

66TH CONFERENCE ON EXCEPTIONAL CHILDREN

# House Bill 317- Data Collection

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Sara Carter

**SELF-ASSESSMENT:  
A Journey of Change**

PUBLIC SCHOOLS OF NORTH CAROLINA  
State Board of Education | Department of Public Instruction

November 8-10, 2016

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## Disclaimer



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This Professional Learning Supports Improved Graduation Rate for Students with Disabilities by:

**Engagement**

- Academics**
  - Active implementation of evidence-based instruction, *preK* through secondary
  - Local capacity building
  - Technical and adaptive leadership
  - Comprehensive and efficient assessment system
  - Student, Family, Staff, and Community Engagement
- Behavior**
  - Active implementation of evidence-based behavioral programming, *preK* through secondary
  - Local capacity building
  - Culturally responsive instruction
  - Positive school/class climate
  - Comprehensive and efficient assessment system
  - Student, Family, Staff, and Community Engagement
- Continuum of Transitions**
  - Active implementation of evidence-based transition practices, *preK* to post-secondary
  - Local capacity building
  - Systemic and coordinated supports (including wraparound), *preK* to post-secondary
  - Consistent attendance
  - Extracurricular and/or employment opportunities
  - Student, Family, Staff, and Community Engagement

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Overview

- House Bill- 317
- Communication Plan Worksheet
- Strategic Plan/Timeline
- Database



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HB-317



**SECTION 1** of the law states that, *The State Board of Education shall do at least all of the following to improve the educational outcomes for North Carolina children who are deaf or hard of hearing:*

- Develop assessment procedures and protocols to measure, at least annually or more frequently if specified in a child's Individualized Education Program (IEP), **the acquisition of language skills necessary for literacy using linguistically and culturally appropriate assessment tools**. The results of these assessments shall be used to determine whether further support and services, if any, are needed for a child.
- Require an IEP team to use the Communication Plan Worksheet for a Student Who is Deaf or Hard of Hearing to document (i) the team's consideration of the language and communication needs of the individual child as the IEP is developed, reviewed, or revised, (ii) data to be used in the placement decisions made for that child, and (iii) the team's review, at least annually, of the child's placement and language and communication needs.

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### Section 1- (1)



September 6, 2013  
Subject: Long-Range Language Development Plan

Written parental consent is not required for formal and informal measurement tools identified during IEP goal development if these tools are to be used for progress monitoring purposes, as parents already are to be integrally involved in IEP development. With children who are learning language, these tools can include the aforementioned instruments and other methods such as data charts, interviews, and teacher-made tests. An example of an acceptable measurement statement about an annual goal in language development on an IEP is *progress will be monitored using formal language assessments and informal language guides*. Though these tools must be related directly to the IEP goal being measured for progress, listing of precise titles on the IEP is not required. In addition, it is inappropriate to list other instruments and assessment methods that are not directly related to the IEP goal (e.g., a cognitive aptitude test for a language learning goal).

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### HB-317 Section 2



**SECTION 2** The Department of Health and Human Services and other State agencies and organizations upon the request of the Department of Public Instruction (DPI) shall make databases containing information on children under the age of 22 who are diagnosed as deaf or hard of hearing available to DPI. DPI shall use this information to develop and maintain a statewide data tracking system for the purpose of coordinating with other State agencies and organizations and ensuring literacy achievement for all such children who are deaf or hard of hearing.

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## Communication Plan Worksheet

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### Implementation



- The Communication Plan Worksheet (CPW) is required for any child with an IEP who has a hearing loss including:
  - students for which HI is a primary or secondary area of eligibility.
  - Students with hearing loss with ANY disability
  - students who are entering the initial eligibility determination process.
- New CPW required beginning February 1, 2015.

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### Section I- Question 3



**Using the data from annual assessments measuring language necessary for literacy, describe the student's functional language and vocabulary level.**

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### Section III- Question 1



Does the student have the communication, language, and literacy skills necessary to acquire grade-level academic skills and concepts in the general education curriculum?

- If YES, describe the supports needed for the student to continue communication, language and academic proficiency. If NO, describe the supports needed to increase proficiency in communication, language and literacy.

