

HOUSE COMMITTEE AMENDMENTS

Amendments proposed by House Committee on Education to Original House Bill No. 993
by Representative Schroder

AMENDMENT NO. 1

On page 1, line 7, after "diploma;" and before "and to" insert "to provide for the calculation of school performance scores with respect to certain students with exceptionalities; to require the state Department of Education to track the performance of students with exceptionalities and to develop and implement a monitoring and corrective action system for school systems with high rates of students with exceptionalities performing below expected levels;"

AMENDMENT NO. 2

On page 1, line 16, after "17:1942(B)." and before "the" insert "except a gifted or talented student."

AMENDMENT NO. 3

On page 2, between lines 16 and 17, insert the following:

"(c)(i) The calculation of school performance scores pursuant to the school and district accountability system shall include the percentage of students with exceptionalities whose Individualized Education Program 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. The calculation shall provide for the assignment of points for every student who achieves his Individualized Education Program goals and objectives necessary for grade promotion and graduation.

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

(d)(i) A student with an exceptionality 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. However, under extenuating circumstances, a student's Individualized Education Program 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. If an Individualized Education Program 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:

(aa) Determine appropriate individualized assessments to measure student proficiency on academic competencies and establish minimum score requirements.

(bb) 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.

(cc) Provide reasons for the extenuating circumstances as to why the student is not required to meet state-established benchmarks on the required

1 state assessments. Extenuating circumstances shall include but are not
2 limited to significant mental or medical changes, regressive conditions, and
3 family structure.

4 (ii) The state Department of Education, to the extent possible, shall
5 track the performance of students with exceptionalities across school systems
6 and, in collaboration with the Special Education Advisory Panel, establish
7 indicators to identify school systems with disproportionately high rates of
8 students with exceptionalities performing below expected levels and declines
9 in performance across subgroups of students with exceptionalities. The
10 department, to the extent possible, shall develop and implement a monitoring
11 and corrective action system to address school systems identified as having
12 high rates of students with exceptionalities performing below expected
13 levels.

14 (iii) Students with exceptionalities shall be afforded the same
15 opportunities to pursue a high school diploma and to exit with all course
16 credits, honors, and financial awards as other students. A student with
17 exceptionalities is not guaranteed a diploma and shall meet either the
18 standard requirements or those established by his Individualized Education
19 Program team to be awarded a diploma."

20 AMENDMENT NO. 4

21 On page 4, line 7, after "R.S. 17:1942(B)." and before "to" insert "except a gifted or talented
22 student."

23 AMENDMENT NO. 5

24 On page 4, line 10, after "R.S. 17:1942(B)." and before "who" insert "except a gifted or
25 talented student."

26 AMENDMENT NO. 6

27 On page 5, line 15, after "R.S. 17:1942(B)." and before "the" insert "except a gifted or
28 talented student."