (*Bulletin 741, Section 2318*). The LEAP 2025 High School test score shall count a percentage of the student's final grade for the course. The percentage must be between 15 and 30 percent inclusive, and shall be determined by the local district. The LDOE provides conversion tables to help districts factor the LEAP 2025 High School tests scores into final course grades.

The following table shows the relationship among LEAP 2025 achievement levels, scale scores, grade scale scores based on the uniform grading scale (93 85 75 67 0), and the corresponding letter grade.

	LEAP 2025 Achievement Level	LEAP 2025 Scale Score	Grade Scale Score	Grade
Algebra I	Advanced	805-850	93-100	A
	Mastery	750-804	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	700-724	67-74	D
	Unsatisfactory	650-699	0-66	F
English I	Advanced	791-850	93-100	A
	Mastery	750-790	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	700-724	67-74	D
	Unsatisfactory	650-699	0-66	F
Geometry	Advanced	783-850	93-100	A
	Mastery	750-782	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	700-724	67-74	D
	Unsatisfactory	650-699	0-66	F
English II	Advanced	794-850	93-100	A
	Mastery	750-793	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	700-724	67-74	D
	Unsatisfactory	650-699	0-66	F
US History	Advanced	774-850	93-100	A
	Mastery	750-773	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	711-724	67-74	D
	Unsatisfactory	650-710	0-66	F

The attached tables show the corresponding grade scale score for each LEAP 2025 scale score. Each LEAP 2025 High School test scale score is mapped onto a grade scale score within each of the LEAP 2025 achievement level ranges. The following is an example of how the conversion tables are used to calculate the student's final course grade:

Dana earned 89% in her Algebra I coursework, and had a scale score of 768 on her LEAP 2025 Algebra I test which placed her in the *Mastery* achievement level. The LEAP 2025 High School tests count for 20% of the final course grade in her district. According to the conversion table for Algebra I on page 3, her LEAP 2025 scale score 768 translates into a grade scale score of 87. Her final course percentage is $87 \times 0.20 + 89 \times 0.80 = 88.6$, which is a B.

JPPSS GRADING POLICIES 2019-2020

PHYSICAL EDUCATION and PERFORMANCE BASED COURSES

Minimum Number of Grades Required per Nine Weeks

Grade Levels	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
K-5th	2 assessment grades 6 participation grades			
6th-12th	2 assessment grades 6 participation grades 6 PE weekly attire grades	2 assessment grades 6 participation grades 6 PE weekly attire grades	2 assessment grades 6 participation grades 6 PE weekly attire grades	2 assessment grades 6 participation grades 6 PE weekly attire grades

JPPSS GRADING POLICIES 2019-2020

PHYSICAL EDUCATION and PERFORMANCE BASED COURSES

Grading Categories Definitions/Examples

Type of Assessment	Definition	Examples
Assessments	<p>Assessments typically measure a few things frequently and are intended to inform teachers regarding the effectiveness of their practice. DuFour, DuFour, Eaker, & Many(2010)</p> <p>Assessments determine if students have met intended standards by a specified deadline. DuFour, DuFour, Eaker, & Many (2010)</p> <p>The assessments occur after the learning is complete. Bailey & Jakicic (2012)</p>	<ul style="list-style-type: none"> • FitnessGram • Health Test • Jump Rope for Heart • Performance Task • Presidential Physical Fitness • Skills Test
Participation	<p>Participation grades show evidence of student involvement/engagement in the learning process of physical education.</p> <p>Participation grades must be measured accurately and reported with clarity. Guskey, McTighe, & O'Connor (2014)</p>	<ul style="list-style-type: none"> • Cooperation with Others During Activity • Engagement in Daily Activity • Following Directions
6th – 12th Only PE Weekly Attire (Dressing Out)	<p>Participants will dress in school sanctioned PE uniform with tennis shoes.</p> <p>Grade should be given on a weekly basis.</p>	<ul style="list-style-type: none"> • School Created Weekly Grading Scale Rubric <p><i>Example:</i> <i>A – Student dresses out 5 days.</i> <i>B – Student dresses out 4 days.</i> <i>C – Student dresses out 3 days.</i> <i>Etc.</i></p>