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Strategic Plan 2016-17  
Deaf and Hard of Hearing Students

LEA: \_\_\_\_\_  
Lead Contact: \_\_\_\_\_

**YEAR 1**

Objective: Develop a team that will write and implement a strategic plan to collect and report yearly language and literacy data for Deaf and Hard of Hearing students to verify requirements of regulatory directives outlined in 8B 317 and drive instruction for improved student outcomes.

Action Steps	Responsible Person	Due Date	Outcome Indicators
Administrators select lead/coordinator		September 30, 2016	
Submit Name to Regional DHH Consultant		November 1, 2016	
Lead plus one additional staff member attend Training: Data Collection for Deaf and Hard of Hearing Students		Ongoing	
Lead Staff provide additional training in LEA as needed			
Establish Deaf Hard of Hearing Team. Outline and write a testing and data collection protocol for your LEA to be submitted to your regional DHH Consultant "see below"	Submit to Reg. DHH Consultant	December 2, 2016	
Complete review of current LEA assessment protocol for testing DHH students. Information to consider: • Which students need to be tested?		December 2, 2016	

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<ul style="list-style-type: none"> <li>Who will test students? (Case managers, TDD, EC Teachers, SLE, etc.)</li> <li>What is the current method/procedure for testing and tracking student data and is it consistent across the LEA?</li> <li>Are appropriate tests available for consistent yearly testing?</li> <li>Additional training needs of staff?</li> </ul>			
Data collection by team members		On-going	
Teachers submit data to lead/coordinator within LEA/Charter		On-going throughout year to ensure all data is submitted to lead by June 30, 2017	
Follow up with your DHH consultant with questions, concerns or progress		February 30, 2017	
Lead/coordinator submit data to DPI/EC		July 14, 2017	

2016-17 data collected is baseline data. Data will be used to write appropriate Long Range Plans for the purpose of closing language gaps to support student's access to literacy at grade level. IEP goals will be written based on Long Range Plan data.

2017-18 The LEA team will utilize 2016-17 data for the purpose of developing a strategic plan or DHH students.

\*Recommended DHH Team Members: administrator, psychologist, preschool rep., Speech Language Pathologist, DHH lead teacher, audiologist, compliance rep, Exceptional Children teacher, regular education representative

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YEAR 2			
Objective: Use current data collected from assessments for DHH students to develop a strategic plan for improving student outcomes.			
Identify additional students who need to be assessed? *Students who were not included in assessment and data collection 2016-17		September 30, 2017	
Using assessment data identify current student needs		August 30, 2017	
Write Long Range Plans based on individual student data			
Write IEPs based on IEP data			
Identify additional resources needed beyond DHH team			
Identify training needs			
Assess students and submit data to lead		July 15, 2018	

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# Data Collection Overview

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## Your LEA Database

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### Student Information Section (Peach Section):

*(populated by DPI)*

- LEA Code
- School code
- PowerSchool Number
- Last Name
- First Name
- DOB
- Race
- Gender
- Exceptionality
- Primary Educational Placement

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A	B	C	D	E	F	G	H	I	J
LEA CODE	School Code	PowerSchool Number	LAST NAME	FIRST NAME	DOB/Birth	Race	Gender	Exceptionality	Primary Educational Placement
010	292	902296220	Arnfield	Christina	10/29/1990	10	F	H	REG
010	292	8875309	Nash	Michelle	3/5/1998	111111	F	H	PKPL
010	292	7272553272	Carter	Sara	5/12/2013	111111	F	H	RECP2
010	292	8726131323	Ragan	Rachael	8/25/2008	1	F	H	RES
010	292	111300227	Vamekan	Sherr	3/17/2002	111111	F	H	SEP
010	292								

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Student Information Section (Peach Section):



- Inactive Status
  - Died
  - Dropped out of school
  - Graduated with regular high school diploma
  - Moved known to be continuing
  - Reached maximum age
  - Received certificate
  - Exited from services

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Educational Achievement	Inactive Status	Course of Study
	Died Dropped out of school Graduated with Regular High School Moved knowing to be continuing Reached maximum age Received a certificate Exited from services	

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Student Information Section (Peach Section):



- Course of Study:
  - Future Ready Core Course of Study
  - Occupational Course of Study
  - Extended Content Standards
  - Not Applicable (For students not in High School)

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**Student Information Section (Peach Section):**

Language(s) used:

- English
- American Sign Language
- No Formal Language Established
- Other (Spanish, Hmong, etc.)

