LOUISIANA DEPARTMENT OF EDUCATION

2019-2020
SYSTEM ENHANCEMENT
TECHNICAL SPECIFICATIONS

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System Enhancements: Non-Programmatic

Improvements that will be made by LDOE that do not require LEA vendors to make programmatic changes in order for files to upload into the LDOE data systems.

Multiple Systems

Cancel Uploads

Uploads do not allow LEAs to cancel their own loads instantly and some uploads such as the SIS Event upload do not have the option to cancel the load at all. The goal would be to allow LEAs to have quicker access to their uploads being cancelled when necessary. LDOE will modify systems that use an upload feature so that LEAs may cancel their own uploads instantaneously. Included uploads are:

- SIS Student
- SIS Event
- PEP
- SPC
- CUR
- TSDL

Implementation: September 2019

Curriculum System (CUR)

Additional Course Indicators

LDOE will update the existing maximum grade point value on the course table in CUR to make it easier for LEAs to identify which courses are calculated on the 5 quality point scale in the Student Transcript System (STS). LDOE will also add an additional field to indicate which courses have a corresponding LEAP2025 high school assessment. The report tab will be updated so that grade point value and LEAP2025 assessment filters are available. These fields will also be added/populated in the CUR export.

Implementation: October 2019

Compass (Human Capital System-HCS)

VAM Flag

It can be difficult for evaluators to know which personnel will have a VAM score in compass. The existing flag does not populate correctly. LDOE will update the existing VAM flag in Compass so that it correctly displays whether personnel is expected to receive a VAM score.

Implementation: January 2020

Additional Job Types

The LDOE Talent office requires additional job types to be available for LEAs to use. LDOE will add the following additional Job Type options:
- 01-Teacher
- 02-Librarian
- 03-Counselor
- 04-Principal/AP
- 99-Other
- 05-Content Leader - **Add**
- 06-Mentor Teacher - **Add**
- 07-Intervention Content Leader - **Add**
- 08-Speech Therapist - **Add**

Implementation: January 2020

Ignore VAM in Teacher Calculation when Invalidated

LDOE will ensure that Compass accurately calculates Teacher Evaluation scores when a VAM scores has been invalidated. Currently Compass does not automatically ignore the invalidated VAM scores. There is a manual workaround for now, but this enhancement will automate the process.

Implementation: October 2019

eScholar

Active Student Flag Added to the Download By Location Report

LEAs do not have a way to see all of the students that have active status for their LEA. Currently LEAs must look up individual student records. eScholar will add a roster report of active students that will follow DRC rules.

Implementation: August 2019

Direct Certification Identifiers

LDOE is seeking enhancements to the Uniq-ID/DirectMatch system to provide a single solution within DirectMatch where SFAs and the State can review/verify Free and Reduced Lunch/Direct Certification program data (e.g. SNAP, Homeless, Migrant data) and retrieve USDA mandated reports in the proper format. The USDA Project will address several key objectives, such as:
- Data Integration
- User Interface and Report Generation
- CEP/Household Address Matching and Manual CEP flagging of students

Implementation: February 2020

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Location ID

LDOE is seeking enhancements to Uniq-ID to provide a single solution where LDOE, Agencies, and third-party vendors can assign and maintain unique identifiers for schools/facilities/entities such as: Agency, LEA, Lead Agency, Food Service Providers, and School Site codes. The enhanced solution will ensure that schools, facilities, and entities are defined only once and can be grouped differently depending on the source (e.g. a school may be part of Orleans Parish for Accountability but it's own school system for funding purposes).

The LocationID project will address several key objectives:
- Maintain a Golden Record for Locations
- Optimize Matching Engine to support Location matching
- Functionality to enable the integration of data through an API

Implementation: February 2020

Profile of Educational Personnel (PEP)

Export for 100 and 200 Records

Currently the Export for 100 and 200 records in PEP is placing spaces in the record for vacant positions. The PEP upload requires "000000" in that place. LDOE will modify the Extract 100 and 200 feature to place "000000" instead of spaces for vacant positions in layout positions 104-109..

Implementation: September 2019

Tenure Status for All Object Codes

Currently tenure is only allowed to be entered for object code 112. LDOE will modify PEP to accept tenure status (record 100 begins in position 157), tenure date added (record 100 begins in position 159), tenure date lost (record 100 begins in position 167), tenure reason (record 100 begins in position 175) status for all object codes.

Implementation: April 2019 - Completed

Object 111 Function 2329 For All Charters

LDOE will modify PEP to allow all charters to submit object 111 function 2329 codes for staff on the 200 record beginning in positions 37 and 40. Currently this code is only accepted for type 2 and type 5 charters.

