

Louisiana Believes

**How to Implement Act 833-
Promotion
October 2014**

ACT 833 Guidance

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

Objectives

- By the end of this presentation participants will be able to:
 - Identify students who are eligible for an IEP team promotion decision
 - Identify IEP team responsibilities when making promotion decisions
 - Determine groups of students to prioritize during the initial year of implementation

Raising Expectations

- **Louisiana's job market is changing.** Most Louisiana jobs require an education or advanced technical training after high school. In 2011, 28% of the Louisiana workforce had a two- or four-year degree and less than half of the students with disabilities that entered high school left with a diploma. To meet Louisiana's workforce needs, this number must increase.
- **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. Students with disabilities deserve better academic outcomes and we must provide the support and resources to help them achieve their goals.
- **Our students with disabilities should have goals that align with post-secondary success.** All students with disabilities have individualized goals included in their Individualized Education Plan (IEP). These goals should be tied to rigorous and appropriate post-secondary plans and reflected in a student's academic course of study and high school experience.

Agenda

- Act 833 and Eligibility for IEP Team Promotion Decision
- IEP Team Responsibilities
- Initial Year of Implementation

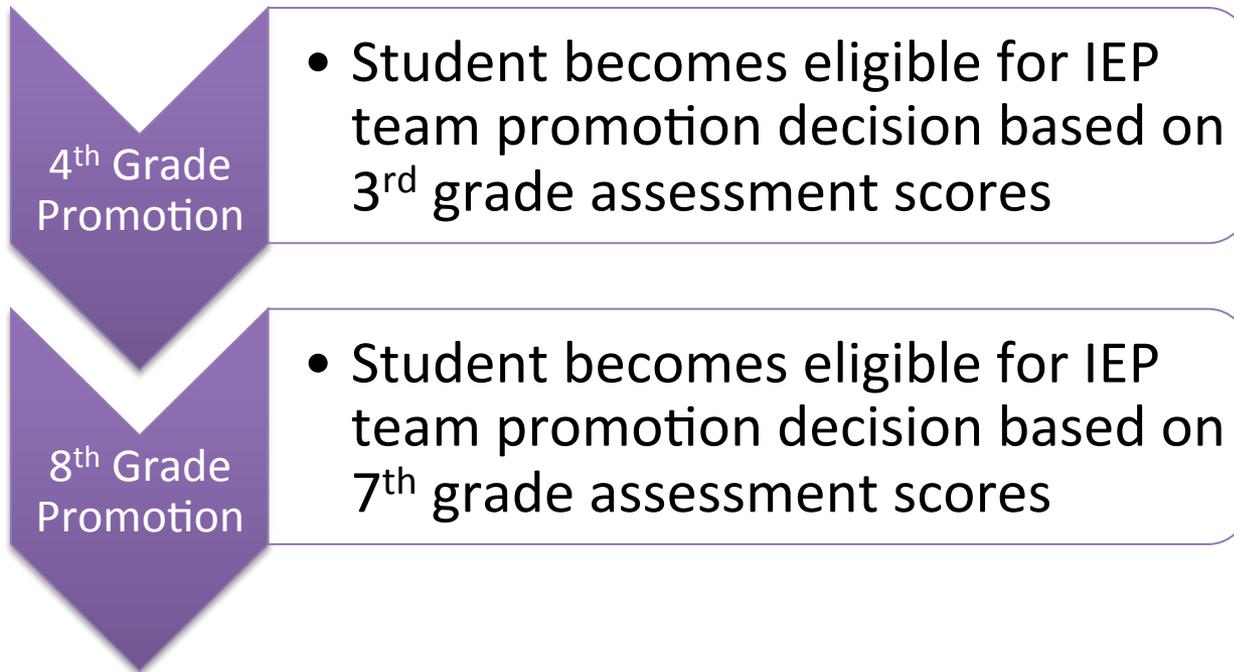
IEP Team Promotion Decision

Act 833 and Promotion

- Act 833 states that IEP teams can determine promotion criteria only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the state and local requirements for promotion or has not otherwise met state-established benchmarks on the required state assessments.
- The Act empowers IEP teams to be involved in promotion decisions for students in all grades
 - Only the 4th and 8th grades have state established assessment proficiency requirements for promotion.
 - District pupil progression plans may have additional proficiency requirements that could require IEP team involvement per Act 833

State Policies and Promotion

Currently, students must score at least a combination of Basic/Approaching Basic on the 4th/8th grade math/ELA assessments to be promoted to the next grade. Under Act 833 students may become eligible for an IEP team decision about promotion based on their scores on the previous year's state assessment.



