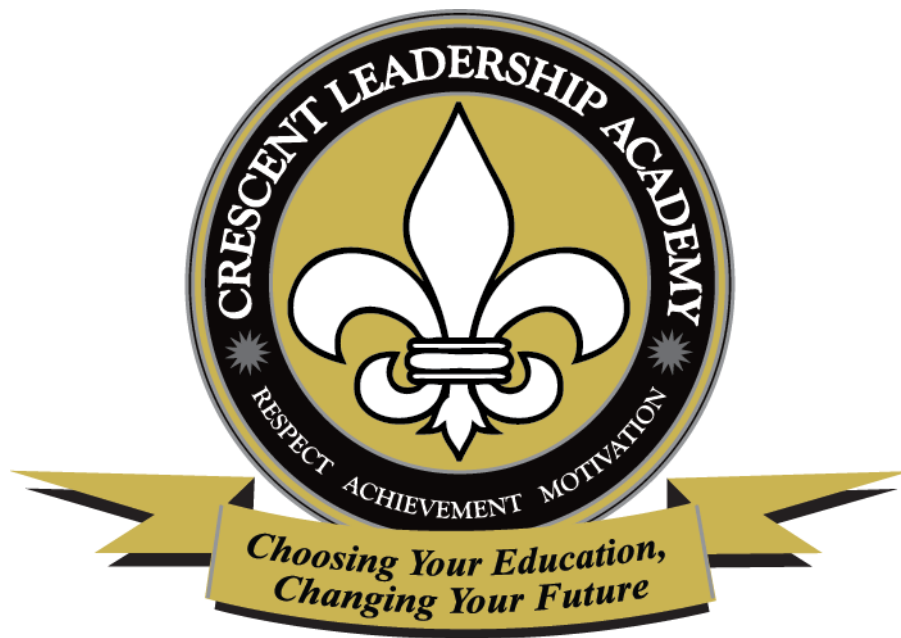


Crescent Leadership Academy School System

PUPIL PROGRESSION PLAN

For

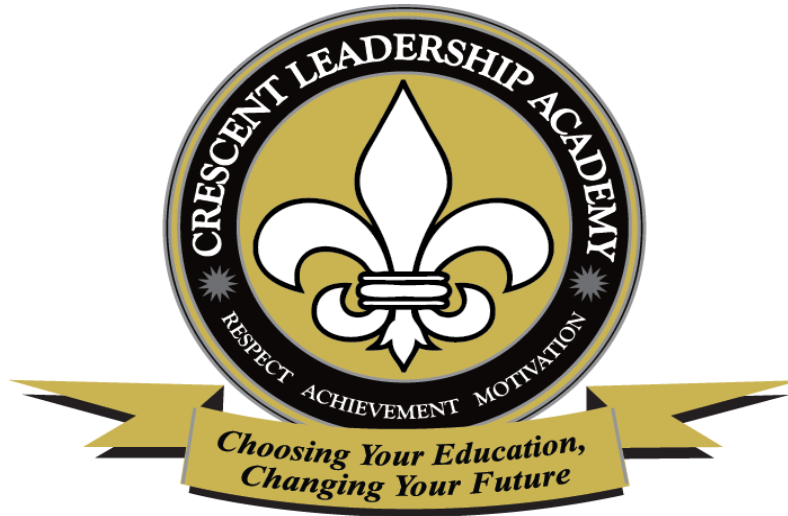
2014-2015



Submitted to Louisiana Department of Education

September 5, 2015

Crescent Leadership Academy Advisory Board Members



Maurice Lightfoot
President

Maurice Ruffin
Secretary

Tommy McGinnis
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SECTION I

FORMAL SUBMISSION STATEMENT

Include the following information in this section:

- FORMAL SUBMISSION STATEMENT
- LEA contact information
- a listing of the committee of educators appointed by the Superintendent
- a listing of the parents appointed by the School Board
- documentation of input into the PPP by educators/parents, and
- copies of the public notice of the PPP prior to approval of PPP (dates and location)

The *formal submission statement* is a formal submission of the LEA's Pupil Progression Plan in compliance with the policies and procedures set forth by the State Board of Elementary and Secondary Education. It must be signed by both the LEA Superintendent and the President of the School Board.

Formal Submission Statement

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

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

Tracy Bennett-Joseph
Superintendent

Maurice Lightfoot
School Board President

Date

Date

PUPIL PROGRESSION PLAN
LEA CONTACT INFORMATION

LEA Contact Person (Primary) [Nick Dean](#)

Telephone Number [\(504\) 322-8424](#)

E-mail Address nick.dean@rop.com

If Applicable:

LEA Contact Person (Secondary) [Chauncey Nash](#)

Telephone Number [\(504\) 250-1691](#)

E-mail Address chauncey.nash@rop.com

(Primary Signature)

(Date)

LIST OF EDUCATORS

Name	Position
Tracy Bennett-Joseph	Superintendent
Chauncey Nash	CLA Principal West
Nick Dean	CLA Principal East
Nancey Carter	Business Manager
Nicole Plunkert	Office Manager
Tarsha Davis	LCSW
La Ronda Rodriguez	Math Teacher
O' Sheaka Williams	ELA Teacher
Tenisha Thompson	Special Education Coordinator

Public Notice Statement

The Crescent Leadership Academy 2014-2015 Pupil progression Plan has been developed by the CLA educators and BOD in compliance with the State Board of Elementary and Secondary Education's policies and procedures (Bulletin 1566), (R.S. 17:24.4), and with all applicable federal, state, and local regulations. The plan is now available for public review through November 2014 on the school website: www.crescentleadershipacademy.com.

If changes are required after the public review period, the changes will be submitted to the CLA BOD and administrators for approval and the updated plan will be submitted to the State Board of Elementary and Secondary Education.

SECTION II

STATE AND DISTRICT POLICIES

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

I. Placement

A. Kindergarten and First Grade Entrance and Screening Requirements

1. Every child, as a prerequisite to enrollment in any first grade of a public school, shall meet one of the following criteria (Bulletin 741 §1107 B.):
 - a. Have attended a full-day public or private kindergarten for a full academic year;
or
 - b. Have satisfactorily passed academic readiness screening administered by the LEA at the time of enrollment for first grade.
 - ▶ Name the academic readiness screening instrument used for those students who are entering first grade without attending a full-day public or private kindergarten for a full academic year. (This must be consistent with the instrument used for students being promoted from kindergarten.)
2. The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade. (Bulletin 741 §1111 C.)
 - a. The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September thirtieth of the calendar year in which the school year begins. (Bulletin 741 §1111 D.)
 - b. Each local educational governing authority, by rule, may provide for a child of younger age to enter kindergarten, provided that such child has been evaluated and identified as gifted in accordance with the regulations of the DOE for such evaluation. Any child admitted to kindergarten pursuant to this paragraph shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled. (Bulletin 741 §1111 C.1.)

► Describe the LEA's policy on early entrance into kindergarten for those students identified as gifted, if applicable.

c. Any child transferring into the first grade of a public school from out-of-state and not meeting the requirements herein for kindergarten attendance shall be required to satisfactorily pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade. (Bulletin 741 §1111 C.2.)

► Name the academic readiness screening instrument used for those students from out-of-state who are entering first grade and not meeting the requirements herein for kindergarten attendance.

3. Each LEA shall require that every child entering kindergarten for the first time be given a nationally recognized readiness screening. The results of this screening shall be used in placement and for planning instruction. The pupil progression plan for each LEA shall include criteria for placement. (Bulletin 741 §325 C.)

► Name the nationally recognized readiness screening instrument used for every child entering kindergarten for the first time.

B. Transfer Students

1. A student transferred from a state-approved school, in- or out-of-state, public or nonpublic, shall be allowed credit for work completed in the previous school. When a student transfers from one school to another, a properly certified transcript, showing the student's record of attendance, achievement, immunization, and the units of credit earned, shall be required. (Bulletin 741 §707)

a. Records, including evaluation information for exceptional students transferring from another system, shall be reviewed by pupil appraisal and approved by the Supervisor of Special Education before the student is enrolled in a special education program.

b. Students in grades five and nine transferring to the public school system from any in-state nonpublic school (state-approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, shall be required to pass the English Language Arts and Mathematics portions of the state authorized placement test.

