

Louisiana Believes

**How to Implement Act 833-
Individual Performance Criteria
November 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 third in a four part series developed to address how to implement the various components of Act 833 including:
 - Graduation
 - Promotion
 - Alternate performance criteria
 - Preparing for post-secondary outcomes

Objectives

By the end of this presentation participants will be able to:

- Identify students eligible for individual performance criteria
- Develop rigorous goals and objectives related to content area(s) and student need
- Identify resources to measure individual performance criteria

Agenda

- Review eligibility requirements
- Student examples
- Developing individual performance criteria
- Assessing student progress

Individual Performance Criteria Eligibility and Responsibilities Review

Individual Performance Criteria Eligibility

The IEP team should review the records of Act 833 eligible students and determine if and when it is appropriate to apply individual performance criteria

High School Student Act 833 Eligibility

Enter High School Eligible	Become Eligible in High School	Become Eligible in High School (applies to students who entered a HS cohort during or prior to the 12-13 year)
Students who do not meet the required benchmark scores on two out of the three most recent state assessments (6 th , 7 th , or 8 th grades)	Students who do not achieve a score of Fair, Good, or Excellent after two attempts of the same EOC test	Student who did 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

The Role of the IEP Team and Teacher of Record

Per Act 833, IEP teams may establish individual performance requirements for a student that are aligned to the grade-level standards for the specific course(s) of enrollment and shall be incorporated by the teacher of record when awarding course credit.

Responsibilities	IEP Team	Teacher of Record
Determine if it is appropriate for the student to pursue a diploma through alternate means of demonstrating performance	X	
Develop an education plan that includes how the student will demonstrate individual performance requirements necessary to receive course credits, including but not limited to applicable EOC tests	X	X
Determine whether to award Carnegie credit		X

Documenting Act 833 Eligibility in SER

General Student Information

HOMEBASED SCHOOL: _____ OTHER SCHOOL: _____

IEP TYPE: _____ INDIVIDUAL EVALUATION / WAIVER DATE: _____

Primary / Other	Exceptionality	Detail(s)
Primary		
Other		

IEP Participants	Name	IEP Participants	Name

Include strengths; parental concerns; evaluation results; academic, developmental, and functional needs; statewide assessment results; progress or lack of expected progress in general education curriculum; and consideration of special factors: behavior, language needs for limited English proficient, instruction in and use of braille, communication needs, assistive technology devices and services, and health needs.

General Information about the Student:	← The IEP team should document Act 833 eligibility in the General Student Information section of the IEP
Strengths:	
Parent Concerns:	
Evaluation / Reevaluation Results:	
Academic, Developmental, and Functional Needs:	
Statewide Assessment Results:	← The IEP team should document previous assessment results that support Act 833 eligibility

Developing an Educational Plan that Incorporates Act 833

IEP Meeting

During the IEP meeting the team must:

1. Identify the student's strengths and weaknesses relative to the student's disability
2. Review the student's schedule to determine what course(s) and End of Course tests may be impacted by the student's disability
3. In conjunction with the teacher of record for the courses where Act 833 is being applied, review the state standards and determine the appropriate performance criteria for the student that outlines what the student needs to learn and how they will demonstrate achievement of grade level expectations as demonstrated on benchmark assessments
4. Develop annual goals, objectives, and a plan for monitoring and assessing student progress throughout the duration of the course that will be incorporated when the teacher of record awards course credit

Student Example- Records Review

The Student:

Joshua is a 10th grade student whose specific learning disability impacts his ability to perform at grade level in the areas of reading comprehension and reading fluency. Joshua has difficulty with higher order thinking skills such as making inferences, summarizing text, and predicting outcomes based on information presented in text or other materials such as graphs, maps, and/or tables. He also needs support in identifying strategies to decode unfamiliar words. His reading deficits impact his ability to complete assignments in the expected amount of time and he is often reluctant to participate in class discussions related to on-grade level texts. The school Joshua attends implements a 4X4 block schedule and is enrolled in 8 courses each year.

Act 833 Eligibility:

The IEP team has reviewed Joshua's previous assessments results and found that he received the following:

7th grade: Unsatisfactory on ELA and Basic on Math

8th grade: Unsatisfactory on ELA and Approaching Basic on Math

Joshua is eligible to demonstrate mastery of course content through alternate performance criteria according to Act 833.

IEP Team Next Steps:

Determine whether to apply Act 833 to appropriate courses based on Joshua's needs, develop goals and objectives aligned to the grade level standards, and determine how to monitor and assess progress.

Student Example- Planning an Appropriate Educational Experience

Joshua's First Semester

Course	EOC Required	Alternate Performance Criteria	Accommodations
English II	X	X	X
Physical Science			X
Physical Education II			
Art I			

Joshua's Second Semester

Course	EOC Required	Alternate Performance Criteria	Accommodations
Biology	X		X
Geometry	X		X
Civics		X	X
Health Occupations			

Student Example- Planning for Courses Impacted by Act 833

After reviewing Joshua's schedule and identified needs, his IEP team has determined that it is most appropriate to apply Act 833 performance criteria to English II and Civics.

