
HOUSE COMMITTEE AMENDMENTS

Amendments proposed by House Committee on Education to Original House Bill No. 1015
by Representative Schroder

1 AMENDMENT NO. 1

2 On page 1, line 8, after "Education;" delete the remainder of the line and delete line 9 in its
3 entirety and insert "to provide for the calculation of school performance scores with respect
4 to certain students with exceptionalities; and"

5 AMENDMENT NO. 2

6 On page 1, at the beginning of line 18, change "(H)" to "(H)(1)"

7 AMENDMENT NO. 3

8 On page 2, line 4, after "R.S. 17:1942(B)," and before "who" insert "except a gifted or
9 talented student,"

10 AMENDMENT NO. 4

11 On page 2, at the beginning of line 14, change "(1)" to "(a)"

12 AMENDMENT NO. 5

13 On page 2, at the beginning of line 15, change "(2)" to "(b)"

14 AMENDMENT NO. 6

15 On page 2, at the beginning of line 17, change "(3)" to "(c)"

16 AMENDMENT NO. 7

17 On page 2, at the beginning of line 18, change "(4)" to "(d)"

18 AMENDMENT NO. 8

19 On page 2, at the beginning of line 22, change "(5)" to "(e)"

20 AMENDMENT NO. 9

21 On page 2, between lines 24 and 25, insert the following:

22 "(2)(a) A student with exceptionalities who is on grade level and has
23 met state-established performance standards on the required state
24 assessments shall have promotion and graduation requirements that maintain
25 his performance on grade level expectations as demonstrated by performance
26 on the required state assessments. However, under extenuating
27 circumstances, a student's Individualized Education Program team may
28 determine that a student who has previously met state-established
29 benchmarks on the required state assessments shall not be required to meet
30 state-established performance levels as conditions for promotion or
31 graduation. If an Individualized Education Program team determines that
32 state-established requirements for academic proficiency on the required state
33 assessments are no longer a condition for performance or graduation for a
34 student, the team shall:

1 (i) Determine appropriate individualized assessments to measure
 2 student proficiency on academic competencies and establish minimum score
 3 requirements.

4 (ii) Provide the student and his parent or legal guardian with
 5 information related to how requirements that vary from standard expectations
 6 may impact future educational and career options.

7 (iii) Provide reasons for the special and extraordinary circumstances
 8 as to why the student is not required to meet state-established benchmarks on
 9 the required state assessments. Extraordinary circumstances shall include but
 10 are not limited to significant mental or medical changes, regressive
 11 conditions, and family structure.

12 (b) The state Department of Education, to the extent possible, shall
 13 track the performance of students with exceptionalities across school systems
 14 and, in collaboration with the Special Education Advisory Panel, establish
 15 indicators to identify school systems with disproportionately high rates of
 16 students with exceptionalities performing below expected levels and slippage
 17 of performance across subgroups of students with exceptionalities. The
 18 department, to the extent possible, shall develop and implement a monitoring
 19 and corrective action system to address school systems identified as having
 20 high rates of students with exceptionalities performing below expected
 21 levels.

22 (c) Students with exceptionalities shall be afforded the same
 23 opportunities to pursue a high school diploma and to exit with all course
 24 credits, honors, and financial awards as other students. A student with
 25 exceptionalities is not guaranteed a diploma and shall meet either the
 26 standard requirements or those established by his Individualized Education
 27 Program team to be awarded a diploma."

28
 29 AMENDMENT NO. 10

30 On page 2, delete lines 26 through 29, and on page 3, delete lines 1 through 3, and insert the
 31 following:

32 "K.(1) For purposes of calculating the school performance scores
 33 pursuant to the school and district accountability system, such calculation
 34 shall include the percentage of students with exceptionalities whose
 35 Individualized Education Program teams determine are not required to meet
 36 the state-established benchmarks on the required state assessments in order
 37 for grade promotion compared to the total student population. The
 38 calculation shall provide for the assignment of points for every student who
 39 achieves his Individualized Education Program goals and objectives
 40 necessary for grade promotion and graduation.

41 (2) A diploma issued to a student with exceptionalities based on
 42 achieving his Individualized Education Program goals and objectives shall
 43 count equally and be assigned the same number of points in the school
 44 performance score calculation for high schools as are assigned for a student
 45 with a regular diploma."