JPPSS GRADING POLICIES 2019-2020

PHYSICAL EDUCATION and PERFORMANCE BASED COURSES

Grade Levels	1 st Marking Period	2 nd Marking Period	3 rd Marking Period	4 th Marking period	Final Grade	
K-5	Assessments 30% Participation 70%	Assessments 30% Participation 70%	Assessments 30% Participation 70%	Assessments 30% Participation 70%	1 st Marking Period 25%	
6-8 (at a K-8 School Only)	Assessments 30% Participation 70%	Assessments 20% Participation 55% Exam 25%	Assessments 30% Participation 70%	Assessments 20% Participation 55% Exam 25%	2 nd Marking Period 25%	
6-8	Assessments 25% Participation 45% PE Weekly Attire 30%	Assessments 20% Participation 35% PE Weekly Attire 20% Exam 25%	Assessments 25% Participation 45% PE Weekly Attire 30%	Assessments 20% Participation 35% PE Weekly Attire 20% Exam 25%	3 rd Marking Period 25%	
9-12						
Grade Levels	1 st Marking Period	2 nd Marking Period	Semester Exam		Final Grade	
9-12 Semester (4x4 Block)	Assessments 25% Participation 45% PE Weekly Attire 30%	Assessments 25% Participation 45% PE Weekly Attire 30%	Exam 25% (Regular and SPED)		1 st Marking Period 37.5% 2 nd Marking Period 37.5% Exam 25%	
Grade Levels	1 st Marking Period	2 nd Marking Period	3 rd Marking Period	4 th Marking period	Exam	Final Grade
9-12 A/B Block, Regular Schedule	Assessments 25% Participation 45% PE Weekly Attire 30%	Assessments 25% Participation 45% PE Weekly Attire 30%	Assessments 25% Participation 45% PE Weekly Attire 30%	Assessments 25% Participation 45% PE Weekly Attire 30%	Exam 25% (Regular/SPED)	1 st MP 18.75% 2 nd MP 18.75% 3 rd MP 18.75% 4 th MP 18.75% Exam 25%

Jefferson Parish Grading Scales
Effective 2019-2020 School Year

A,B,C,D,F Scale (Bulletin 741)

Grade	Percentage
A	100-93
B	92-85
C	84-75
D	74-67
F	*66-50

M,P,N Scale (Kindergarten Only)

Grade	Percentage
M (Mastery)	Student consistently demonstrates mastery of skills and concepts.
P (Progressing)	Student is making progress toward mastery of skills and concepts.
N (Needs Improvement)	Student has not mastered skills or concepts. Improvement is needed.

O,S,N,U Scale (Grades 1-5)

Grade	Percentage
<i>O (Outstanding)</i>	100-93
<i>S (Satisfactory)</i>	92-80
<i>N (Needs Improvement)</i>	79-67
<i>U (Unsatisfactory)</i>	*66-50

Categories that use O, S, N, U Scale

Grades 1-5 Physical Education

Grades 1-2 Science and Social Studies

Grades 1-2 Spanish and French Immersion Language

Grades 1-5 ELL Beginners (All Courses)

***As per JPS Policy, a score less than 50% may NOT be entered in the electronic gradebook.**

JPS Common Assessment Grading Policies

1. JPS Benchmark Assessments shall count as a major assessment grade in the Marking Period in which they are administered. All required Benchmark Assessments shall be graded, including the following grades and courses:

- K-2 ELA and Math Benchmarks and Postassessments
- 3-8 core content subjects (ELA, Math, Science, and Social Studies)
- High School LEAP 2025 courses (English 1, English 2, Algebra 1, Geometry, Biology, U.S. History)

2. Diagnostic Assessments are intended to help teachers identify gaps in students' prerequisite knowledge. Diagnostic assessments shall **not** be entered as grades.