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**I. CONSIDER THE STUDENT'S LANGUAGE AND COMMUNICATION NEEDS.**

1. The student's language is one or more of the following (check all that apply):

Language Used	Conversational		Instructional	
	Receptive	Expressive	Receptive	Expressive
English				
American Sign Language				
Other Language:				
No formal language established				

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	L	M
1	Language Used	Other Language Used
2		
3		
4		
5		
6		

English  
American Sign Language  
Other  
No formal Language Established

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**Student Information Section (Peach Section):**

- Communication Mode(s) used:
  - American Sign Language
  - Alternative Augmentative Communication
  - Cued Language
  - English-based Sign Language
  - Spoken Language
  - Tactile Signing
  - Other

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2. The student's communication mode(s) and/or methods used to establish language is one or more of the following (check all that apply):

Communication Used	Conversational		Instructional	
	Receptive	Expressive	Receptive	Expressive
American Sign Language (ASL)				
Alternative Augmentative Communication (specify)	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Cued Language				
English-Based Sign Language				
Spoken Language				
Tactile Signing				
Other (specify)				

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**Audiological Information (Peach Section):**

- **Hearing Technology:**
  - No Amplification
  - Unilateral Hearing Aid
  - Bilateral Hearing Aid
  - Bone Conduction Hearing Aid
  - Unilateral Cochlear Implant
  - Bilateral Cochlear Implant
  - Unilateral Hybrid Implant
  - Bilateral Hybrid Implant
  - Cochlear Implant + Hearing Aid
  - Auditory Brainstem Implant

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The screenshot shows a mobile application interface with a title bar 'P' and a sub-header 'Hearing Technology'. Below the header is a scrollable list of hearing technology options: No amplification, Unilateral Hearing Aid, Unilateral Cochlear Implant, Bilateral Hearing Aids, Bilateral Cochlear Implants, Unilateral Hybrid Implant, Bilateral Hybrid Implant, and Bone Anchored Hearing Aid.

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**Audiological Information (Peach Section):**

- **Date of Audiogram**

Type Left Ear	Type Right Ear
<ul style="list-style-type: none"> <li>• Conductive</li> <li>• Sensorineural</li> <li>• Mixed</li> <li>• ANSD</li> <li>• Undetermined</li> </ul>	<ul style="list-style-type: none"> <li>• Conductive</li> <li>• Sensorineural</li> <li>• Mixed</li> <li>• ANSD</li> <li>• Undetermined</li> </ul>

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Q	R	S
Date of Audiogram	Type Left Ear	Type Right Ear
	Conductive	
	Sensorineural	
	Mixed	
	ANSD	
	Undetermined	

Q	R	S
Date of Audiogram	Type Left Ear	Type Right Ear
		Conductive
		Sensorineural
		Mixed
		ANSD
		Undetermined

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### Conductive Hearing Loss

- Occurs when sound is not conducted efficiently through the outer ear, the eardrum, and or the ossicles of the middle ear.
- Sound is reduced but not distorted
- Can sometimes be medically or surgically treated.

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### Sensorineural Hearing Loss

- Occurs when there is damage to the cochlea or to the nerve pathways from the inner ear (retrocochlear) to the brain.
- Cannot be medically or surgically corrected. It is a permanent loss.
- Not only are thresholds increased, but sounds may be distorted.
- Many causes.

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### Mixed Hearing Loss



- Conductive and sensorineural hearing loss occur together.
- Common Causes:
  - Middle ear infection on top of an existing sensorineural loss.
  - Malformation of the outer and inner ear.

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### Auditory Neuropathy Spectrum Disorder



- Auditory neuropathy is a hearing disorder in which sound enters the inner ear normally but the transmission of signals from the inner ear to the brain is impaired. It can affect people of all ages, from infancy through adulthood. The number of people affected by auditory neuropathy is not known, but the condition affects a relatively small percentage of people who are deaf or hearing-impaired.
- People with auditory neuropathy may have normal hearing, or hearing loss ranging from mild to severe; they always have poor speech-perception abilities, meaning they have trouble understanding speech clearly.
- National Institute on Deafness and other Communication Disorders (NIDCD)

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### Undetermined-



- Choose this if you know the student has a hearing loss but is still going through audiological testing to determine the nature of the loss. Once it is determined, update using current data.