2. Local school officials from any state-approved school receiving a student from an unapproved school, in- or out-of-state, approved home study programs, or foreign schools will determine the placement and/or credits for the student through screening, evaluations, and/or examinations. (Bulletin 741 §707)

a. The LEA may require the student to take an examination on any subject matter for which credit is claimed.

- b. The school issuing the high school diploma shall account for all credits required for graduation, and its records will show when and where the credit was earned.
- c. Students in grades five and nine transferring to the public school system from any in-state nonpublic school (state-approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, shall be required to pass the English Language Arts and Mathematics portions of the state authorized placement test.
- d. The LEA PPP shall govern whether exceptions to High Stakes Testing Policy will be considered for nonpublic and home schooled students who do not participate in both spring and summer administrations of the state mandated assessments and/or do not attend summer remediation.

► Describe the placement policies for nonpublic and home schooled students in fourth and eighth grades who do not participate in both spring and summer administrations of the state mandated assessments for English and Math and/or do not attend summer remediation.

Students transferring to the public school system from any in-state nonpublic school (state approved and unapproved) , or home schooling program, or Louisiana resident transferring from out of state school, shall be required to pass the English language arts and mathematics portions of the state-selected LEAP placement test for grade promotion.

► Describe the placement policies for transfer students entering transitional 9th grade.

Eighth grade students failing to meet the promotional standards will be considered for Transitional 9th Grade. A student who enters transitional 9th grade must enter the freshmen cohort the following school year.

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

All new students to CLA are required to present to the registrar of the school the following documents:

- a completed registration packet;
- a copy of their official birth records and social security card;
- a transcript, but a report card may be used until the parent(s) within a reasonable time can acquire and give the school an official transcript. Parent and student may participate in an academic interview to assist with grade placement as well. After tentative placement and all means are exhausted to obtain a school transcript, which is still not available, the principal assigns permanent placement based on pupil progression in the tentative grade placement and/or through a developmentally appropriate examination process;
- immunization records as required to comply with State law and the regulations of the city of New Orleans Health Department;

- a completed Home Language Survey form which is provided by the school; and
- a copy of LEAP scores for entry grades 9.

○ **Approved schools within the state (public/nonpublic)**

A pupil transferring to CLA from another “approved” school (designated by the State Educational agency) within the state will be allowed credit for the work completed in the former school and should be placed in the grade to which he/she was assigned. All grades on that transcript must be considered when averaging the final grade of the student.

○ **Approved out-of-state schools (public/nonpublic)**

A student transferring to CLA from an “approved” school (designated by the State educational agency) out-of-state will be allowed credit for the work completed in the former school and should be placed in the grade to which he/she was assigned. All grades on that transcript must be considered when averaging the final grade of the student.

○ **Home Study**

A student transferring to CLA from an “approved” home study program (designated by the State Educational agency) within or out of the State will be allowed credit for the work completed in the former school and should be placed in the grade to which he/she was assigned. All grades on that transcript must be considered when averaging the final grade of the student. If the student transfers from an unapproved home study program, within or out of State shall be required by the principal of the receiving school to undergo an examination on all or any part of the work completed in the former school and should be placed in the grade to which he/she was assigned based upon the results of the examination. The examination grade is the grade to be used for averaging the final grade of the student. Students enrolling in grade 9 must meet the requirements of the LDOE High Stakes Testing Policy.

○ **Unapproved schools (public/nonpublic)**

A student from an “unapproved” school (as designated by the State educational agency) within or out of State shall be required by the principal of the receiving school to undergo an examination on all or any part of the work completed in the former school and should not be placed in the grade which he/she was assigned based upon the results of the examination. The examination grade is the grade to be used for averaging the final grade of the student.

○ **Names of the entrance tests used to determine grade placement**

When grade placement must be determined, the enrolling students will be assessed at the school level utilizing Edmentum Comprehensive Assessment for the grade level prior to the anticipated enrollment grade.

- The procedure used for determining Carnegie credit for high school students

At the secondary level when a transferring student seeks Carnegie unit credit, the student must take an examination (the final examination given at the school of entry) covering the work for the whole year (two semesters) in each course for which Carnegie units of credit is requested. The tests are scheduled and administered by the school within six (6) to eight (8) weeks after the student registers with the school.

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

C. Limited English Proficient (LEP) Students

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

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

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

Initial Placement for the students who enter CLA for the first time, shall Complete the Home Language Survey that identifies language minority students. The complete survey will become part of the permanent record of all pupils and placed in the cumulative folder (Reference Bulletin 1851).

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

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

All students who register with Crescent Leadership Academy will have an opportunity to identify their home language in the home language survey section of the registration packet. CLA will also utilize other documents to include: Birth Certificates, Notification Documents and letters from other educational agencies to determine if a student needs to be administered the appropriate language assessment.

If the results language assessment determines the student qualifies for services, then the parents will be notified by letter in their home language as an invitation to participate in a meeting to determine the educational programming and services

needed for the student. If necessary, CLA will provide a translator for the family during all meetings.

Once a plan has been developed to service the student, CLA will follow all State and Federal guidelines to ensure progress monitoring of students happens in a timely manner and that all the students' educational needs are being met as it relates to LEP.

c. Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.

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

The school will identify students with limited English proficiency and place in appropriate English as a Second Language and/or bilingual education programs in accordance with State Regulations and Federal Requirements (NCLB Title I and Title III). The student must be referred to the English-as-a Second-Language (ESL) teacher. If the school doesn't have an ESL teacher, the student shall be referred to outside agencies at the cost of the school or the school may partner with another educational agency that provides ESL service by a certified ESL teacher.

LEP students will be provided access to appropriate instructional programs, across academic settings, that are grounded in an evidentiary base of scientific research in alignment with State Standards and that consider and/or include:

- English language proficiency/literacy skills
- Effective English as a Second Language (ESL) methodologies
- Native language proficiency/literacy skills as required
- Effective bilingual instructional strategies, as appropriate
- Effective academic interventions and support services
- Instructional materials that are culturally responsive and that support and facilitate language development
- Inclusion in school's specialized programs (e.g. vocational, gifted, etc.)
- Acculturation support for newly arrived students and their families

The school provides services to LEP students through alternative language program instruction via highly qualified certified ESL teachers or trained designee. The program provides intensive instruction in English through a variety of accepted educational models designed for second language acquisition such as:

- Content-Based English As a Second Language
- Edmentum Online Program
- English As a Second Language
- Rosetta Stone

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

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

In order for limited English proficient students to be exited from a language education instructional program, they must attain levels of full proficiency to be able to meaningfully participate in general education classes and reach the same levels of academic achievement as that of their English speaking peers.

- For grades 7-12: 1) At composite level 5 on the English Language Development Assessment (ELDA); or 2) One year at composite level 4 on ELDA; and in the same year AYP proficient standard on English language arts portion of the LEAP, GEE, English II EOC, LAA1, or LAA2

When a LEP student scores full English proficiency on the English Language Development Assessment (ELDA) in all domains, the school is no longer required to provide a specialized language program (s) or services. The students will retain LEP coding status on the Student Information System (SIS) until the criteria established in BSES Bulletin 111, Chapter 40 has been met.

Monitor progress of English Language Learners utilizing appropriate assessment instruments, as required by Federal and State regulations:

- Literacy development in English
- Literacy development in the native language (Bilingual Programs)
- Academic progress in the content areas
- Timely and appropriate transition to monolingual programs
- Data collection that is timely and appropriate for program decision making

Communicate with parents/guardians and community members to promote understanding, support, and involvement by:

- Disseminating information in multiple languages
- Providing informational sessions regarding programs, initiatives, and academic requirements
- Providing translators, whenever feasible, to facilitate face-to-face communication between families and the school
- Communicating with local agencies regarding refugee/immigrant issues
- Creating meaningful partnerships

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

Title VI of the Civil Rights Act of 1964: Title VI prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a language minority

student's limited proficiency in English. (See: Louisiana District and School Administrators English Language Learners Program Handbook)

D. Review of Placement

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

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

Students, parents, guardians, teachers, principals or the superintendent may initiate a review of student placement. The current school principal should be notified in writing when placement review is necessary or desired.