3. Grades for Benchmark Assessments must follow the conversion tables below:

Grades K-HS ELA

Key	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
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Benchmark Percent Correct	Gradebook Percent Score Equivalent: ELA									
	K ELA	Gr. 1-2 ELA	Gr. 3 ELA	Gr. 4 ELA	Gr. 5 ELA	Gr. 6 ELA	Gr. 7 ELA	Gr. 8 ELA	HS Eng 1	HS Eng 2
100	100	100	100	100	100	100	100	100	100	100
99	100	98	100	100	100	100	100	100	100	100
98	99	97	100	100	100	100	100	100	100	100
97	99	96	99	100	100	99	100	99	100	99
96	99	95	99	99	99	99	99	99	99	99
95	98	93	99	99	99	99	99	99	99	99
94	98	92	98	99	99	98	99	98	99	98
93	98	92	98	99	99	98	99	98	99	98
92	97	91	97	98	98	98	98	98	98	98
91	97	91	97	98	98	97	98	97	98	97
90	97	90	96	98	98	97	98	97	98	97
89	96	90	96	98	98	97	98	97	98	97
88	96	89	95	97	97	96	97	96	97	96
87	96	89	95	97	97	96	97	96	97	96
86	95	88	95	97	97	96	97	96	97	96
85	95	88	94	97	97	95	97	95	97	95
84	95	87	93	96	96	95	96	95	96	95
83	94	87	92	96	96	95	96	95	96	95
82	94	86	92	96	96	94	96	94	96	94
81	93	86	92	96	96	94	96	94	96	94
80	93	85	92	95	95	93	95	93	95	93
79	92	84	91	95	95	93	95	93	95	93
78	92	84	91	95	95	92	95	92	95	93
77	92	83	91	95	95	92	94	92	94	92
76	91	82	91	94	94	92	94	92	94	92
75	91	82	90	94	94	92	93	92	93	92
74	90	81	90	94	93	91	93	91	92	92
73	90	80	90	93	93	91	92	91	92	91

Benchmark Percent Correct	Gradebook Percent Score Equivalent: ELA									
	K ELA	Gr. 1-2 ELA	Gr. 3 ELA	Gr. 4 ELA	Gr. 5 ELA	Gr. 6 ELA	Gr. 7 ELA	Gr. 8 ELA	HS Eng 1	HS Eng 2
72	89	80	90	93	92	91	92	91	92	91
71	89	79	89	93	92	91	92	91	91	91
70	88	78	89	92	92	90	91	90	91	91
69	88	78	89	92	92	90	91	90	91	90
68	87	77	89	92	91	90	91	90	90	90
67	87	76	88	92	91	90	90	90	90	90
66	86	76	88	91	91	89	90	89	90	90
65	86	75	88	91	91	89	90	89	89	89
64	85	74	88	91	90	89	89	89	89	89
63	85	74	87	91	90	89	89	89	89	89
62	85	74	87	90	90	88	89	88	88	89
61	84	73	87	90	90	88	88	88	88	88
60	84	73	87	90	89	88	88	88	88	88
59	83	73	86	90	89	88	88	88	87	87
58	83	72	86	89	89	87	87	87	87	87
57	82	72	86	89	89	87	87	87	86	86
56	82	72	86	89	88	87	87	86	86	86
55	81	71	86	89	88	87	86	86	85	85
54	81	71	85	88	88	86	86	85	85	85
53	80	71	85	88	88	86	85	85	84	84
52	80	70	85	88	87	85	85	84	83	83
51	79	70	84	88	87	85	84	83	83	83
50	79	70	83	87	87	84	83	83	82	82
49	78	69	83	87	87	83	83	82	81	81
48	78	69	82	87	86	83	82	81	81	81
47	78	69	81	86	86	82	81	81	80	80
46	77	68	81	86	86	82	81	80	79	79
45	77	68	80	85	85	81	81	80	79	79
44	76	68	80	85	85	81	80	79	78	78
43	76	67	79	84	85	80	80	78	77	77

