

# Louisiana Believes

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**How to Implement Act 833-  
Graduation  
September 2014**

# Webinar Logistics

- All participant microphones are muted
- Questions may be entered in the comment box throughout the presentation and will be answered at the end of the session

# ACT 833 Guidance

- This presentation is the first in a four part series developed to address how to implement the various components of Act 833 including:
  - Graduation
  - Promotion
  - Alternate means of demonstrating proficiency
  - Preparing for post-secondary outcomes

## Objectives

- By the end of this presentation participants will be able to:
  - Identify students eligible for Act 833 proficiency criteria
  - Identify the role of the IEP team and EOC teacher of record
  - Determine student groups to prioritize during initial year of implementation

# Raising Expectations

- **Louisiana's jobs market is changing:** Most Louisiana jobs require an education after high school i.e., two- or four-year college degree. In 2011, 28% of the Louisiana workforce had a two- or four-year degree. To meet Louisiana's future needs, this number must double.
- **All students deserve high expectations that will prepare them for life beyond high school.** In Louisiana, students are being held to high expectations through new assessments and increased expectations for TOPS and career diploma students.
- **Our students with disabilities should have goals that prepare them to meet the high expectations established in Louisiana.** All students with disabilities have individualized goals called their Individualized Education Plan (IEP). These goals should reflect the same high expectations held for their peers such that students with disabilities are prepared for life beyond high school.

# Special Education Policy Matrix

	LAA 1	Previously "LAA 2 non-diploma bound"	All other SWDs
Culminating credential	<b>Diploma (not included in grad rate)</b>	<b>Diploma (counted in grade rate)</b>	<b>Diploma (counted in grad rate)</b>
Academic proficiency leading to culminating credential	<b>For 2014-2015, certificate of achievement. Policy for achieving diploma in future years pending*</b>	<b>Course passage plus EOC or Act 833 proficiency criteria</b>	<b>Course passage plus EOC or Act 833 proficiency criteria</b>
Career proficiency leading to culminating credential	For 2014-2015, certificate of achievement. Policy for achieving diploma in future years pending*	Regional or statewide IBC	Regional or statewide IBC
Culminating credential accountability	At present, no accountability points awarded. Policy for future years in development	100 or more graduation index points and included in cohort graduation rate	100 or more graduation index points and included in cohort graduation rate

# Agenda

- Current Graduation Requirements
- Implications of Act 833
- Student Groups



# High School Graduation Requirements

In order to receive a TOPS University Diploma students must earn *24 Carnegie Units and* meet the required benchmarks on the End of Course tests (EOC). Students pursuing the Jump Start TOPS Tech Career Diploma must earn *23 Carnegie Units* and meet the required benchmarks on the EOC tests.

*Students must score Fair, Good, or Excellent on one EOC test in each of the following three categories:*

- i. English II or English III*
- ii. Algebra I or Geometry*
- iii. Biology or U.S. History*

# Current High School Culminating Credentials

- The options available for students with disabilities include:

Recognized in Accountability	Not Counted in Accountability
TOPS University Diploma	Certificate of Achievement
Jump Start TOPS Tech (Career Diploma)	State Approved Skills Certificate

- These options are still available regardless of eligibility under Act 833
- The waiver process for eligible seniors is still available and students receiving the waiver will continue to be eligible to receive a regular high school diploma.



# How does ACT 833 Impact Graduation Requirements?

# Act 833 Eligibility

- Students may become eligible for Act 833 proficiency criteria if:
    - They enter high school having not achieved at least a combination of basic/approaching basic on math and ELA in two of the three most recent years (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades)
- or-**
- They do not achieve a score of Fair, Good, or Excellent after two attempts of the same EOC test.

