
DIGEST

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Schroder

HB No. 1015

Abstract: Provides for Individualized Education Program (IEP) teams to determine grade level promotion for a student with an exceptionality (except gifted and talented students) under certain circumstances and provides for the calculation of school performance scores with respect to students with exceptionalities.

Present law provides that the State Board of Elementary and Secondary Education (BESE) may establish a procedure for the state superintendent of education to grant a waiver allowing any student with an exceptionality, as defined in present law (R.S. 17:1942(B)), who fails to meet the required achievement level necessary for promotion to the next grade on a test administered pursuant to present law or BESE policies if the student meets certain criteria established by BESE relative to attendance, grades, and conduct.

Proposed law instead requires BESE to adopt a rule to provide that such student's Individualized Education Program (IEP) team shall determine promotion of the student to the next grade level if the student meets certain criteria established by the IEP team relative to performance on IEP goals and objectives. Requires that if an IEP team determines that the student is not required to meet established state or local performance standards on any assessment for purposes of promotion, the team shall take certain actions including but not limited to identifying rigorous educational goals for the student and a course of study that promotes college or workforce readiness. Proposed law provides for applicability of present law to students with exceptionalities as defined in present law (R.S. 17:1942(B), except gifted and talented students).

Proposed law provides that students with exceptionalities be afforded the same opportunities to pursue a high school diploma and to exit with all course credits, honors, and financial awards as other students. Specifies that such students are not guaranteed a diploma and have to meet either the standard requirements or those established by his IEP team to be awarded a diploma.

Proposed law requires that the school performance scores calculations include the percentage of students with exceptionalities whose IEP teams determine are not required to meet the state-established benchmarks on the required state assessments for grade promotion compared to the total student population. Provides that the calculation shall include the assignment of points for students with exceptionalities who meet their IEP team goals and objectives necessary for promotion and graduation.

Provides that a student with exceptionalities who is on grade level and has met state-established performance standards on the required state assessments shall have promotion and graduation

requirements that maintain his performance on grade level expectations as demonstrated by performance on the required state assessments. Further provides that under extenuating circumstances, a student's IEP team may determine that a student who has previously met state-established benchmarks on the required state assessments shall not be required to meet state-established performance levels as conditions for promotion or graduation. Provides that if an IEP team determines that state-established requirements for academic proficiency on the required state assessments are no longer a condition for performance or graduation for a student, the team shall:

- (1) Determine appropriate individualized assessments to measure student proficiency on academic competencies and establish minimum score requirements.
- (2) Provide the student and his parent or legal guardian with information related to how requirements that vary from standard expectations may impact future educational and career options.
- (3) Provide reasons for the extenuating circumstances as to why the student is not required to meet state-established benchmarks on the required state assessments. Extenuating circumstances shall include but are not limited to significant mental or medical changes, regressive conditions, and family structure.

Proposed law requires the state Dept. of Education to track the performance of students with exceptionalities across school systems and, in collaboration with the Special Education Advisory Panel, establish indicators to identify school systems with disproportionately high rates of students with exceptionalities performing below expected levels and declines in performance across subgroups of students with exceptionalities. Further requires the department to develop and implement a monitoring and corrective action system to address school systems identified as having high rates of students with exceptionalities performing below expected levels.

(Amends R.S. 17:24.4(H); Adds R.S. 17:24.4(K))

Summary of Amendments Adopted by House

Committee Amendments Proposed by House Committee on Education to the original bill.

1. Exempts gifted and talented students from proposed law applicability.
2. Requires that the school performance scores calculations include the percentage of students with exceptionalities who are not required to meet the state-established benchmarks for grade promotion.
3. Provides that if an IEP team determines that state-established requirements for academic proficiency on the required state assessments are no longer a condition for promotion or graduation for a student, the team shall take certain actions including determining appropriate individualized assessments to measure student proficiency on

academic competencies and establishing minimum score requirements.

4. Requires the state Dept. of Education to track the performance of students with exceptionalities and establish indicators to identify and implement a monitoring and corrective actions system for school systems with disproportionately high rates of students with exceptionalities performing below expected levels.