Benchmark Percent Correct	Gradebook Percent Score Equivalent: ELA									
	K ELA	Gr. 1-2 ELA	Gr. 3 ELA	Gr. 4 ELA	Gr. 5 ELA	Gr. 6 ELA	Gr. 7 ELA	Gr. 8 ELA	HS Eng 1	HS Eng 2
42	75	67	78	83	84	80	79	78	77	77
41	75	67	78	83	84	79	78	77	76	76
40	75	67	78	82	83	79	78	77	75	75
39	74	66	77	82	83	78	77	76	74	74
38	73	65	76	81	82	78	77	76	73	73
37	72	64	76	81	81	78	76	75	73	73
36	71	63	75	80	80	77	75	74	73	73
35	70	62	74	80	80	77	74	73	72	72
34	69	61	74	79	79	76	74	73	71	71
33	68	60	73	78	79	75	73	72	71	71
32	67	59	73	78	78	75	73	72	71	71
31	66	58	72	77	77	74	73	72	70	70
30	65	57	71	76	77	74	72	71	69	69
29	64	56	71	75	76	73	71	71	68	68
28	63	55	71	75	75	73	71	70	68	68
27	62	54	70	74	75	72	70	69	68	68
26	61	53	70	73	74	72	70	68	66	66
25	60	52	69	73	73	71	69	68	62	62
24	59	51	68	72	73	71	69	68	59	59
23	58	50	68	72	72	71	68	67	58	58
22	57	50	67	71	71	70	68	65	54	54
21	56	50	65	70	71	70	67	62	50	50
20	55	50	63	70	71	69	63	58	50	50
19	54	50	61	70	70	68	61	55	50	50
18	53	50	57	69	69	68	59	53	50	50
17	52	50	54	68	68	68	57	51	50	50
16	51	50	51	66	68	67	53	50	50	50
15	50	50	50	63	67	65	50	50	50	50
14	50	50	50	61	65	61	50	50	50	50
13	50	50	50	55	61	57	50	50	50	50

Grades K-HS Math

Key	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
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Benchmark Percent Correct	Gradebook Percent Score Equivalent: Math									
	K Math	Gr. 1-2 Math	Gr. 3 Math	Gr. 4 Math	Gr. 5 Math	Gr. 6 Math	Gr. 7 Math	Gr. 8 Math	HS Alg 1	HS Geom
100	100	100	100	100	100	100	100	100	100	100
99	100	98	100	100	100	100	100	100	100	100
98	99	97	100	100	100	100	100	100	100	100
97	99	96	100	100	100	99	100	100	100	100
96	99	95	99	99	99	99	99	100	100	100
95	98	93	99	99	99	98	99	100	99	99
94	98	92	99	99	99	98	99	99	99	99
93	98	92	98	98	99	98	98	99	99	99
92	97	91	98	98	98	97	98	99	99	99
91	97	91	98	97	98	97	98	99	98	99
90	97	90	97	97	98	97	98	98	98	98
89	96	90	97	96	97	96	97	98	98	98
88	96	89	97	96	97	96	97	98	97	98
87	96	89	96	95	97	96	97	97	97	98
86	95	88	96	95	96	95	97	97	97	98
85	95	88	95	94	96	95	96	97	96	97
84	95	87	95	94	96	95	96	97	96	97
83	94	87	95	93	95	95	96	96	96	97
82	94	86	94	93	95	94	96	96	95	97
81	93	86	94	92	95	94	96	96	95	97
80	93	85	93	92	95	93	95	95	95	96
79	92	84	93	92	94	93	95	95	95	96
78	92	84	93	92	94	93	95	95	94	96
77	92	83	92	91	94	92	94	94	94	96
76	91	82	92	91	93	92	94	94	94	96
75	91	82	92	91	93	92	94	94	94	95
74	90	81	91	90	93	92	93	93	93	95