# Act 833 Eligibility Based on EOC Test

Student Groups	Students who entered a HS Cohort during or after the 2013-2014 school year	Students who entered a HS Cohort during or before the 2012-2013 school year
Eligibility for Act 833 Proficiency Criteria	Student does not achieve a score of Fair, Good, or Excellent after two attempts of the same EOC test.	Student does not achieve benchmark scores on a combination of one EOC test and either: 1.) Another EOC test 2.) A high school LAA2 assessment 3.) An EOC retest
Examples	Student does not achieve a score of Fair, Good, or Excellent on the Algebra 1 EOC test or the Algebra 1 retest. Student has demonstrated consistent struggles in math and is eligible for Act 833 proficiency criteria.	Student does not achieve a score of Fair, Good, or Excellent on the Algebra 1 EOC test or the Geometry EOC test. Student has demonstrated consistent struggles in math and is eligible for Act 833 proficiency criteria.  <b>-and-</b> Student does not achieve a score of Fair, Good, or Excellent on the Algebra 1 EOC test and does not score at least Basic on the math LAA2 assessment. Student has demonstrated consistent struggles in math and is eligible for Act 833 proficiency criteria.  <b>-and-</b> Student does not achieve a score of Fair, Good, or Excellent on the Algebra 1 EOC test or the Algebra 1 retest. Student has demonstrated consistent struggles in math and is eligible for Act 833 proficiency criteria.

# Courses with EOC Tests

There are state established test proficiency requirements a student must meet for purposes of graduation in:

1.) *English II or English III*    2.) *Algebra I or Geometry*    3.) *Biology or U.S. History*

When a student who is eligible for Act 833 proficiency criteria is enrolled in any of these courses:

1. The IEP team should:
  - A. Determine if it is appropriate for the student to demonstrate proficiency of the standards through alternate means in the specific course of enrollment
  - B. Update the IEP to include: goals aligned to the content standards for the course of enrollment, any necessary accommodations, and a description of how the student will demonstrate proficiency on the standards measured by the EOC test
2. The student should participate in all coursework and the corresponding EOC test
3. The EOC teacher of record will determine if:
  - A. The student has obtained a passing score in the course based on the district pupil progression plan and LDOE course progression guide
  - B. The student has demonstrated proficiency of the standards measured by the EOC test

# The Role of the IEP Team and EOC Teacher of Record

**Act 833 empowers IEP teams to play a role in determining how students will demonstrate proficiency on the standards assessed by the EOC test, but the EOC teacher of record remains responsible for determining if the student is proficient in the standards.**

	IEP Team	EOC Teacher of Record
Determine if it is appropriate for the student to pursue a diploma through alternate means of demonstrating proficiency on standards measured by EOC tests	X	
Develop an education plan that includes how the student will demonstrate proficiency on standards measured by the EOC test the student is taking during the current academic year	X	X
Determine if the student has met proficiency requirements for course passage		X
Determine if the student has demonstrated proficiency of the standards based on the proficiency demonstration criteria outlined in the students education plan		X

# Prioritizing Implementation in 2014-2015



# Act 833- First Year of Implementation 2014-2015

- Schools should analyze special education data to determine which students are eligible and prioritize students who:
  1. Have passed courses required for graduation but have not achieved the necessary score on the corresponding EOC test
  2. Have not taken courses or EOC tests required for graduation
  3. Have not passed courses required for graduation or corresponding EOC test
- Critical questions to consider:
  - Is the student on track for on time graduation?
  - Are there credit recovery opportunities that will accelerate the student to on time graduation?
  - Are there remediation opportunities that would benefit the student?
  - What retesting options are available to the student?

# 11<sup>th</sup> & 12<sup>th</sup> Grade Students in 2014-2015

- During 2014-2015, school year Act 833 eligible 11<sup>th</sup> and 12<sup>th</sup> grade students will present situations that require IEP teams to think critically about the students' individual needs and progress towards a diploma. When determining the best course of action for these students, IEP teams should consider critical questions such as:
  - Is it appropriate and/or necessary for the student to retake specific courses and EOC tests?
  - If a student has passed a course but not the corresponding EOC, is the student able to demonstrate proficiency on the standards measured by a specific EOC test without enrolling in the course again?
  - Should the student continue working towards a certificate of achievement?
  - Should the student apply for a graduation waiver?

# 12<sup>th</sup> Grade Students during 2014-2015

## **Eligible Student Groups:**

Students who have not achieved benchmark scores on a combination of one EOC test and either:

1. Another EOC test
2. A high school LAA2 assessment
3. An EOC retest

## **IEP team should review student records and:**

1. Determine if it is appropriate for the student to demonstrate proficiency through an alternate means on the standards measured by an EOC test
2. If appropriate, identify if the specific courses and EOC tests where the student will demonstrate proficiency of the standards through alternate means
  - If the IEP contains goals aligned to the content standards for the specific course in which the student is enrolled, the IEP team should update the IEP to outline how the student will demonstrate proficiency on the standards of the course
  - If the IEP does not include goals aligned to the content standards for the specific course in which the student is enrolled, the IEP team should update the IEP to reflect the area of need and outline how the student will demonstrate proficiency on the standards

