
DIGEST

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HB 1025 Original

2022 Regular Session

Mincey

Abstract: Provides relative to the school and district accountability system and certain related assessments for students with exceptionalities and students pursuing a career diploma.

Relative to students with exceptionalities:

- (1) Present law prohibits administering certain assessments, including the ACT, to a student with exceptionalities listed in present law (R.S. 17:1942) (other than gifted and talented) who is not pursuing a regular diploma unless the parent opts in or the student's IEP indicates that the test is appropriate for the student. Proposed law retains present law and additionally prohibits administering the ACT to a student with exceptionalities other than those listed in present law (R.S. 17:1942) (other than gifted and talented) who is not pursuing a regular diploma, subject to the same conditions.
- (2) Present law provides that nonparticipation of such a student in the administration of any test shall not, in any manner, be factored into the calculation of any performance score or letter grade assigned to the student's school or school system if such exclusion does not violate any federal law or requirement. Proposed law retains present law but also prohibits factoring the ACT score into such calculation and removes the condition relative to federal laws and requirements.

Relative to students pursuing a career diploma:

Present law requires students pursuing a career diploma to take either the ACT or WorkKeys test. Proposed law additionally allows them to opt to take both.

Relative to all students:

Present law requires the State Bd. of Elementary and Secondary Education (BESE) to provide for a school and district accountability system and for the assignment of letter grades to each school and district based on BESE's method of determining performance scores; such method is provided in present administrative rule (BESE policy) and uses various indices for calculations, including an ACT and WorkKeys index assigning a certain of number points according to a student's scores on these tests.

Proposed law requires a system of points alignment in which points awarded for attaining the minimum score on these tests required for various levels of TOPS awards are aligned with the

number of points awarded for various proficiency levels.

(Amends R.S. 17:10.3(A) and (B)(1) and 183.3(B)(3); Adds R.S. 17:10.1(J))