The teacher of any student who is showing limited academic progress has the responsibility of initiating a student placement review by the school building level committee. The team will consist of grade level teachers, a counselor and a school administrator. Team/parent conferences should be held in order to develop effective intervention strategies for a student. Student interventions will be evaluated monthly for effectiveness and adjusted as needed.

These strategies and adjustments will be documented in writing to the parent and appropriate teachers and included in the student's cumulative record.

The review process will be monitored by school personnel and the EMO in the annual QA process. Students receiving intervention will be studied for the effectiveness of the intervention implementation.

II. Attendance Policy

- A. Elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year. In order to be eligible to receive grades, high school students shall be in attendance a minimum of 30,060 minutes (equivalent to 83.5 six-hour school days), per semester or 60,120 minutes (equivalent to 167 six-hour school days) a school year for schools not operating on a semester basis.

Student Attendance Policies & Procedures

The safety and security of our students and staff are Crescent Leadership Academy's top priorities. Roll is taken upon arrival to school in every class to ensure the safety of our students and to comply with Louisiana State standards of reporting. As a result, the following principles and procedures are required of education staff when taking roll.

Procedure:

- Students do not take roll.
- Teachers take roll.
- There are only three symbols used by teachers when taking roll.
 - Student is present
 - / Student is absent
 - T Student is tardy
- Teachers complete roll within five minutes of the bell.
- If a student arrives after the roll call has been called and placed on the door, the roll sheet must be updated to reflect that the student was tardy.

If a student has three tardies or one unexcused absence, the parent/guardian can expect the school to take one or more of the following actions:

- Phone call or letter to parent/guardian
- Parent/guardian conference at the school
- Parent/guardian conference or home visit with the school social worker

A student may be considered truant and referred to the Municipal Court by the school Social Worker when the student has had five (5) or more unexcused absences in one semester, and the school has made all reasonable efforts to correct the student's attendance problem.

Absences

1. Several types of absences may affect a student differently for the purpose of receiving grades, earning credit, or being counted as truant. Students with these types of absences have a right to receive makeup work from the school for the days and classes missed:
 - Travel for education that is approved in advance;
 - Death in the immediate family (not to exceed one week);
 - Natural catastrophe and/or disaster;
 - Religious holidays of the student's own faith;
 - Extended physical or emotional illness, hospital stay, recuperation from an accident, or contagious disease that has been verified by a doctor, nurse practitioner, or dentist; or
 - Visiting a parent (for five days or less) who is a member of the US Armed Forces or National Guard and has been called to duty or is on a leave of absence from overseas deployment to a combat zone or combat support posting.
2. These types of absences will not be counted against the student for the purposes of truancy, but will be counted against the student for the purposes of receiving grades and earning credit. The school is not required to give students with these types of absences makeup work for the days and classes missed, but may do so.
 - Student illness, with a doctor or parent/guardian note
 - Serious illness in the family, with a doctor or parent/guardian note

3. Students who are suspended out of school will be counted as absent; these absences will not be counted against the student for the purposes of truancy or receiving grades or credit for work completed. A student on suspension has the right to receive schoolwork from the school for the days the student was suspended. In-school suspension is not considered an absence of any kind.
4. Any other kind of absence will be counted as an “unexcused absence.” These types of absences may be counted against a student for the purposes of truancy, and receiving grades or credit. The school is not required to give student with these types of absences makeup work for the days and classes missed, but may do so. Absences to work on any job that is not part of an approved instructional program, even in a student’s own home or for a student’s parents, will be counted as an unexcused absence.

If the student is absent for any special circumstance other than those listed above that the parent/guardian believes should not be counted against the student for the purposes of truancy, or receiving grades or credit for work completed, the student’s parents/guardians should bring their concern to an RSD Parent Center.

III. Promotion K – 8

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

A. Requirements of the Louisiana Educational Assessment Program

1. A Pupil Progression Plan shall require the student’s proficiency on certain tests as determined by the BESE before he or she can be recommended for promotion. (R.S. 17:24.4)
2. In addition to completing a minimum of 23 or 24 Carnegie units of credit as required by BESE, the student shall meet assessment requirements to earn a standard high school diploma. (Bulletin 741 §2318 and §2319)
3. At the conclusion of the 2014-2015 school year, due to a delay in test scores resulting from the administration of new assessments, placement decisions for fourth and eighth grade students shall be made according to local pupil progression plans, which shall outline the evidence of student learning used to make promotion decisions. Such evidence shall include, but not be limited to, performance on classroom assignments or benchmark assessments (Bulletin 1566 §701)
 - a. LEAs may promote any first-time fourth grade student who did not receive sufficient instruction needed to achieve the passing standard on the transitional state assessment, but who has demonstrated readiness for fifth grade content through

evidence of student learning, to the fifth grade. Each LEA shall include guidance in its local pupil progression plan outlining the evidence of student learning used to make such promotion decisions, including but not limited to performance on classroom assignments or benchmark assessments.

- b. LEAs may promote any first-time eighth grade student who fails to achieve the passing standard to transitional ninth grade, pursuant to requirements set forth in (Bulletin 1566 §503 (B)(1)(d)).
4. All placement and promotion requirements for 4th and 8th graders shall be aligned with current BESE guidelines as outlined in the *High Stakes Testing Policy*. (Bulletin 1566 §701)
5. Students with disabilities participating in the state testing program must be provided with accommodations as noted in the students' IEPs. (Bulletin 1566 §701)
6. Students eligible for services under Section 504 of the Rehabilitation Act of 1973 should have accommodations as noted on their individual accommodation plan (IAP).
7. Students with disabilities who participate in the LEAP Alternate Assessment, Level 1 (LAA 1) shall have promotion decisions determined by the School Building Level Committee (SBLC). (Bulletin 1566 §505 A.)
8. LEP students shall participate in statewide assessment. The SBLC shall be granted the authority to waive the state's grade promotion policy for a LEP student. A LEP student who was granted a waiver at the 4th grade level is ineligible for a waiver at the 8th grade level. (Bulletin 1566 §707 E)

► Describe the LEA's criteria for determining if a first-time fourth grader will be placed in fifth grade, if the student is determined to be non-proficient. Identify which resources will be utilized to make the placement decision and who will make the decision.

► Describe the LEA's plan for intervention and remediation for the non-proficient student for the summer and school year.

Before school/after school remediation will be provided throughout the year starting after the first progress report period.

READ 180: For students who read well below grade level, CLA utilizes *READ 180*, a systematic, evidence-based reading intervention program developed by Scholastic. Each student is administered a Scholastic Reading Inventory (SRI). If scores in reading indicate a need for additional assessment, *READ 180* provides students with opportunities to read high-interest fiction and nonfiction.

Mathematics Intervention Program: Crescent Leadership Academy utilizes an evidence-based mathematics intervention program approved by the National Council of Teachers in Mathematics in *Creating or Selecting Intervention Programs*.

► Describe the LEA's criteria for determining if a first-time eighth grader will be placed in transitional ninth grade, if the student is determined to be non-proficient. Identify which resources will be utilized to make the placement decision and who will make the decision.

The criteria for determining Transitional 9th- Summer & Spring LEAP scores, age (16 and over during rising school year), grades, STAR data (nationally-normed literacy and numeracy diagnostic assessment), attendance (school year and during summer remediation), behavioral record, number of times in 8th grade. The SBLC Team will determine if students who fail to meet the state requirement for 8th grade LEAP are: 9th grade (no remediation), Transitional 9th grade, or retained in the 8th grade.

If the student is determined to be non-proficient and retained, they will be RTI'ed at the beginning of the academic year. The RTI process will determine academic and related services that will be given to the student during the rising academic school year and summer.

► Describe how you will address remediation for transitional 9th grade students during the summer and school year while ensuring credit accumulation and exposure to 9th grade level ELA and math content.

Summer Remediation for Transitional 9th grade students- The ELA remediation will be Read180 for students during the summer and the remedial Math class will be Math Essentials, which is a LDOE approved credit-earning math class. Students will continue to focus on 9th grade level ELA and math content (CCSS).