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Audiological Information (Peach Section):



Decibel Level Right Ear

Decibel Level Left Ear

- 500 Hz
- 1000 Hz
- 2000 Hz
- 4000 Hz

- 500 Hz
- 1000 Hz
- 2000 Hz
- 4000 Hz

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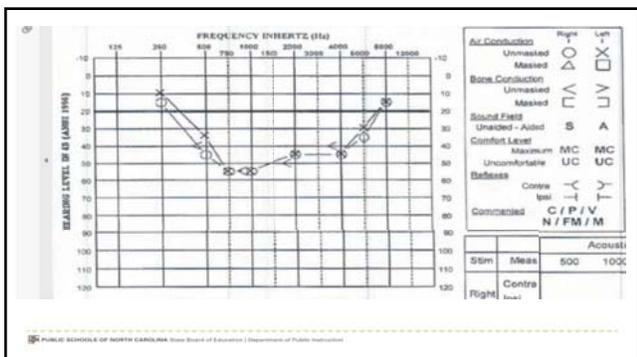
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T	U	V	W	X	Y	Z	M
Right Ear 500 Hz	Right Ear 1000 Hz	Right Ear 2000 Hz	Right Ear 4000 Hz	Left Ear 500 Hz	Left Ear 1000 Hz	Left Ear 2000 Hz	Left Ear 4000 Hz

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## Vocabulary and Language Formal Assessment Data Collection

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### Vocabulary: Expressive and Receptive

<p><b>Expressive Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Expressive One Word Vocabulary Test-4</li> <li>• Expressive Vocabulary Test-2/Form A</li> <li>• Expressive Vocabulary Test-2/Form B</li> <li>• Other</li> <li>• Did not test</li> </ul> <p>Other: Type in Expressive Vocabulary Test</p>	<p><b>Receptive Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Receptive One Word Vocabulary Test-4</li> <li>• Peabody Vocabulary Test- 4/Form A</li> <li>• Peabody Vocabulary Test- 4/Form B</li> <li>• Other</li> <li>• Did not test</li> </ul> <p>Other: Type in Receptive Vocabulary Test</p>
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### Vocabulary: Expressive and Receptive

<p><b>Expressive Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Date of Assessment</li> <li>• Raw Score</li> <li>• Standard Score</li> <li>• Percentile Rank</li> </ul>	<p><b>Receptive Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Date of Assessment</li> <li>• Raw Score</li> <li>• Standard Score</li> <li>• Percentile Rank</li> </ul>
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	AC	AD	AE	AF	AG	AH
of Hearing	Expressive Vocabulary Assessment	Other Assessment Not Listed	Date of Assessment	Raw Score	Standard Score	Percentile Rank
Expressive One Word Picture Vocabulary Test - 4						
Expressive Vocabulary Test 2, Form A						
Expressive Vocabulary Test 2, Form B						
Other						
Did not test						

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	AH	AI	AJ	AK	AL	AM	AN
of Hearing	Receptive Vocabulary Assessment	Other Assessment Not Listed	Date of Assessment	Raw Score	Standard Score	Percentile Rank	
Receptive One Word Picture Vocabulary Test - 4							
Receptive One Word Picture Vocabulary Test 2, Form A							
Receptive One Word Picture Vocabulary Test 2, Form B							
Other							
Did not test							

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### Language: Expressive and Receptive