# 11<sup>th</sup> Grade Students During 2014-2015

## **Eligible Student Groups:**

Students who have not achieved benchmark scores on a combination of one EOC test and either:

1. Another EOC test
2. A high school LAA2 assessment
3. An EOC retest

## **IEP team should review student records and:**

1. Determine if it is appropriate for the student to demonstrate proficiency through an alternate means on the standards measured by an EOC test
2. If appropriate, identify if the specific courses and EOC tests where the student will demonstrate proficiency of the standards through alternate means
  - If the IEP contains goals aligned to the content standards for the specific course in which the student is enrolled, the IEP team should update the IEP to outline how the student will demonstrate proficiency on the standards of the course
  - If the IEP does not include goals aligned to the content standards for the specific course in which the student is enrolled, the IEP team should update the IEP to reflect the area of need and outline how the student will demonstrate proficiency on the standards

# 10<sup>th</sup> Grade Students During 2014-2015

## **Eligible Student Groups:**

1. Students who entered high school eligible because they did not meet assessment benchmarks in 7<sup>th</sup> or 8<sup>th</sup> grades
2. Students who have not achieved a score of Fair, Good, or Excellent after two attempts of the same EOC test

## **IEP team should review student records and:**

1. Determine if it is appropriate for the student to demonstrate proficiency through an alternate means
2. If appropriate, identify if the specific courses and EOC tests where the student will demonstrate proficiency of the standards through alternate means
  - If the IEP contains goals aligned to the content standards for the specific course in which the student is enrolled, the IEP team should update the IEP to outline how the student will demonstrate proficiency on the standards of the course
  - If the IEP does not include goals aligned to the content standards for the specific course in which the student is enrolled, the IEP team should update the IEP to reflect the area of need and outline how the student will demonstrate proficiency on the standards

# 9<sup>th</sup> Grade Students During 2014-2015

## **Eligible Student Group:**

1. Students who entered high school eligible because they did not meet assessment benchmarks in previous grades (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>)

## **IEP team should review student records and:**

1. Determine if it is appropriate for the student to demonstrate proficiency through an alternate means
2. If appropriate, identify if the specific courses and EOC tests where the student will demonstrate proficiency of the standards through alternate means
  - If the IEP contains goals aligned to the content standards for the specific course in which the student is enrolled, the IEP team should update the IEP to outline how the student will demonstrate proficiency on the standards of the course
  - If the IEP does not include goals aligned to the content standards for the specific course in which the student is enrolled, the IEP team should update the IEP to reflect the area of need and outline how the student will demonstrate proficiency on the standards



# Act 833 Graduation Implications for Students Eligible for LAA1

- Students eligible for LAA1 are evaluated on the extended standards and, therefore, not required to pass state assessments for purposes of graduation.
- For the 2014-2015 school year, school districts may award diplomas to LAA 1 eligible students who have met the requirements for a Certificate of Achievement and met one of the three graduation conditions outlined in Act 833.
- Diplomas awarded to LAA 1 students are not equitable to TOPS University and Jump Start Career diplomas when calculating cohort graduation rate and graduation index for the purposes of either state or federal accountability reporting. Additionally, since the diploma requirements are different from those of the regular diploma, they will not affect the provision of services available to the student.
- The LDE will submit a proposal to the USDOE in the winter to recognize the achievements of LAA 1 students in the accountability formula.

# Resources

The following resources are available to districts and may support IEP teams in making decisions related to Act 833

- High School Student Planning Guidebook
  - [http://www.louisianabelieves.com/docs/default-source/course-choice/2014-high-school-planning-guidebook-\(web\).pdf?sfvrsn=4](http://www.louisianabelieves.com/docs/default-source/course-choice/2014-high-school-planning-guidebook-(web).pdf?sfvrsn=4)
- **Assessment Library** (has resources related to EOC tests, achievement level descriptions for each grade, and assessment schedules)
  - <https://www.louisianabelieves.com/resources/library/assessment>

# Next Steps

- The Department is committed to providing consistent guidance and support as we work together to implement Act 833 and improve the outcomes for our students.
- This includes additional webinars on how to implement components of the Act related to:
  - IEP team promotion decisions- October 9<sup>th</sup> and 10<sup>th</sup>
  - Alternative means for demonstrating proficiency- November
  - Planning for post-secondary outcomes- December
- Contact your network POC with any additional questions