School year Remediation for T9- Students who are promoted as Transitional 9th will receive a remedial Math and ELA course during the rising academic year. The SBLC Team will determine, based on the criteria outlined, if the student requires further support through the RTI process. The remedial Math class will be Math Essentials, which is a LDOE approved credit-earning math class. The ELA remediation will be Read180, which is a non-credit class. At the mid-point of the academic year, Transitional 9th grade students will be monitored to determine if they need further skill-building and remediation classes in ELA and Math during the remainder of the school year and over the summer. The school will offer before/after school remediation programs with HQT personnel and will look to offer Saturday school as well for remediation in order to move forward with grade level ELA and Math content (CCSS).

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

The School Level Building Committee (SBLC) shall review any cases of students to be retained and/or of students who are experiencing academic problems in grades K-8 by the end of the second quarter. A specific, written Personal Educational Plan (PEP)

defining an educational program will be developed for the student. The plan shall be different from the student's current educational program. Developmentally appropriate activities shall be included that are age, individually, and culturally appropriate. The Personal Educational Plan shall be placed in the student's cumulative folder and a copy given to the student's parent(s). Retention shall not be used as the primary intervention prior to a special educational referral. Below grade level performance in reading, language arts, or mathematics does not automatically qualify a pupil for evaluation to determine special education eligibility. Prior to referrals, teachers and administrators shall accumulate documentation of all efforts to provide appropriate and multi-sensory classroom and school site alternatives/modifications/accommodations to meet the individual student's needs.

The principal and/or SBLC cannot make decisions about grade placement at the 4th and 8th grade, if LEAP is the determinant. Grade placement of students shall not be changed during the school year.

SBLC Review and Proposed Retention: Grades K-8

The following persons serve on the SATeam:

- Principal or Designee
- School Social Worker
- Parent (every attempt should be made to invite and include the parent to attend)
- School Nurse
- Counselor
- Classroom Teacher
- Other Personnel as needed (Special Education staff if student has an IEP)

The SBLC Committee shall consist of a committee of knowledgeable persons, per requirements of Section 504 Rehabilitation Act of 1973. The team must consist of at least three people.

NOTE: The principal or designee and the counselor must be two of the three person team needed to sign the form which renders the SBLC team decision.

► Describe how the SBLC determines the progression of students with disabilities participating in the LEAP Alternate Assessment, Level 1. List the specific criteria that will be used by the SBLC.

Same at the regular education student with the exception of collaboration with the IEP Team.

B. High Stakes Testing Policy

1. The decision to retain a student in the fourth or eighth grade more than once as a result of his/her failure to achieve the passing standard on the English Language Arts and Mathematics components of the state mandated assessments shall be made by the LEA in accordance with the local Pupil

Progression Plan. (See Chapter 7 of Bulletin 1566 for additional policies regarding High Stakes Testing.)

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

The administrative team identifies 8th grade students who are eligible for consideration to receive a *Mastery/Advanced* waiver. Each student must meet the following requirements:

- Score of the Mastery or Advanced level in English or mathematics and scores at the unsatisfactory level in the other;
- Attend a minimum of 90% of 50 hours of summer remediation in the content area in which the unsatisfactory score was received; and
- Participate in both the spring and summer administrations of LEAP
- The student will have his/her information forwarded to the School Building Level Committee/Student Assistance Team SBLC/ (SATeam) for review and recommendation.
- The SBLC/SATeam recommendation will contain 3 to 4 signatures of the members and documented on the Request for SBLC/SATeam Consideration form then placed in the student's cumulative folder.
- The parent shall consent to the recommendation for promotion, which will be forwarded to the Superintendent. If the parent does not agree with the SBLC/SATeam recommendation for promotion, the student will repeat the regular grade. It shall be the responsibility of the school to inform the parent of the advantages of the transitional setting for their child.
- The Superintendent will follow the DOE Waiver Process.
- The grade placement of the student will be determined by the outcome of the waiver.

► Describe the LEA's procedure for determining if an 8th grade student is granted the U/B waiver from the High Stakes Testing Policy. (Bulletin 1566 §707 B.)

Students must meet the following requirements for consideration to be eligible for a waiver:

- Score at the Basic level in English Language Arts or Mathematics and Unsatisfactory in the other.
- Score approaching basic or above on the science and social studies components of LEAP;
- Meet the minimum attendance requirement of 92% during the school year;
- Have a 2.5 cumulative average on a 4.0 grading scale;

- Attends a minimum of 90% of the 50 50 hours in the content area in which the unsatisfactory score was received; and
- Participates in both the spring and summer administrations of LEAP.

The student will have his/her information forwarded to the School Building Level Committee for review and recommendation

► Describe the LEA's criteria for determining if an 8th grade student will receive a *AB/AB* waiver from the High Stakes Testing Policy. (Bulletin 1566 §707 C.)

Each student must meet the following requirements to be eligible for consideration to receive an *AB/AB* waiver:

- Score at the Approaching Basic level in English Language Arts and Mathematic
- Meet minimum attendance requirements of the LDOE during the school year;
- have a 2.5 cumulative average in English Language Arts and Mathematics;
- have a 2.0 cumulative average in Health, Physical Education and elective courses;
- attend a minimum of 90% of the 50 hours in the content area in which the unsatisfactory score was received ; and
- participate in both the spring and summer administrations of LEAP.
- The student will have his/her information forwarded to the SBLC team for review and recommendation
- The SBLC team recommendation will contain 3 to 4 signatures of the members and documented on the Request for SBLC Team Consideration then placed in the student's cumulative folder.
- The parent shall consent to the recommendation for promotion, which will be forwarded to the superintendent. If the parent does not agree with the SBLC team recommendation for promotion, the student will repeat the regular grade. It shall be the responsibility of the school to inform the parent of the advantages of the transitional setting for their child.
- The Superintendent will follow the LDOE Waiver Process.
- The grade placement of the student will be determined by the outcome of the waiver.

► Describe the LEA criteria that determine if a student is retained in 4th grade more than once as a result of failure to score at or above the required *Basic/Approaching Basic* achievement level on the state mandated assessments for English and Mathematics.

► Describe the criteria that determine to what grade a student will be promoted if he/she has repeated the 4th grade at least once as a result of failure to pass the state mandated assessments for English and Math and if he/she will be 12

years old on or before September 30th of the next school year. (Bulletin 1566 §703 C.)

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

(Bulletin 1566 §707 D.)

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

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

During LEAP mandated Summer School, the school will offer 50 hours of remediation per subject (ELA & Math). CLA requires that the student must attend a minimum of 90% of the 50 hours per subject, in order to have met the summer attendance requirement.

C. Elementary Program of Studies Requirements

1. The elementary grades shall provide a foundation in fundamentals of English Language Arts, Mathematics, Social Studies, Science, Arts, Health, and Physical Education. (Bulletin 741 §2313)
2. Each elementary school shall provide 63,720 minutes of instructional time per year. (Bulletin 741 §333)
3. Each LEA will provide instruction aligned to BESE-approved standards or locally-developed and approved curriculum. (Bulletin 741 §2301)
4. Elementary schools shall offer an articulated **foreign language** program for 30 minutes daily in grades four through six and 150 minutes per week in grades seven and eight. (Bulletin 741 §2313)

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

Grades 7 & 8 (Middle Grades)

The pupil shall attain at least the lowest "D" percentage in each of the promotional subjects of **reading, English/language arts (oral and written communication, handwriting, and spelling), mathematics, science and social studies** based on the required grade level benchmarks. Students who fail one of the core academic subjects may attend an approved summer program (for the failed course) authorized by the principal or designee, at the expense of the parent. **Upon completion of the summer school course, an assessment may be administered by the school to determine proficiency and final determination**

for promotion is made by the SBLC Team fir students who have met the High stakes Testing requirements. The student must score at least the lowest “D” percentage on the summer school course to be promoted. The cost of the summer program will be at the expense of the parent. All 7th and 8th grade students who score below Basic on the LEAP/iLEAP assessments will be scheduled into two courses of daily instructional time in language arts and mathematics. The second course shall be a remediation course that shall be used in lieu of P.E. and an elective, A student who receives a grade of D or F in English/language arts, reading, and/or mathematics or high school Carnegie Unit Credit Course at the end of a marking period, or has met the criteria as outline in, Section IV, the remediation plan of this document will be offered the opportunity to participate in a school remedial program. The school year remediation plan shall be conducted through the three tiered processes of the RTI guidelines.