Benchmark Percent Correct	Gradebook Percent Score Equivalent: Math									
	K Math	Gr. 1-2 Math	Gr. 3 Math	Gr. 4 Math	Gr. 5 Math	Gr. 6 Math	Gr. 7 Math	Gr. 8 Math	HS Alg 1	HS Geom
73	90	80	91	90	93	91	93	93	93	95
72	89	80	91	90	92	91	93	93	93	95
71	89	79	90	89	92	91	93	92	92	94
70	88	78	90	89	92	91	92	92	92	94
69	88	78	90	89	91	90	92	92	92	94
68	87	77	89	88	91	90	92	92	92	94
67	87	76	89	88	91	90	91	91	91	93
66	86	76	89	88	90	89	91	91	91	93
65	86	75	88	88	90	89	91	91	91	93
64	85	74	88	87	90	89	91	91	91	93
63	85	74	88	87	89	89	90	90	91	92
62	85	74	87	87	89	88	90	90	90	92
61	84	73	87	86	89	88	90	90	90	92
60	84	73	87	86	88	88	89	90	90	92
59	83	73	87	86	88	87	89	89	90	91
58	83	72	86	86	88	87	89	89	89	91
57	82	72	86	85	88	87	89	89	89	91
56	82	72	86	85	87	87	88	89	89	91
55	81	71	85	85	87	86	88	89	89	90
54	81	71	85	84	87	86	88	88	88	90
53	80	71	85	84	86	86	87	88	88	90
52	80	70	84	83	86	86	87	88	88	90
51	79	70	84	83	86	85	87	88	88	89
50	79	70	83	82	85	85	87	87	87	89
49	78	69	83	82	85	85	86	87	87	89
48	78	69	83	81	85	84	86	87	87	88
47	78	69	82	81	84	84	86	87	87	88
46	77	68	81	80	84	83	85	86	86	88
45	77	68	81	80	83	83	85	86	86	88
44	76	68	80	79	82	82	85	86	86	87

Benchmark Percent Correct	Gradebook Percent Score Equivalent: Math									
	K Math	Gr. 1-2 Math	Gr. 3 Math	Gr. 4 Math	Gr. 5 Math	Gr. 6 Math	Gr. 7 Math	Gr. 8 Math	HS Alg 1	HS Geom
43	76	67	80	79	82	82	85	86	86	87
42	75	67	79	78	81	81	84	85	85	87
41	75	67	78	78	81	81	84	85	85	87
40	75	67	78	77	80	80	83	85	85	86
39	74	66	77	77	80	80	83	85	85	86
38	73	65	76	76	79	79	82	84	85	86
37	72	64	75	75	78	78	82	83	84	86
36	71	63	75	75	78	78	81	83	83	85
35	70	62	74	74	77	77	81	82	82	85
34	69	61	73	74	77	77	80	81	82	85
33	68	60	73	73	76	76	80	81	81	84
32	67	59	72	72	75	75	80	80	80	84
31	66	58	72	72	75	74	79	80	79	83
30	65	57	71	71	74	74	78	79	78	83
29	64	56	71	71	73	73	78	78	78	82
28	63	55	70	70	73	73	78	77	77	81
27	62	54	70	70	72	72	77	76	76	81
26	61	53	69	69	71	72	77	75	75	80
25	60	52	68	68	71	71	76	74	74	80
24	59	51	67	68	71	70	76	74	74	79
23	58	50	66	67	70	70	75	73	73	78
22	57	50	65	66	69	69	74	72	72	77
21	56	50	64	65	69	68	74	71	71	77
20	55	50	63	64	68	68	73	71	70	76
19	54	50	62	63	67	67	72	70	69	76
18	53	50	61	62	66	66	71	69	68	74
17	52	50	60	61	65	65	70	69	67	73
16	51	50	59	60	64	64	69	68	66	73
15	50	50	58	59	63	63	68	67	65	72
14	50	50	57	58	62	62	67	66	64	71