Promotion Responsibilities

When IEP teams are setting individual promotion criteria for students under Act 833, the following should occur:

	Beginning of the Year	Throughout the Year	End of the Year
IEP Team	<ul style="list-style-type: none"> Update the IEP to include: goals aligned to the content standards for each area of need, any necessary accommodations, and a description of the minimum skills/ competencies the student must achieve by the end of the year to demonstrate that promotion to the next grade is appropriate 	<ul style="list-style-type: none"> Monitor progress towards goals (teacher and related service providers) 	<ul style="list-style-type: none"> Determine if student has met IEP goals (teacher and related service providers) Determine if student has met minimum skills/competencies necessary for promotion as defined by the IEP (teacher) If necessary, review the promotion recommendation made by the teacher and determine if promotion to the next grade is appropriate
Student	<ul style="list-style-type: none"> Participate in all class work and assessment expectations as defined by the classroom teacher and special education teacher 	<ul style="list-style-type: none"> Participate in all class work and assessment expectations as defined by the classroom teacher and special education teacher 	<ul style="list-style-type: none"> Complete end of year grade level state assessment

Implementation 2014-2015

Act 833- First Year of Implementation

- As soon as practicable, schools should analyze 2013-2014 LEAP data for special education students and prioritize students eligible for an IEP team promotion decision who:
 1. Are currently enrolled in grades that have state-established proficiency requirements on assessments (4th and 8th grades)
 2. Did not meet state-established proficiency requirements on the 2013-2014 assessment

Students During 2014-2015

- **Eligible Students:** Students who did not meet proficiency requirements on the previous years assessments
- **IEP team should review student records and:**
 1. Determine if it is appropriate for the IEP team to set promotion criteria for the student
 2. Update the IEP to include: goals aligned to the content standards for each area of need, any necessary accommodations, and a description of the minimum skills/competencies the student must achieve by the end of the year to demonstrate that promotion to the next grade is appropriate
- **Data to Support Decisions:**
 - Student performance on classroom assessments aligned to state standards
 - Student growth data
 - Student attendance
 - Student age

Transitional 9th Grade

The transitional 9th grade promotion policy guidance is intended to help local education agencies (LEAs) make appropriate choices that benefit students with significant academic, social, and emotional needs in an age-appropriate setting. With the right transitional structure in place, schools and districts can help students can succeed.

To meet this goal, effective schools and districts plan for the following steps:

Schools in which students are enrolled in 8th grade IDENTIFY the students in need

Schools in which transitional 9th grade students are enrolled collaborate with sending schools to:

- PLAN for student supports

- PLAN the student's academic pathway

- EVALUATE student growth and DEVELOP next steps

Transitional 9th grade is an option IEP teams may consider when making promotion decisions for 8th grade students eligible under Act 833.

Looking Ahead and Making Decisions About Student Placement in 2015-2016

Impact of New Assessments	What this means for districts
<p>Due to the transition to new assessments, Spring 2015 test results for grades 3-8 may not be available prior to the beginning of the 2015-2016 school year.</p>	<ul style="list-style-type: none">• Local pupil progression plans must include guidance outlining what evidence should be considered in the place of statewide assessment for promotion for all students.• LEAs must continue to offer summer remediation to non-proficient students. However, no retest will be available during summer 2015.
<p>District identification of non-proficient students</p>	<ul style="list-style-type: none">• Because statewide assessment data will not be available until late summer, districts have established their own criteria for identifying non-proficient students.• This criteria will provide helpful guidance for IEP teams to use when making Act 833 promotion decisions.
<p>2015-2016 Act 833 Eligibility</p>	<p>Test results from the 2014-2015 assessments will likely not be available until late summer 2015, however, this should not impact the use of these results to determine Act 833 promotion eligibility for the 2015-2016 school year.</p>

Resources

The Department has developed guidance to help districts determine promotion for all students during the transitional year when test results will not be readily available.

The guidance provides examples of multiple data points that can be used to conclude whether a student is ready for promotion and may be useful to IEP teams.

4th Grade Promotion Guide

<http://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/4th-grade-promotion-guidance.pdf?sfvrsn=2>

Transitional 9th Grade Guide

<http://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/transitional-9th-grade-promotion-policy-guidance.pdf?sfvrsn=2>

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:
 - Alternative means for demonstrating proficiency
 - Planning for post-secondary outcomes
- Contact your network POC with any additional questions