
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; to require the state Department of Education to
5 track the performance of students with exceptionalities and to develop and implement a
6 monitoring and corrective action system for school systems with high rates of students with
7 exceptionalities performing below expected levels; and"

8 AMENDMENT NO. 2

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

10 AMENDMENT NO. 3

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

13 AMENDMENT NO. 4

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

15 AMENDMENT NO. 5

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

17 AMENDMENT NO. 6

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

19 AMENDMENT NO. 7

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

21 AMENDMENT NO. 8

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

23 AMENDMENT NO. 9

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

25 "(2)(a) A student with an exceptionality who is on grade level and
26 has met state-established performance standards on the required state
27 assessments shall have promotion and graduation requirements that maintain
28 his performance on grade level expectations as demonstrated by performance
29 on the required state assessments. However, under extenuating
30 circumstances, a student's Individualized Education Program team may
31 determine that a student who has previously met state-established
32 benchmarks on the required state assessments shall not be required to meet
33 state-established performance levels as conditions for promotion or
34 graduation. If an Individualized Education Program team determines that

1 state-established requirements for academic proficiency on the required state
 2 assessments are no longer a condition for promotion or graduation for a
 3 student, the team shall:

4 (i) Determine appropriate individualized assessments to measure
 5 student proficiency on academic competencies and establish minimum score
 6 requirements.

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

10 (iii) Provide reasons for the extenuating circumstances as to why the
 11 student is not required to meet state-established benchmarks on the required
 12 state assessments. Extenuating circumstances shall include but are not
 13 limited to significant mental or medical changes, regressive conditions, and
 14 family structure.

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

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

31
 32 AMENDMENT NO. 10

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

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