



K-2 Alternate Assessment Eligibility for Students with Significant Disabilities

Agenda

- Introduction
- Responding to Act 438
- Statewide Data Review
- Digging into the Decision Making Tool
- Closing Remarks



Objectives

- Provide the “why” regarding the need for the alternate assessment decision making tool
- Review state data as it relates to the expected percentage of students to be determined eligible for AA in K-2
- “Go First” in diving into the draft document as a decision making tool
- Provide IEP teams with a process for making alternate assessment decisions at the K-2 level

Responding to Act 438 and Federal ESEA Assessment Requirements



Purpose

- To meet the federal ESEA requirement to develop alternate assessments of English language proficiency (ELP) for ELs with significant cognitive disabilities
 - ELPT Connect for K-12 will be administered February 13-March 24.
- To meet those same federal requirements to develop alternate assessments of students with disabilities for any other upcoming assessments in K-2
 - For example, Act 438 calls for a statewide literacy screener and for results to be used in determining school and district performance scores pursuant to the state's school and district accountability system

Workgroup and Its Focus

- This workgroup was created to discuss the need for an alternate assessment decision making process for students in grades K-2.
- **ELPT Connect will be administered in February 2023.** Additionally, with the passage of Act 438, the Department may eventually administer a K-2 literacy indicator.
- The Diverse Learners Division, the Division of Assessment and the workgroup reviewed other state processes as well as tool development in supporting IEP teams in the alternate assessment decision making process.
- State data was reviewed as a guide for possible simulations aligned to the 1% AA participation cap.

Workgroup Timeline

January 2022	LDOE forms K-2 alternate assessment eligibility criteria workgroup; group attends a virtual kick-off event
February 2022	Workgroup meets
March 2022	Workgroup meets in-person to pilot/test the draft tool
March 23, 2022	Shared draft tool Special Education Advisory Panel (SEAP)
April 2022	LDOE worked across teams to draft bulletin language in alignment with the draft tool Workgroup met virtually to discuss the draft policy language and updates to the draft tool from feedback gathered during SEAP.
May 2022	Share draft tool and get more input at Teacher Leader Summit
Summer 2022	Continue policy and draft tool refinement
August 2022	BESE adoption
Fall 2022	Regional in-person training sessions

Characteristics Quiz

Scan the QR Code to refresh your knowledge of students with the most significant cognitive disabilities.



Characteristics of Students with the Most Significant Cognitive Disabilities

- students whose instruction is aligned with Louisiana Connector standards
- students who need significantly modified instruction
- deficits may be in the areas of cognitive abilities, adaptive behaviors, memory, pragmatics, motor abilities, communication skills, and/or delayed processing speed
- student may have low achievement in all academic areas
- conditions associated with significant/multiple cognitive deficits may include autism, traumatic brain injuries, Rett syndrome, Fragile X syndrome, Prader-Willi syndrome, etc.
- significant deficits may result in the student utilizing a wheelchair for mobility and/or an augmentative and alternative communication (AAC) device for communication; student needs maximum assistance to communicate

Bulletin 1530 Policy

- The Diverse Learners Division has developed language to be added to Bulletin 1530 as it relates to the K-2 Alternate Assessment Eligibility decisions. The policy language is linked [here](#).
- The changes were approved by BESE in August of 2022.