<p><b>Expressive Language</b></p> <ul style="list-style-type: none"> <li>Clinical Evaluation of Fundamental Language-5</li> <li>Oral &amp; Written Language Scales-2</li> <li>Comprehensive Test of Spoken Language</li> <li>Test of Adolescent Language</li> <li>Test of Language Development- Intermediate</li> <li>Test of Language Development- Primary</li> <li>Test of Expressive Language Development-2</li> <li>Preschool Language Scales-5</li> <li>Preschool Language Scales -5 Spanish</li> <li>Other:</li> <li>Did not test</li> </ul>	<p><b>Receptive Language</b></p> <ul style="list-style-type: none"> <li>Clinical Evaluation of Fundamental Language-5</li> <li>Oral &amp; Written Language Scales-2</li> <li>Comprehensive Test of Spoken Language</li> <li>Test of Adolescent Language</li> <li>Test of Language Development- Intermediate</li> <li>Test of Language Development- Primary</li> <li>Test of Auditory Comprehension-3</li> <li>Preschool Language Scales-5</li> <li>Preschool Language Scales -5 Spanish</li> <li>Other:</li> <li>Did not test</li> </ul>
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## Language: Expressive and Receptive



### Expressive Language

- Date of Assessment
- Raw Score
- Standard Score
- Percentile Rank

### Receptive Language

- Date of Assessment
- Raw Score
- Standard Score
- Percentile Rank

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AN	AO	AP	AQ	AR	AS	AT
Percentile Rank	Expressive Language Assessment (Report only Expressive)	Other Assessment Test Listed	Date of Assessment	Raw Score	Standard Score	Percentile Rank
	Comprehension Test of Spoken Language (CTSL) Test of Adolescent Language (TOL-1) Test of Language Development-Intermediate (TOLD-1-4) Test of Language Development-Primary (TOLD-P-4) Test of Expressive Language Development (TELSD-2) Clinical Evaluation of Language Fundamentals-5 Clinical Evaluation of Language Fundamentals- Preschool Oral & Written Language Scales 2					

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AV	AW	AX	AY	AZ		
Percentile Rank	Receptive Language Assessment	Other Assessment Test Listed	Date of Assessment	Raw Score	Standard Score	Percentile Rank
	Comprehension Test of Spoken Language (CTSL) Test of Adolescent Language (TOL-1) Test of Auditory Comprehension (TAG-1) Test of Language Development-Intermediate (TOLD-1-4) Test of Language Development-Primary (TOLD-P-4) Clinical Evaluation of Language Fundamentals-5 Clinical Evaluation of Language Fundamentals- Preschool Oral & Written Language Scales 2					

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Informal Language Tool:



- Cottage Acquisition Scales for Language Listening and Speech
- Bloom and Lahey
- MacArthur-Bates CDI
- Rosetti Infant-Toddler Language Scale
- Other:

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	BA	BB
sk	Informal Language Tool	Other Informal Language Tool
	Cottage Acquisition Scales for Listening	
	Age Appropriate Language	
	MacArthur Bates	
	Rosetti	
	Bloom & Lahey	
	Other	



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Nonverbal IQ



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### Nonverbal IQ Assessment (if available)



- Not Available
- Wechsler Nonverbal Scale of Ability (WISC)
- Test of Nonverbal Intelligence (TONI-4)
- UNIT
- Leiter-R
- Leiter-3
- Other:
- Did not test

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	BD	BE	BF	BG
<b>Date of Non Verbal IQ Assessment</b>				
<b>Non Verbal IQ Assessment</b>				
<b>Other Non Verbal IQ Assessment</b>				
<b>Non Verbal IQ Score</b>				
Wechsler Non Verbal Scale of Ability (WISC)				
Test of Non Verbal Intelligence (TONI-4 Fourth Edition)				
UNIT				
Leiter-R				
Leiter-Third Edition				
Other				
Did not test				

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## K-3 Reading

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3-8 Reading EOG Scores (populated by DPI)



- Date of Reading Assessment
- 3-8 Reading EOG Lexile Score (Scaled Score)
- 3-8 Reading EOG Level (1-4)
- 3-8 Reading EOG Percentile Rank

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BK	BL	BM	BN
Date of Reading Assessment	Name of Reading Assessment	3-8 Reading EOG Level	3-8 Reading EOG Scale Score

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9-12 English II/Extend 1 (populated by DPI)



- Date of Assessment
- 9-12 English II/Extend 1 Lexile
- 9-12 English II/Extend 1 Level
- 9-12 English II/Extend 1 Percentile Rank

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BO	BP	BQ	BR
Date of Assessment	9-12 English I/Extend 1 Lexile	9-12 English I/Extend 1 Level	9-12 English I/Extend 1 Percentile Rank

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## Any Questions about the Database??

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# THANK YOU!!

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