Benchmark Percent Correct	Gradebook Percent Score Equivalent: Math									
	K Math	Gr. 1-2 Math	Gr. 3 Math	Gr. 4 Math	Gr. 5 Math	Gr. 6 Math	Gr. 7 Math	Gr. 8 Math	HS Alg 1	HS Geom
13	50	50	56	57	61	61	66	65	63	70
12	50	50	55	56	60	60	65	64	62	69
11	50	50	54	55	59	59	64	63	61	68
10	50	50	53	54	58	58	63	62	60	67
9	50	50	52	53	57	57	62	61	59	66
8	50	50	51	52	56	56	61	60	58	65
7	50	50	50	51	55	55	60	59	57	64
6	50	50	50	50	54	54	59	58	56	63
5	50	50	50	50	53	53	58	57	55	62
4	50	50	50	50	52	52	57	56	54	61
3	50	50	50	50	51	51	56	55	53	60
2	50	50	50	50	50	50	55	54	52	59
1	50	50	50	50	50	50	54	53	51	55
0	50	50	50	50	50	50	50	50	50	50

Grades 3-HS Social Studies

Key	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
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Benchmark Percent Correct	Gradebook Percent Score Equivalent: Social Studies						
	SOC 3 SS	SOC 4 SS	SOC 5 SS	SOC 6 SS	SOC 7 SS	SOC 8 SS	US HIST SS
100	100	100	100	100	100	100	100
99	100	100	100	100	100	100	100
98	100	100	100	100	100	100	100
97	100	100	100	100	100	99	100
96	99	99	99	99	99	99	99
95	99	99	99	99	99	99	99
94	99	99	99	99	99	98	99
93	99	99	99	99	99	98	99
92	98	98	98	98	98	98	98
91	98	98	98	98	98	97	98
90	98	98	98	98	98	97	98
89	98	97	97	98	98	97	97
88	97	97	97	97	97	96	97
87	97	97	97	97	97	96	97
86	97	96	96	97	97	96	96
85	97	96	96	97	97	95	96
84	96	96	96	96	96	95	96
83	96	95	95	96	96	95	95
82	96	95	95	96	96	94	95
81	96	95	95	96	96	94	95
80	95	94	94	95	95	93	94
79	95	94	94	95	95	93	94
78	95	94	94	95	95	92	94
77	95	94	94	95	95	92	93
76	94	93	93	94	94	92	93
75	94	93	93	94	94	91	92
74	94	93	92	94	94	91	92
73	93	92	92	93	94	90	91

Benchmark Percent Correct	Gradebook Percent Score Equivalent: Social Studies						
	SOC 3 SS	SOC 4 SS	SOC 5 SS	SOC 6 SS	SOC 7 SS	SOC 8 SS	US HIST SS
72	93	92	92	93	93	90	91
71	92	92	91	92	93	90	90
70	92	91	91	92	93	89	90
69	91	91	91	91	92	89	89
68	91	90	90	91	92	88	89
67	90	90	90	90	92	88	88
66	90	90	90	90	91	87	88
65	89	89	89	89	91	87	87
64	89	89	89	89	90	86	87
63	88	88	89	88	90	86	86
62	88	88	88	88	90	85	86
61	87	87	88	87	89	85	85
60	87	87	87	87	89	84	84
59	86	86	87	86	88	84	84
58	85	86	87	86	88	83	83
57	84	85	86	85	87	82	82
56	83	85	86	85	87	82	82
55	83	84	86	84	86	81	81
54	82	83	85	83	86	81	81
53	81	83	85	83	85	80	80
52	80	82	84	82	84	79	79
51	80	81	84	82	84	79	79
50	79	81	83	81	83	78	78
49	78	80	83	80	83	78	78
48	77	79	82	80	82	78	78
47	77	79	82	79	81	77	77
46	76	78	81	78	81	76	76
45	75	77	80	78	80	75	75
44	74	76	80	78	80	74	74
43	73	75	79	77	79	74	74