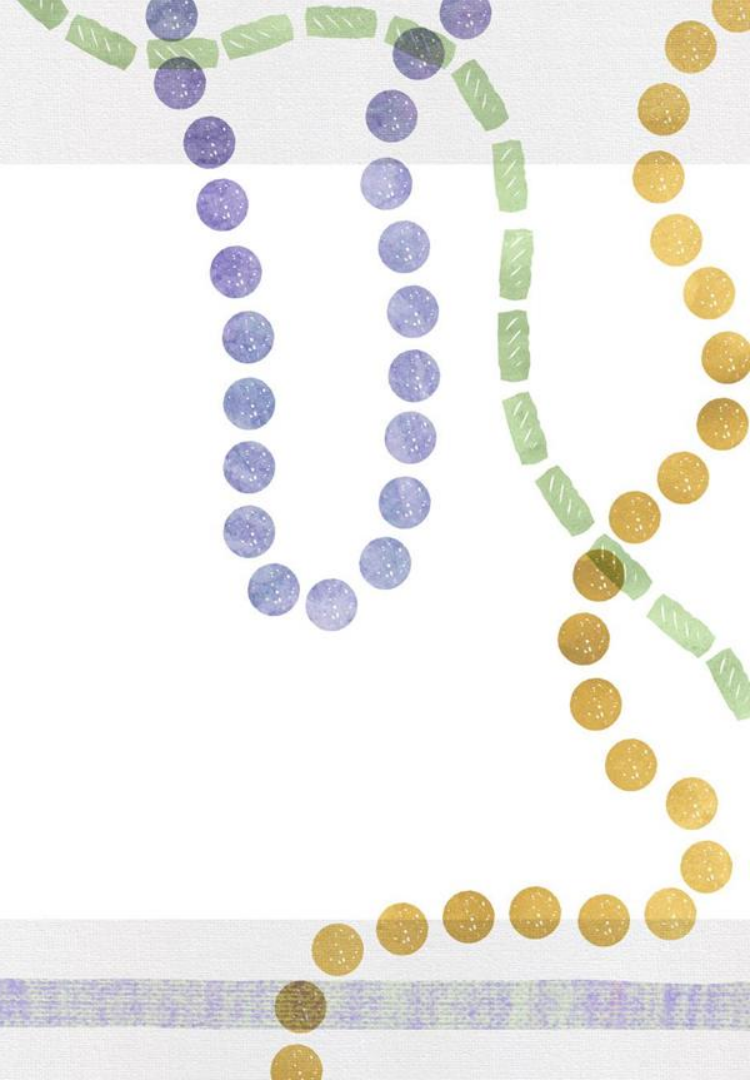
Key Considerations

- Not encouraging IQ testing in K-2
- Students should participate in any required screeners
- Must be an **annual** IEP decision (this is in new bulletin language)
- K-2 alternate assessments should be reserved for students with the **most significant cognitive disabilities**:
 - Student has a significant cognitive disability that significantly impact cognitive and adaptive functioning.
 - The student's IEP goals and instruction are linked to LSS supported by the Connector standards.

Key Considerations

- The student requires extensive, repeated, direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.
 - Supports are not temporary or transient nature
 - Uses substantially adapted materials and individualized methods of accessing information in alternative ways
- Assessment data is important to the instructional process for all students
- All students are expected to engage in grade-level instruction

Statewide Data Review



Federal 1% Alternate Assessment Participation Cap

- By 2003 nearly all states had an alternate assessment in place.
- Louisiana's educational system developed criteria for defining the students with the most significant cognitive disabilities, hence LEAP Connect and our current grades 3-11 criteria.
- ESSA in 2023 allowed for proficient performance on alternate assessments to be counted in achievement ratings, but placed a limit of 1% for accountability **proficiency rates**, not a limit on participation.
- By 2008 all states had developed alternative assessment systems.
- In 2015, ESSA was reauthorized to reaffirm appropriateness of the alternate assessment systems, but placed the 1% cap on **participation** rather than **proficiency**.

Statewide K-2 SWD Exceptionality Overview

	Total #	%	Kindergarten #	%	First Grade #	%	Second Grade #	%
Total SWD K-2 Statewide	17,087	19.5%	3,448	20.2%	6,495	38.0%	7,144	41.8%
ID - Moderate	72	3.1%	<10		17	23.6%	52	72.2%
ID - Severe	10	3.9%	<10		<10	20.0%	<10	
Multiple Disabilities	100	9.5%	17	17.0%	41	41.0%	42	42.0%
Traumatic Brain Injury	19	9.3%	<10	15.8%	12	63.2%	<10	
Autism	1,210	16.6%	279	23.1%	422	34.9%	509	42.1%
Developmental Delay	7,979	60.7%	1,794	22.5%	3122	39.1%	3,063	38.4%
Other Health Impairments	579	5.0%	74	12.8%	191	33.0%	314	54.2%

Oct 2021 K-2 Enrollment Data - ALL Students

Kindergarten	First	Second
51,577	52,130	50,926

Simulated 1% Cap in K-2

Total Student Enrollment K-2	Total Number of ID-Mod/Sev, TBI, Autism, Multi	% of students to potentially be tested
154,633	1,411	.009

Turn and Talk: Data Takeaways

- Which classification could have the greatest impact on the 1% cap if the tool is not implemented with fidelity?
- Could there be any relative importance to classifying categorically in grades K-2?
- How can training on the use of the tool be supportive of accuracy in the area of early and accurate identification?



A decorative graphic on the left side of the slide. It features a vertical green ribbon with diagonal stripes, a string of yellow beads, and a string of purple beads. The beads are arranged in a curved path that starts at the top left, goes down, then curves to the right, and then back down. The background has a light gray horizontal band at the top and bottom, and a purple and blue textured band at the very bottom.

K-2 Alternate Assessment Decision Making Tool



Below you will find the link to the tool. Please click on the link for access to review the tool.

[K-2 Alternate Assessment Decision Making Tool](#)





Questions/Discussion about the decision making tool

- How is the tool used for ELPT students?
- Any particular sections needing additional clarity in expectations for eligibility?
- How will you use IEP sections and evaluation data to determine students with significant cognitive disabilities?
- Where in the cognitive section of the tool is it apparent that new IQ assessments are not warranted to make this decision?

Case Studies

Case Study #1-Whole Group Activity

[Student 1](#)

Case Study #2-Small Group Activity

[Student 2](#)

Remember to keep the key considerations discussed earlier in conversations when making decisions about eligibility.

Next Steps

- Only **English Learners with significant cognitive disabilities** would be considered for ELPT Connect participation using the K-2 criteria and decision-making tool 30 days prior to the beginning of ELPT Connect, or January 13, 2023.
 - Since we do not have any other K-2 assessments, other K-2 students do not need to be considered at this time.
- As you make K-2 alternate assessment participation decisions, **keep in mind the current grades 3-11 criteria that has not changed** to ensure program alignment for any student placed on an alternate assessment.
- Train your additional staff and IEP teams.