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

In 1984, the Louisiana Board of Elementary and Secondary Education mandated that Foreign Language be taught to academically able students in grades four through eight. Guidelines for implementation of this mandate are included I Bulletin 741. Bulletin 741 stipulates that a foreign language be taught a minimum of 30 minutes daily throughout the entire school year in grades 4-6 and in grades 7-8 that foreign language is scheduled for 150 minutes per week throughout the entire school year.

- Explain the local definition of the term “grade level” or “on grade level.”

CLA defines “on grade level” as the performance of a student at the accurate age appropriate achievement level

IV. Promotion 9 – 12

A. Carnegie Credit and Credit Flexibility

1. Students may earn Carnegie credit as middle school and high school students in two ways:
 - a. By passing a course in which the student is enrolled and meeting instructional time requirements, as set forth below; or
 - b. By demonstrating proficiency as set forth below.
2. When awarding credit based on instructional time, LEAs shall provide a minimum of 7,965 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 minutes, and students shall be in attendance for a minimum of 3,758 minutes.

3. When awarding Carnegie credit based on demonstrated proficiency, LEAs must inform the LDE of the following on behalf of any student or group of students:
 - a. the name of the examination used to measure proficiency, if nationally recognized, or
 - b. a copy of the examination used to measure proficiency, if locally developed or not nationally recognized and the score required to demonstrate proficiency; or
 - c. a listing of requirements to demonstrate proficiency through portfolio submissions.
4. 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 pathway in Paragraph A.1. Of this Section once the school year has begun.
 - a. If a student fails a course, but meets the standard of proficiency on the end-of-course exam, the student may retain that score to be factored into their final grade in either a credit recovery course or a repeat of the traditional course.
5. Proficiency in a course with a state administered End of Course exam must be demonstrated using the End of Course exam.
6. The LDE may require revisions of assessments in order to ensure that they adequately measure proficiency.
7. Students meeting the requirements for Carnegie credit based on proficiency shall have the course title, the year proficiency was demonstrated, and the unit of credit earned entered on their transcript.
 - a. LEAs shall determine whether to award the letter grade earned on the proficiency assessment(s) or a P (pass) when a student demonstrates proficiency.

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

In grades 9-12 students earn Carnegie units (upon successful completion of the course) at the rate of credit assigned approved by the Louisiana Department of Education. To be eligible to earn a unit of credit, the student must meet the minimum satisfactory performance level.

Basic Core Curriculum (Incoming Freshmen)
<p>English – 4 Units English I, II (E.O.C. Subject), III (E.O.C. Subject), IV or Senior Applications in English</p> <p>Math – 4 Units Algebra I (E.O.C. Subject), Applied Algebra I (1 unit) or Algebra I-Pt. 1 and Algebra I-Pt. 2 (2 units)</p>

LA Core 4 Curriculum (Incoming Freshmen)
<p>English – 4 Units English I, II (E.O.C. Subject), III (E.O.C. Subject), IV</p> <p>Math – 4 Units Algebra I (E.O.C. Subject) Geometry (E.O.C. Subject) Algebra II</p>

Geometry (E.O.C. Subject) or Applied Geometry

Remaining unit(s) from the following: Algebra II, Financial Mathematics, Math Essentials, Advanced Math—Pre-Calculus, Advanced Math—Functions and Statistics, Pre-Calculus, Calculus, Probability and Statistics, Discrete Mathematics, or a local math elective approved by BESE

Science – 3 Units

Biology (E.O.C. Subject)

1 unit from the following Physical Science cluster: Physical Science, Integrated Science, Chemistry I, Physics I, Physics of Technology I

1 unit from the following: Aerospace Science, Biology II, Chemistry II, Earth Science, Environmental Science, Physics II, Physics of Technology II, Agriscience II, Anatomy and Physiology, an additional course from the physical science cluster, or a local science elective approved by BESE

Students may not take both Integrated Science and Physical Science

Agriscience I is a prerequisite for Agriscience II and is an elective course

Social Studies – 3 Units

U.S. History (E.O.C. Subject), 1/2 unit of Civics or AP American Government, 1/2 unit of Free Enterprise; and one of the following: World History, World Geography, Western Civilization, or AP European History

Health – 1/2 Unit

Health Education

Physical Education – 1 1/2 Units

Physical Education I and Physical Education II, or Adapted Physical Education for eligible special education students. A maximum of 4 units of

Remaining unit from the following: Financial Math, Math Essentials, Advanced Math/Pre-Calculus, Advanced Math-Functions and Statistics, Pre-Calculus, Calculus, Probability and Statistics, Discrete Math, or a local math elective approved by BESE

Science – 4 Units

Biology (E.O.C. Subject)

Chemistry

2 units of the following: Physical Science, Integrated Science, Physics I, Physics of Technology I, Aerospace Science, Biology II, Chemistry II, Earth Science, Environmental Science, Physics II, Physics of Technology II, Agriscience II, Anatomy and Physiology, or a local science elective approved by BESE*

Social Studies – 4 Units

1/2 unit of Civics or AP American Government

1/2 unit of Free Enterprise

U.S. History (E.O.C. subject)

1 unit from the following: World History, World Geography, Western Civilization, or AP European History

1 unit from the following: World History, World Geography, Western Civilization, AP European History, Civics (second semester – 1/2 credit), Law Studies, Psychology, Sociology, or African-American Studies*

Health – 1/2 Unit

Health Education

Physical Education – 1 1/2 Units

Physical Education I and Physical Education II, or Adapted Physical Education for eligible special education students. A maximum of 4 units of Physical Education may be used toward graduation

Foreign Language – 2 Units

Physical Education may be used toward graduation

Education for Careers or Journey to Careers* - 1 Unit

Electives – 7 Units

Shall include the minimum courses required to complete a Career Area of Concentration*

Total – 24 Units

*Take effect for incoming freshmen in 2010-2011 and beyond

2 units from the same foreign language or 2 units of speech

Arts – 1 Unit

1 unit Fine Arts Survey or 1 unit of Art (§2333), Dance (§2337), Music (§2355), Theatre Arts (§2333), or Applied Arts*

Electives – 3 Units

Total – 24 Units

*Approved IBC-related course may be substituted for the 4th science or social studies or for the art course if the course is in the student's career area of concentration.

* Score Fair or above on End of Course Assessments (EOC) in English, Mathematics, Biology or History

* 8th grade students must meet the Basic/Approaching Basic in Math and ELA in order to pass the LEAP

Subject	Credits for LA Core 4	Credits for Basic Core	Credits for Career Diploma
English		4	
Math		4	
Physical Education		1.5	
Health		.5	
Science	4	3	3
Social Studies	4	3	3
Foreign Language	2	-	-
Arts	1	-	-
Electives	3	8*	7**
Total	24	24	23

*Students who pursue a Basic Core course of study must complete six credits in career area of concentration.

**Students who pursue a Career Diploma must complete seven credits in career area of concentration.

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

Students must earn may be granted a ½ credit at the end of each semester for any elective one-unit course that is offered the entire year. The semester grade is not the average of the two quarter grades, but the average of all of the appropriately weighted

individual grades for the entire semester. Students must pass the second quarter in order to pass the semester course. In the event fails a course due to failing the second quarter, he/she will be allowed to present his/her case before the SBLC Team through a due process hearing.