Benchmark Percent Correct	Gradebook Percent Score Equivalent: Social Studies						
	SOC 3 SS	SOC 4 SS	SOC 5 SS	SOC 6 SS	SOC 7 SS	SOC 8 SS	US HIST SS
42	73	74	79	76	78	73	73
41	72	73	78	75	77	73	73
40	71	73	77	74	77	72	72
39	71	72	77	74	76	72	72
38	70	71	76	73	75	71	71
37	69	71	75	73	74	70	70
36	68	70	74	72	73	70	70
35	68	69	73	72	73	69	69
34	66	69	73	71	72	68	68
33	62	68	72	70	72	68	68
32	59	67	72	70	71	67	67
31	54	65	71	69	70	66	66
30	50	62	70	68	69	63	63
29	50	55	70	68	69	58	58
28	50	50	69	66	68	55	55
27	50	50	68	62	67	53	53
26	50	50	68	59	63	50	50
25	50	50	66	53	55	50	50
24	50	50	58	50	51	50	50
23	50	50	54	50	50	50	50
22	50	50	50	50	50	50	50
21	50	50	50	50	50	50	50
20	50	50	50	50	50	50	50
19	50	50	50	50	50	50	50
18	50	50	50	50	50	50	50
17	50	50	50	50	50	50	50
16	50	50	50	50	50	50	50
15	50	50	50	50	50	50	50
14	50	50	50	50	50	50	50
13	50	50	50	50	50	50	50

Benchmark Percent Correct	Gradebook Percent Score Equivalent: Social Studies						
	SOC 3 SS	SOC 4 SS	SOC 5 SS	SOC 6 SS	SOC 7 SS	SOC 8 SS	US HIST SS
12	50	50	50	50	50	50	50
11	50	50	50	50	50	50	50
10	50	50	50	50	50	50	50
9	50	50	50	50	50	50	50
8	50	50	50	50	50	50	50
7	50	50	50	50	50	50	50
6	50	50	50	50	50	50	50
5	50	50	50	50	50	50	50
4	50	50	50	50	50	50	50
3	50	50	50	50	50	50	50
2	50	50	50	50	50	50	50
1	50	50	50	50	50	50	50
0	50	50	50	50	50	50	50

Grades 3-HS Science

Key	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
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Benchmark Percent Correct	Gradebook Percent Score Equivalent: Science						
	Gr. 3 Science	Gr. 4 Science	Gr. 5 Science	Gr. 6 Science	Gr. 7 Science	Gr. 8 Science	HS Biology
100	100	100	100	100	100	100	100
99	100	100	100	100	100	100	100
98	100	100	100	100	100	100	100
97	100	100	100	99	100	100	100
96	99	99	99	99	99	99	99
95	99	99	99	99	99	99	99
94	99	99	99	98	99	99	99
93	98	98	98	98	98	98	98
92	98	98	98	98	98	98	98
91	98	98	98	97	98	98	98
90	98	98	98	97	98	98	98
89	97	97	97	97	97	97	97
88	97	97	97	96	97	97	97
87	97	97	97	96	97	97	97
86	96	96	96	96	96	96	96
85	96	96	96	95	96	96	96
84	96	96	96	95	96	96	96
83	95	95	95	94	95	95	95
82	95	95	95	94	95	95	95
81	95	95	95	93	95	95	95
80	94	94	95	93	94	94	94
79	94	94	94	92	94	94	94
78	93	93	94	92	93	93	93
77	93	93	94	92	93	93	93
76	92	93	93	92	93	92	93
75	92	92	93	91	92	92	93