IEP Team (and teacher of record) Next Steps:

- 1.) Review the standards for [English II](#) and [Civics](#)
- 2.) Develop appropriate individual performance criteria that Joshua must meet that outlines what Joshua needs to learn and how he will demonstrate achievement of grade level expectations as demonstrated on benchmark assessments for English II and Civics.
- 3.) Update goals, objectives, and plan for monitoring and assessing Joshua's progress in English II and Civics.

Resources for Academic Standards

The IEP team should review:

- The [Academic Standards Library](#) to determine:
 - The intent of the content standards for specific courses
 - What must the student know and be able to do to meet the content standards
- The [Achievement Level Descriptors](#) for each EOC to:
 - Prioritize the skills the student needs when determining alternate performance criteria and IEP goals and objectives.
 - For example, if a student has previously scored *Needs Improvement*, the IEP should include goals and remediation strategies that would allow the student to master the descriptors in the *Fair* category.

Student Example- Linking Individual Needs to Standards

Impact of Disability		Civics <u>Louisiana Standards</u>	English II <u>Louisiana Standards</u>
	<p>Joshua's specific learning disability in the area of reading impacts his ability to organize the central idea of a text as well as draw conclusions and make inferences from text.</p> <p>Joshua struggles with decoding words in text and would benefit from developing strategies to decode unfamiliar words when reading literature and informational text.</p>	<p>Structure and Purposes of Government: Explain the structure, roles, and responsibilities of the United States government.</p> <p>Roles of United States Foreign Policy: Analyze the relationships between the United States and other nations; and evaluate the role of the United States in foreign diplomacy and international trade.</p> <p>Financial Literacy: Students apply economic principles to make sound personal financial decisions</p>	<p>Key Ideas and Details: RL/RI.9-10.1-3</p> <p>Craft and Structure: RL/RI.9-10.4</p> <p>Range of Reading and Level of Text Complexity: RL/RI.9-10.10</p> <p>Research to Build and Present Knowledge: W.9-10.9a-b</p> <p>Presentation of Knowledge and Ideas: SL.9-10.4, 6</p> <p>Vocabulary Acquisition and Use: L.9-10.4-6</p>

Developing an Educational Plan- Progress Monitoring

- When developing individual performance criteria, the IEP team should specify how/when the student and team will be informed of the student's progress toward the goals/objectives and the extent to which the student is making sufficient progress.
- Student progress should be monitored and assessed through a variety of activities such as:
 - Classroom Participation
 - Classwork
 - Homework
 - Observation
 - Special Projects
 - Tests and Quizzes
 - Written Reports

Resources for Assessing Progress

Multiple resources are available to measure student progress towards individual performance criteria for courses where Act 833 is applied. This includes but is not limited to:

LDOE Developed:

- [Curriculum and Assessment Teacher Support Library](#)
- [Assessment Library](#)
- [Math Guidebook](#)
- [English Guidebook](#)
- [Eagle 2.0](#)

District Resources:

- [Chosen Curricula](#)
- [Benchmark Assessment Systems](#)

Eagle 2.0

- EAGLE 2.0 is an online assessment tool that supports formative assessment in the classroom and can be used to aid and support student learning throughout the year. The system provides teachers the ability to build online tests, assign them to students, and receive student performance reports on items aligned to the state standards.
- The [Eagle How to Guide](#) assists teachers with reviewing teacher made tests, creating new tests, and scheduling tests for students.

Developing an Individual Performance Criteria Measure in Eagle

The screenshot shows the Eagle 2.0 interface. At the top, there is a header with the Louisiana Department of Education logo and the text "EAGLE 2.0". Below the header is a navigation bar with icons for Home, Rosters, Item Bank, and Tests. The main content area is divided into two sections. On the left, there is a search panel with a "Find Item" button, a "Search Within:" section containing four dropdown menus for "Content Area", "Grade", "Item Type", and "Unit Plan", a "Keyword Search" input field, and a "Select Standards..." dropdown menu. At the bottom of the search panel are "Reset" and "Search" buttons. A hand cursor is pointing at the "Search" button. On the right, there is a "Found Items: 0" section with a "Description" header. Two red arrows point from a yellow text box to the "Select Standards..." dropdown and the "Search" button.



Select assessment tasks aligned to identified standards to measure student achievement of individual performance criteria



Developing Rigorous Goals and Objectives for Individual Performance Criteria

Student Example- Annual Goal

Educational Need: Academic Cognitive

Content Area: English II

Using templates and graphic organizers, Joshua will make predictions, draw inferences, and access prior knowledge when reading on-grade level texts and express understanding of texts through speaking and writing with 80% accuracy on 4 out of 5 collected work samples.