B. High School Graduation Requirements

1. General requirements for a high school diploma and a Certificate of Achievement may be found in §2317 of Bulletin 741.
2. A Louisiana state high school diploma cannot be denied to a student who meets the state minimum high school graduation requirements; however, in those instances in which BESE authorizes an LEA to impose more stringent academic requirements, a school system diploma may be denied. (Bulletin 741 §2317)
3. Graduation requirements for the College Diploma may be found in §2318 of Bulletin 741, including the requirements for the following students:
 - a. Students who entered the ninth grade prior to 2008-2009,
 - b. Students entering the ninth grade in 2008-2009 to 2013-2014 who are completing the Louisiana Core 4 Curriculum, and
 - c. Students entering the ninth grade in 2008-2009 to 2013-2014 who decide after their second year of high school to complete the Basic Core Curriculum.
4. Graduation requirements for the Career Diploma may be found in §2319 of Bulletin 741.
 - a. A student who seeks to pursue a Career Diploma shall:
 - i. Fulfill the all the requirements for promotion to high school;
 - ii. Fulfill the course requirements for a Career Diploma found in Bulletin 741 §2319; and
 - iii. Meet the entry or admissions requirement set forth in the chosen Career Major program.
5. Students may switch from the Career Diploma pathway to the College Diploma pathway or vice versa at the end of each semester. (Bulletin 741 §2317 G. and H.)
6. All ninth graders in the College Diploma pathway will be enrolled in the LA Core 4 curriculum. (Bulletin 741 §2318 A.)
7. In addition to completing a minimum of 23 or 24 Carnegie credits, students must meet the assessment requirements to earn a College diploma or a Career Diploma. (Bulletin 741 §2318 B. and §2319 B.)
 - a. Incoming freshmen prior to 2010-2011 must pass the English Language Arts and Mathematics components of the GEE or LAA 2 and either the Science or Social Studies components of the GEE or LAA 2 to earn a high school diploma.
 - i. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other

graduation requirements and is able to pass two of the three required components of GEE or LAA 2, if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required GEE test. (Bulletin 741 §2318 B. and §2319 B.)

- b. Incoming freshmen in 2010-2011 and beyond must pass End-of-Course Tests in the following categories:
 - i. English II or English III
 - ii. Algebra I or Geometry
 - iii. Biology or American History
- c. Students with disabilities identified under IDEA who meet the eligibility criteria previously used for LAA 2 participation and have entered high school in 2013-14 or before may meet the graduation assessment requirements by passing the English language areas and mathematics components of the LAA 2 and either the science or social studies component of LAA 2.
- d. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required EOC tests, and if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required EOC test. (Bulletin 741 §2318 B. and §2319 B.)

V. Retention Policy

- ▶ State the number of times a student may be retained in each grade or level.

Students who do not meet the criteria as outlined in the High Stakes Testing Policy for 4th and 8th graders shall be retained the initial time in grade 4 and 8. After a student has been retained one time in the fourth grade, the student shall be assigned to grade 5. Documentation of the assignment shall be derived from the SBLC/SATeam. For all other grades, CLA shall comply with the request of the Louisiana Department of Education; students must be afforded every opportunity through the processes of RTI to avoid retention. Students may not be retained if documentation of failed efforts through intervention is not available. Every step as outlined in the guidelines of RTI must be documented. Additionally, there must be evidence that progress monitoring has occurred, needed adjustments have been implemented, and proper notification to parents has been provided and documented. All documentation must reside in the student's cumulative folder and be forwarded to the SATeam if a student is recommended for retention. If a student is promoted with deficiencies the student's prescription shall be forwarded to the teacher of the next grade and collaboration between the two teachers shall occur to update the prescription with needed interventions.

- ▶ Describe any additional LEA policies that may determine student retention.

Students in grades 8 who are promoted because of the retention limit must attend 90% of the 50 hours of summer school and take the summer retest. Students shall also participate in an intervention program by content if offered at the school.

- ▶ Describe the intervention/remediation strategies to be used to prevent retention or in lieu of student retention at the lower grades.

Upon identification that a student displays a deficiency, the classroom teacher will enact the processes for RTI. Required documentation shall be gathered and progress monitoring shall occur every two-weeks to determine the effectiveness of the interventions applied. If a student continues to display evidence of failure by the end of the first quarter in grades 7-12, the student will be referred to the Student Assistance Team (SATeam) or review and consideration. Recommendations for the next academic year or semester will be based on the information documented on the appropriate documentation. These documents will be discussed with parents prior to making final decision to retain the student or repeat a course or a portion of a course.

CLA will implement the best practices elements of the RTI process by following the three-tiered method. In the fall, winter and spring students will be universally screened for benchmarking.

- Tier 1 students will receive the core, enrichment and/or accelerated instruction as applicable.
- Tier 2 students needing strategies support will be grouped in accordance to need and shall not exceed 15 students per group. Core instruction will include differentiated instructional strategies and be supplemented with 30 minutes of intervention for every 1 hour of core instruction.
- Tier 3 students needing intensive support will be grouped in accordance to the need and shall not exceed 10 students per group. Core instruction will include differentiated instructional strategies and be supplemented with 60 minutes of intervention for every 1 hour of core instruction.

CLA shall use the supplemental resources that have been provided/purchased for the purpose of moving strategic and intensive intervention students toward benchmark. Progress monitoring shall occur every two weeks to determine if the intervention provided is sufficient.

VI. Acceleration

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

CLA provides programs and services that meet the unique cognitive, social, and emotional needs of gifted and/or talented students under IDEA, preparing them to succeed in a global society. Students who are gifted have learning needs that go beyond what is traditionally offered in the regular classroom. The nature of their abilities, demonstrated or latent, requires differentiated learning experiences and opportunities for them to maximize their potential. Teachers will use Compacting the Curriculum strategy, which allows students that already know the content to move forward in areas that they do not know.

Post-Secondary Opportunities or Enrichment: When students enter their junior or senior years, they will have opportunities to earn college credit either through local colleges and/or online college programs. CLA will facilitate and offer these college experiences for students who desire additional academic challenge and learning extensions. Advanced academic high school courses are also offered for enrichment opportunities through the Plato Suites.

Advanced Placement Courses: Another avenue to be used for acceleration is the pursuit of Advanced Placement course work. Arrangements must be made prior to the fact with the guidance counselor, and the criteria prescribed by the College Board must be followed (See Bulletin 741).

Online Learning: Students may also earn Carnegie Units toward graduation through online or correspondence courses. Students will be placed into distance learning courses dependent on availability and the needs of the individual student.

- ▶ Describe the LEA criteria for acceleration, including who is involved in the decision-making process, what evaluation criteria are used, and other local policies.

See previous section above

- ▶ Describe any applicable policies and procedures for grade “skipping.”

See previous section above

- ▶ Describe any policies governing services for gifted students.

CLA provides programs and services that meet the unique cognitive, social, and emotional needs of gifted and/or talented students under IDEA, preparing them to succeed in a global society. Students who are gifted have learning needs that go beyond what is traditionally offered in the regular classroom. The nature of their abilities, demonstrated or latent, requires differentiated learning experiences and opportunities for them to maximize their potential. Teachers will use Compacting the Curriculum strategy, which allows students that already know the content to move forward in areas that they do not know.

A. Early Graduation

1. Each LEA shall develop an early graduation program allowing students to accelerate their academic progress, complete all state graduation requirements, and receive a high school diploma in less than four years.
 - a. The early graduation program may include distance education (§2326), dual enrollment (§2327), and Carnegie credit and credit flexibility (§2314).
 - b. LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.
- ▶ Describe the components and requirements of the local early graduation program.

Another avenue that may be explored by a student for acceleration purposes is the early college admissions policy, as stated in the LDOE Bulletin 741. The student must make arrangements prior to admissions by obtaining permission from the high school principal and acceptance to the college.

VII. Remediation

A. Legal Authorization

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

B. Purpose

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

C. State Mandatory Requirements

1. Any public elementary or secondary student, including a student with a disability participating in the Louisiana Educational Assessment Program, who does not meet the performance standards established by the Department and approved by

BESE, as measured by the State criterion-referenced test, shall be provided remedial education. (R.S. 17:397)

- a. For End-of-Course (EOC) tests, 30 hours of remediation per year shall be provided for students who do not pass.
- b. Remediation in the form of summer school (50 hours of instruction per subject) shall be provided to both 4th and 8th grade students who score at the *Approaching Basic* or *Unsatisfactory* achievement level on the spring state mandated assessments for English Language Arts and/or Mathematics.
 - i. Summer remediation and end-of-summer retests must be offered by school systems at no cost to students who did not take the spring state mandated assessments or who failed to achieve the required level on the state mandated assessments.
 - ii. All students with disabilities who participate in testing should receive services along with regular education students in summer programs, with special support provided as needed, including accommodations.
 - iii. Students with disabilities who participate in LEAP Alternate Assessment, Level 1 (LAA 1), are not eligible to attend the state mandated summer remediation programs.
- c. Remediation shall be provided to students who score at the *Unsatisfactory* level on the state mandated Science and Social Studies tests.
- d. Remediation is recommended for 4th and 8th grade students who score at the *Approaching Basic* level on the state mandated Science and Social Studies tests.
- e. Each LEA shall provide transportation to and from the assigned state mandated Remediation summer site(s) from, at a minimum, a common pick up point.