Benchmark Percent Correct	Gradebook Percent Score Equivalent: Science						
	Gr. 3 Science	Gr. 4 Science	Gr. 5 Science	Gr. 6 Science	Gr. 7 Science	Gr. 8 Science	HS Biology
74	92	92	93	91	92	92	92
73	91	92	93	91	92	91	92
72	91	91	92	91	91	91	92
71	91	91	92	90	91	91	91
70	90	91	92	90	91	90	91
69	90	90	91	90	90	90	91
68	90	90	91	90	90	90	90
67	89	90	91	89	90	89	90
66	89	89	90	89	89	89	90
65	89	89	90	89	89	89	89
64	88	89	90	89	89	88	89
63	88	88	89	88	88	88	89
62	88	88	89	88	88	88	88
61	87	88	89	88	88	87	88
60	87	87	88	88	87	87	88
59	87	87	88	87	87	87	87
58	86	87	88	87	87	86	87
57	86	86	87	87	86	86	87
56	85	86	87	87	86	86	86
55	85	86	87	86	86	86	86
54	84	85	86	86	86	85	86
53	84	85	86	85	85	85	86
52	83	85	86	85	85	85	85
51	82	84	86	84	85	85	85
50	82	84	85	83	85	84	85
49	81	83	85	83	84	83	84
48	81	83	85	82	84	83	83
47	80	82	85	82	83	82	82
46	79	81	84	81	83	82	82
45	79	81	83	81	82	81	81

Benchmark Percent Correct	Gradebook Percent Score Equivalent: Science						
	Gr. 3 Science	Gr. 4 Science	Gr. 5 Science	Gr. 6 Science	Gr. 7 Science	Gr. 8 Science	HS Biology
44	78	80	83	80	81	80	80
43	77	79	82	80	81	80	80
42	77	79	81	79	80	79	79
41	76	78	81	78	80	78	78
40	75	77	80	78	79	78	78
39	74	77	80	77	79	78	77
38	73	76	79	77	78	77	77
37	73	75	78	76	78	76	75
36	72	75	78	76	77	75	75
35	72	73	77	75	77	74	74
34	71	73	77	74	76	73	73
33	71	73	76	73	75	73	73
32	70	72	75	73	74	72	72
31	69	71	74	72	73	72	71
30	69	71	73	72	73	72	71
29	68	70	73	71	72	71	70
28	68	69	72	71	72	70	69
27	66	69	72	70	71	69	69
26	62	68	71	70	71	68	68
25	58	67	70	69	70	68	67
24	54	66	69	68	69	68	65
23	50	62	68	67	68	65	61
22	50	58	68	65	67	61	55
21	50	54	67	59	65	57	51
20	50	50	63	54	61	51	50
19	50	50	57	51	55	50	50
18	50	50	50	50	51	50	50
17	50	50	50	50	50	50	50
16	50	70	50	50	50	50	50
15	50	50	50	50	50	50	50

Benchmark Percent Correct	Gradebook Percent Score Equivalent: Science						
	Gr. 3 Science	Gr. 4 Science	Gr. 5 Science	Gr. 6 Science	Gr. 7 Science	Gr. 8 Science	HS Biology
14	50	50	50	50	50	50	50
13	50	50	50	50	50	50	50
12	50	50	50	50	50	50	50
11	50	50	50	50	50	50	50
10	50	50	50	50	50	50	50
9	50	50	50	50	50	50	50
8	50	50	50	50	50	50	50
7	50	50	50	50	50	50	50
6	50	50	50	50	50	50	50
5	50	50	50	50	50	50	50
4	50	50	50	50	50	50	50
3	50	50	50	50	50	50	50
2	50	50	50	50	50	50	50
1	50	50	50	50	50	50	50
0	50	50	50	50	50	50	50