Student Example- English II Performance Criteria

Objectives	Standards	Course Alignment Resources
<p>Objective 1: After listening to a grade-level text read aloud and then reading the text independently, Joshua will orally summarize the content of the text with 80% accuracy as measured by teacher observations and weekly student work samples.</p>	<p>Key Ideas and Details: RL/RI.9-10.1-3</p> <p>Craft and Structure: RL/RI.9-10.4</p> <p>Range of Reading and Level of Text Complexity: RL/RI.9-10.10</p>	<p>English II Assessment Guide</p> <p>High School English Guidebook</p>
<p>Objective 2: After listening to a grade-level text read aloud and then reading the text independently, Joshua will make inferences and draw conclusions about the main details to determine the central idea of the text with 80% accuracy in 3 out of 4 trials as measured by weekly assessments and student work samples.</p>	<p>Research to Build and Present Knowledge: W.9-10.9a-b</p> <p>Presentation of Knowledge and Ideas: SL.9-10.4, 6</p>	<p>English II Writer's Checklist</p> <p>Writing Rubrics 2014-15 English II</p>
<p>Objective 3: After listening to a grade-level text read aloud and then reading the text independently, Joshua will explain in writing how the central idea of the text can be determined based on the main details with 80% accuracy in 3 out of 4 trials as measured by weekly assessments and student work samples.</p>	<p>Vocabulary Acquisition and Use: L.9-10.4-6</p>	<p>English II Sample Test Items</p>

Student Example- Goal

Educational Need: Academic Cognitive

Content Area: Civics

By the end of the course Joshua will determine the central ideas of historical information of a primary or secondary source by providing a summary with clear relationships among the ideas with 90% accuracy on 9 out of 10 trials.

Student Example- Civics Performance Criteria

Objectives	Standards	Course Alignment Resources
<p>Objective 1: Joshua will explain the structure, roles, and responsibilities of the United States government with 80% accuracy in 3 out of 4 attempts by the end of the grading period as measured by weekly assessments.</p>	<p>Standard 2 – Structure and Purposes of Government Students explain the structure, roles, and responsibilities of the United States government.</p>	<p>Grade Level Expectations for Identified Standards</p>
<p>Objective 2: When presented with unfamiliar words, Joshua will determine the meaning by using context clues or reference materials to analyze relationships between the United States and other nations with 80% accuracy in 3 out of 4 trials as measured by bi-weekly assessments and work samples.</p>	<p>Standard 3 – Roles of United States Foreign Policy Students analyze the relationships between the United States and other nations; and evaluate the role of the United States in foreign diplomacy and international trade.</p>	<p>Social Studies High School Curriculum: Civics Units</p>
<p>Objective 3: Joshua will apply economic principles to make sound personal financial decisions with 80% accuracy by the end of the grading period as measured by assessments and student work samples.</p>	<p>Standard 8 – Financial Literacy Students apply economic principles to make sound personal financial decisions.</p>	

Student Example Reviewing Performance Criteria

The English II teacher of record reviewed Joshua's assessment results and work samples as outlined in his IEP. Based on the work samples and skills that were assessed using tasks/items in Eagle, it is evident that Joshua met multiple English II EOC [achievement level descriptors](#).

	EOC Test	Assessment Results	Performance Criteria
English II	647 Needs Improvement	90% Average on Teacher developed Assessments <small>Assessment 1: 95%, Assessment 2: 75%, Assessment 3: 85%, Assessment 4: 98%, Assessment 5: 100%, Assessment 6: 87%</small>	Met Criteria

The English II teacher of record awarded credit for English II based on Joshua's performance in the course and the work that was completed to meet the course goals and objectives outlined in his individual performance criteria.

Student Example Reviewing Performance Criteria

The Civics teacher of record reviewed Joshua's assessment results and work samples as outlined in his IEP.

	EOC Test	Assessment Results	Performance Criteria
Civics	N/A	<p>84% Average on teacher developed assessments Assessment 1: 85%, Assessment 2: 87%, Assessment 3: 65%, Assessment 4: 98%, Assessment 5: 85%, Assessment 6: 65%, Assessment 7: 85%, Assessment 8: 93%, Assessment 9: 87%, Assessment 10: 90%</p> <p>93% Average on Portfolio Sample 1: 92%, Sample 2: 88%, Sample 3: 100%, Sample 4: 89%, Sample 5: 93%, Sample 6: 95%, Sample 7: 98%, Sample 8: 94%, Sample 9: 90%</p>	Met Criteria

The Civics teacher of record awarded credit for Civics based on Joshua's performance in the course and the work that was completed to meet his goals and objectives outlined in his individual performance criteria for the course.

Review

The IEP team should take the following steps when implementing individual performance criteria for students eligible under Act 833:

1. Determine the specific courses that are appropriate for individual performance criteria based on the student's needs
2. Establish goals on the IEP to address the standards of the course(s) and the student's needs
3. Establish objectives that outline the student's individual performance criteria that will be incorporated in awarding course credit
4. Establish a plan for monitoring progress towards the goals and objectives
5. Establish a plan for assessing mastery of goals and objectives

Next Steps

- The next module in the Act 833 series will address preparing for post secondary outcomes which includes effective transition planning in the IEP. The webinar will be held the week of December 15th
- Contact your Network POC with any additional questions.