D. School Year Intervention/Remediation Program

- List the objectives for your school year intervention/remediation program.
 - At least 40% of the students in eighth grade receiving remediation will achieve the basic level in the English Language Arts and Mathematics portions of LEAP
 - At 40% of the students repeating eighth grade due to non-passage of LEAP and receiving remediation shall achieve the basic level in the English Language Arts and Mathematics portions of LEAP.
 - Approximately 80% of students enrolled in CLA for two consecutive years will achieve Fair or above on the EOC Assessments, Basic or Above on

LEAP, and Approaching Basic or above on the GEE, regardless of race or class.

- Describe the criteria used to determine which 4th and 8th grade students are eligible for school year intervention/remediation.
 - Students repeating eighth grade due to non-passage of LEAP
- Does the district suggest or require a minimum number of remediation services hours each school should provide to its eligible students? If so, what is the minimum?

Depending upon the extent of the deficiency of each eligible student, a minimum of 50 contact hours per content will be provided. For after school and/or Saturday remediation, the school shall determine the areas of remediation for students determined to need more than two content areas of remediation. The determination shall be based upon the areas of greatest need. All content areas will be remediated within the school day under the guidelines of RTI. Students shall not be released from remediation until a passing score in the content area is provided.

- Describe the materials and methodology to be used throughout the district in school year intervention/remediation.

As part of our Rtl framework, to meet the varied needs of our diverse student population, CLA will implement the following interventions and learning extensions:

Orientation Program: Upon enrollment, all students will participate in a mandatory five day orientation program to learn the school's behavioral and academic expectations, identify personal learning challenges, and prepare for the emotional and social challenges ahead.

Advisement period: The Advisement period will serve as a time for a school mentor (Teacher, Behavioral Mentor or Administrator) to monitor the overall academic and behavioral progress of approximately 8 to 10 students.

GED and Credit Recovery: Crescent Leadership Academy utilizes the Plato Suite developed by Educational Options to provide students with opportunities for credit recovery or preparation for the GED examination. This web-based program provides curriculum, instruction and assessments for middle school and high school students.

Post-Secondary Opportunities or Enrichment: When students enter their junior or senior years, they will have opportunities to earn college credit either through local colleges and/or online college programs. CLA will facilitate and offer these college experiences for students who desire additional academic challenge and learning extensions. Advanced academic high school courses are also offered for enrichment opportunities through the Plato Suites.

READ 180: For students who read well below grade level, CLA utilizes *READ 180*, a systematic, evidence-based reading intervention program developed by Scholastic. Each student is administered a Scholastic Reading Inventory (SRI). If scores in reading indicate a need for additional assessment, *READ 180* provides students with opportunities to read high-interest fiction and nonfiction.

Mathematics Intervention Program: Crescent Leadership Academy utilizes an evidence-based mathematics intervention program approved by the National Council of Teachers in Mathematics in *Creating or Selecting Intervention Programs*.

- Describe the form of documentation collected from students/parents who refuse school year remediation services.

A school remediation registration form will document the program offered at the school, which explains the remedial plan for each student. The signature of parents refusing such efforts or a student's nonattendance verified by the remediating teacher shall become part of the student's permanent record, to include the cumulative folder.

- Describe how science and social studies remediation is implemented.

Students shall receive science and social studies remediation through teaching across the curriculum within the regular classroom setting. Additionally, students who scored at the unsatisfactory achievement level will be provided intense and targeted remediation in those content areas through after school remediation.

- Describe the district's plan for coordination of state, federal, and local funds for school year remediation.

The school year remediation program has been prioritized within the Title I application to support the financial needs of the program and staff.

- Describe the district's plan for documenting evidence of achievement/growth of students who are participating in school year remediation.

Documentation of students' quarterly assessments scores shall provide evidence that students have progressed toward mastery throughout the program.

The student's attendance data and effort codes, documented by the Power School database shall serve as the basis for defining the correlation value between attendance, effort and achievement.

► Summer Remediation Program

- List the objectives for your summer remediation program.

At minimum 40% of the students who attend summer remediation in grade 8 will meet the attainment criteria for meeting promotion.

- Describe the criteria used to determine which 4th and 8th grade students are eligible for summer remediation.

Students in eighth grade who scored at or below the approaching basic level on the spring administration of LEAP; and students in eighth grade who participated in LEAP Alternative Assessment Level 2 (LAA2- re-testers only).

- Describe the schedule for your summer remediation program. Please be reminded that the district must schedule a minimum of 50 hours per subject at both 4th and 8th grade levels.

Students shall be scheduled for 2 ½ hours intervals per content, ELA and math, per day for not less than 20 days (8th graders).

- Describe the materials and methodology to be used throughout the district in summer remediation.

Teachers providing remedial instruction during the summer session will be provided materials selected from the approved list of resources developed by the state of other charter operators. These materials of instruction will include, but not limited to software, consumable workbooks, skill texts, manipulatives, which address the State content standards and local standards-based curriculum benchmarks.

- Describe the form of documentation collected for students and parents who refuse summer remediation services.

A school wide registration form will document the program offered at each school, which explains the remedial effort of eligible students. The signature of parents refusing such efforts or a student's non-attendance verified by the remediating teacher shall become part of the student's permanent cumulative file.

- Describe the district's plan for coordination of state, federal, and local funds for summer remediation.

The summer school remediation program shall be financed using general funds and supplemented with funds outlined within the Title I application (math).

- Describe the district's plan for documenting evidence of achievement/growth of students who are participating in summer remediation.

Documentation of students' quarterly assessments scores shall provide evidence that students have progressed toward mastery throughout the program.

The student's attendance data and effort codes, documented by the Power School database shall serve as the basis for defining the correlation value between attendance, effort and achievement.

► EOC Remediation

- Describe the EOC remediation provided for students. Include the following:

- Program Description

- 30 hours of remediation in each subject for which the student is eligible
- 15:1 student/teacher ratio
- Instruction linked remediation provided certified teachers and/or HQT
- Data-driven to Standards, Benchmarks and GLE's

- Student selection criteria

Students who score Needs Improvement on any End-of-Course Exam (EOC)

- Pupil/Teacher ratio

The student teacher ratio for student receiving remediation under the guidelines of RTI shall comply with the ratio as outlined in the process.

- Instructional time

Students who meet the criteria for remediation in grades 11 and 12 shall be remediated for not less than a total of 35 hours per retest administration, October and summer. Students who are enrolled in remedial courses will remain in the course until the end of the semester. Carnegie credit will only be awarded in these classes if the student meets the criteria for passing the course.

- Selection criteria for teachers and/or paraprofessionals

Remedial instruction shall be provided by state certified teachers who possess current and appropriate certification/qualifications.

- Materials and methodology to be used

Teachers providing remedial instruction during the summer session will be provided materials selected from the approved list of resources developed by the state of other charter operators. These materials of instruction will include, but not limited to software, consumable workbooks, skill texts, manipulatives, which address the State content standards and local standards-based curriculum benchmarks.

- Program type – Examples: remediation courses, after-school tutoring, Saturday tutoring, summer school, other: List all that apply

CLA shall provide remediation courses in each of the four core content areas in the form of summer school, Saturday and/or after/before school programs.

- Documentation of students' and parents' refusal to accept remediation

A school-wide form will document the program offered at each campus, which explains the remedial effort of GEE and EOC eligible students (including remedial instruction by the regular core classroom teacher, the remedial elective class and the after school program). The signature of parents refusing such efforts or student's non-attendance verified by the remediating teacher shall become part of the student's permanent, cumulative file.

- Plan for coordination of state, federal, and local funds for remediation

The school year remediation program has been prioritized within the Title I application to support the financial needs of the program and staff.

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

Documentation of students' quarterly assessments scores shall provide evidence that students have progressed toward mastery throughout the program.

The student's attendance data and effort codes, documented by the Power School database shall serve as the basis for defining the correlation value between attendance, effort and achievement.

VIII. Alternative Schools/Programs/Settings

A. Definition

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

- ▶ List the written policies for all alternatives to regular placements.

A student may be placed on homebound if the student creates an unsafe environment for self and others. Before a student is placed on Homebound educational services documentation, the SBLC team must review all appropriate documentation before rendering the decision. Required personnel in attendance at the SBLC meeting must be, principal

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

Crescent Leadership Academy is the alternative school/program/setting

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

CLA does not offer an adult education program. CLA does offer a credit recovery option for students that are over in age and deficient in credits. Students work at their own pace to recover credits through a blended learning model.

IX. Other Policies and Procedures

A. Policies on Due Process

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

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

- Regular education students
- Regular education student with student placement at the school the student and/or parent may make an appointment with the Guidance Counselor to discuss the discrepancy.
- Parents/guardians may request an appeal of a disputed grade through the MDT (Multidisciplinary Team), which consists of the teacher of record the principal, counselor, social worker. All final decisions must be documented and placed in the student's cumulative file.
- Students with disabilities

Students performing in the diploma track shall follow the guidelines set forth for the regular education students. The request for review of records for promotion is given to the SBLC Team. This team consists of persons who have knowledge of the exceptionality and the students' programming. The decision is made after review of records, programming and assessment by the SBLC Team.

- Section 504 students

Section 504 students shall follow the guidelines set forth for the regular education students.

SECTION III

LOCAL POLICIES

Grading Policy

ACHIEVEMENT

Teachers shall maintain detailed, systematic records of the achievement of each student.

GRADE REPORTS

Grade reports (report cards) shall be issued after the nine-week grading period culminates. These evaluations shall provide a record of academic progress, attendance and conduct.

Grades earned on end-of-course exams required for high school courses designated shall count as a percentage of a student's final grade in a course. The percentage will increase yearly (see chart below) until reaching the desired twenty percent (20%) of the final course grade in 2014-2015.

INTERIM PROGRESS REPORTS

Interim progress reports shall be issued at the midpoint of every grading period to notify parents/guardians of students' academic progress. Principals may establish additional communication procedures for their school.

A student's academic grade shall not be lowered as a disciplinary action.

Grading and Exams

The current Pupil Progression Plan permits two methods for calculating student grades:

1. Individual grades and averages are expressed as letter grades. Letter grades are averaged according to the following quality point scale:

A= 4 quality points
B= 3 quality points
C= 2 quality points
D= 1 quality point
F= 0 quality points

2. Individual grades and averages are expressed as numerical grades. Numerical averages are converted to letter grades for the Report Card according to the following scale:

100-90 = A (4 quality points)
89-80 = B (3 quality points)
79-70 = C (2 quality points)
69-60 = D (1 quality point)
59-0 = F (0 quality points)

Exams will count for 20% of the semester grade and are given at the end of each semester. You should utilize Benchmark tests to serve as end of quarter exams.

"The grading system should weight the importance of each grade based upon the extent to which that grade indicates the student's mastery of the course objectives." For example, an essay would outweigh a spelling test.

Teachers should share a syllabus that outlines the work of the course and the grading system with each student and parent during the first week of class each year via the Parent Letter, with appropriate follow-up reminders. The syllabus/course overview should give parents and students a clear definition of what the student must accomplish and show how the grade will be earned over the duration of the course. In all instances, examination results shall be counted as 20% of the grade for the reporting period.

Participation	25%
Homework	10%
Quizzes/Tests	25%
Projects	20%
Exams	20%

APPENDIX A

Definition of State Terms

1. **Acceleration-** Advancement of student at a rate faster than usual in or from a given grade or course. This may include “gifted student” as identified according to the State Department of Education Pupil Appraiser Handbook.
2. **Content Standards-** Statements of what we expect students to know and be able to do in various content areas.
3. **LEAP Summer School-** The summer school program offered by the LEA for the specific purpose of preparing students to pass test in English language arts and mathematics.
4. **Louisiana Educational Assessment Program (LEAP)-** The state’s testing program that includes grades 3, 5 , 6, 7 and 9 Integrated LEAP Criterion referenced Testing Program; grades 4 and 8 Criterion-referenced Testing Program including English, language arts, mathematics, social studies, and science; the Graduate Exit Examination (written composition, English/language arts, mathematics, science and social studies); the LEAP Alternate Assessment Level 2) (LAA2) Program for students whose academic performance is at least three years below grade levels 4-11 and the LEAP Alternative Assessment Level 1 (LAA1) Program for students with significant disabilities, enrolled in grades 3-8 and the 1st, 3rd, and exit year of high school.
5. **Promotion-** A student’s placement from a lower to a higher grade based on local and state criteria contained in these Guidelines.
6. **Pupil Progression Plan-** “The comprehensive plan developed and adopted by each LEA which shall be based on student performance own the Louisiana Educational Assessment Program with goals and objectives which are compatible with the Louisiana competency-based education program and which supplements standards approved by the State Board of Elementary and Secondary Education (SBESE). A Pupil Progression Plan shall require the student’s proficiency on certain tests as determined by SBESE before he or she can be recommended for promotion.
7. **Regular Placement** – The assignment of pupils to classes, grades, or programs based on a set criteria established in the Pupil Progression Plan. Placement includes promotion, retention, remediation, and acceleration.
8. **Remedial Programs** – Programs designed to assist students including identified exceptional and Non/Limited English Proficient (LEP) students. To overcome educational deficits identified through the Louisiana Educational Assessment Program and other local criteria.
9. **Remediation-** See Remedial Programs
10. **Retention-** Non-promotion of a pupil from a lower to higher grade.

Definition of State Terms

1. **“At-Risk Student”** – A student with a profile that indicates a combination of factors that often leads to dropping out, including but not limited to failure, absenteeism, poor attitude, low academic achievement, drug abuse, delinquency, pregnancy, ect., frequently reflecting family problems, low socioeconomic status, unemployment, and other environmental conditions not conducive to success in school.
2. **Attendance** – present at school and actively participating in classroom and school activities.
3. **Attention Deficit Disorder/Attention Deficit Hyperactive Disorder (ADD/ADHD)**- a medically defined neurological disorder manifested by difficulties in attention and concentration, impulse control, and activity level.
4. **Benchmarks**- statements that reflect developmentally appropriate levels of the standard and that add definition and detail to the standard.
5. **Compensatory and/or Remedial Programs**- Programs designed to assist students including identified disabled students to overcome educational deficits identified through the State Grade Level Criterion Reference Test and other local criteria.
6. **Exceptional Student** – One who is evaluated in accordance with Bulletin 1706, Regulations for Implementation of the Exceptional Children’s Act, and is determined according to the State Department of Education Pupil Appraisal Handbook, to have an exceptional ability or a disability.
7. **Formative Assessments** – Intermediate or continuous evaluations Which may include feedback to help in achieving goals. Formative evaluation helps form of instruction.
8. **Grade-level Expectations (GLEs)** - statements of what all students should know or be able to do by the end of each grade.
9. **Homeless Children and Youth** – Individuals who lack a fixed, regular, and adequate night time residence and include children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or similar reason; are living in motels, hotels, trailer parks, or camp grounds due to lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.
10. **Inclusion** – refers to the commitment to educate each child to the maximum extent appropriate in the school and classroom he/she would be otherwise attend if he/she did not have a disability; involves bringing the support services to the child rather than moving the child to the services; requires only that the child will benefit from being in the class, rather than having to keep up with the other students.

11. **Language Minority Student** – One whose home language is other than English as determined by a Home Language Survey.
12. **Limited-English Proficient (LEP)** – A language minority student whose English aural comprehension, speaking, reading or writing proficiency is below the average English proficiency level of English speaking students of the same age and/or grade or whose native language is a language other than English.
13. **Middle Grades**- grades 7 and 8
14. **Native Language** – The term “native language” when used with reference to an individual with limited English proficiency, means the language normally used by the individual or in the case of a child, the language normally used by the parents of the child.
15. **School Building Level Committee (SBLC)/Student Assistance Team (S.A.T.)** – A designated school-based committee consisting of support personnel, teachers, school administrators, and parent and student representative to address individual and group needs at the school. The SAT must consist of a committee of knowledgeable persons, per requirements of Section 504 of the Rehabilitation Act of 1973.
16. **Summative Assessments** – The final or endpoint evaluation of a unit or chapter.