Implementation: September 2019

Highly Qualified and SER Personnel Report

Highly Qualified is no longer used as a categorization. LDOE will modify the SER Personnel Report in PEP so that N/A displays in the Highly Qualified column instead of "Not Qualified" as it currently does.

Implementation: September 2019

One Processing Period

Currently PEP PP1 and PP2 have the same opening and closing date and they collect the same data except that PP2 includes class schedules and PP1 does not. Instead of requiring LEAs to send information to two places at the same time LDOE will allow PEP to operate off of one processing period. At the beginning of the one collection there will be a warning for records without class schedules until November 1. After November 1 that warning will become an edit that will produce an error. This should reduce the work required by LEAs for fall PEP submissions.

Implementation: September 2019

Student Information System (SIS)

Academic Improvement Plan Report

LDOE will make a new SIS summary report and roster available for students who are flagged as being on an Academic Improvement Plan. SISR84 Academic Improvement Plan (AIP) Roster. The report will include:
- BSSY
- PP
- LEA Code
- Site Code
- Grade Placement Code
- LASID
- Non PII First name
- Non PII Last name
- Non PII DOB
- Local ID
- Enrollment Entry Date
- Enrollment Exit Date
- Option Code

Implementation: January 2020

Partial Day Removals on Discipline Reports

LDOE will modify the SIS Derivation and SIS Discipline reports to include partial day expulsions, suspensions, and alternative site suspensions. Partial day removals are already collected in SIS.
- SISR31 Discipline Data Verification Site Level Report
- SISR32 Discipline Data Verification LEA Level Report
- SISR33 Discipline Data Verification State Level Report

Implementation: January 2020

SIS Lunch Status Flag

Due to the poverty indicator changing to be Economically Disadvantaged rather than At-Risk and changes in the Economically Disadvantaged definition in recent years LDOE will modify the label of the existing Lunch Status Code in SIS to Lunch Status/Income Eligibility. The existing codes (1, 2, null) will continue to be accepted. The label will be changed in the following reports, screens, and layouts in SIS.

- Enrollment record (040) position 62
- Enrollment view and update screens
- Reports:
  - SISF07
  - SISR07
  - SISR13
  - SISR43
  - SISR44

Implementation: September 2019

504 Disability Numerical Order

Currently disability codes must be submitted in numeric order on the 130 record rather than by primary exceptionality which may be more intuitive to those entering the data. LDOE will modify edits on the 504 record type 130 to accept disability codes in any order rather than numeric. Disability codes are in positions 53-65.

LEA vendor programming will not be required for files to be accepted into SIS, however vendors may want to relax any edits that force disability codes to be entered in a certain order in local systems.

Implementation: September 2019

No T9 After 9th Grade

LDOE will create an edit where a student is not allowed to be entered as grade T9 if they had a prior year enrollment in grades 9-12. If an LEA mistakenly codes a student as grade 9 when they should be T9 they can still correct the student to be grade T9 within the same year. The edit will prevent a student who was enrolled the entire previous year in grade 9 or above from enrolling the next year as grade T9.

Implementation: September 2019

SIS Homeless Report Update

Homeless Comparison Report (HOMR07)

LDOE will correct the following problems with the HOMR07 report as well as add the following columns to enhance the report.

- The following LEAs are showing and being calculated twice on the state level report, the report will be modified to show and calculate these only once
  - 300, 360, 363, 364, 367, 368, 369, 373, 374, 381, 382, 385, 389, 390, 393, 395, 397, 398, 399, 3AP, 3B9, W31, W8A, WAX
- Currently if an LEA has a count of zero they don't show on the report. Modify the report to show zero.
- Column changes:
  - Sponsor Code
  - Sponsor Name
  - 2017 - **Rename to "2017 (SIS)"**
  - 2017 (HTS) - **Add**
  - 2018 - **Rename to "2018 (SIS)"**
  - 2018 (HTS) - **Add**
  - 2018 % as 2017 - **Rename to "2018% as 2017 (SIS)"**
  - 2018% as 2017 (HTS) - **Add**

Implementation: January 2020

Live Homeless Count of Students (HOMR03)

LDOE will edit the HOMR03 to include all LEAs even if the count is zero. The report will also be resorted to sort by Sponsor Code.

Implementation: January 2020

Active Flag Warning

At the request of LEAs LDOE will add a warning to the SIS upload that will indicate if a student does not have an active flag in eScholar. The student will still be allowed to upload, but the LEA will be notified via the warning that the active flag does not exist for the student. This will help LEAs identify students that will not be loaded into DRC.

Implementation: September 2019

Sponsor Site System (SPS)

LEA Ability to Update Fields

During the 2018-2019 school year certain fields that once allowed LEA users to update no longer would allow updates. LDOE will allow users with LEA with update access to update certain fields year round. Fields are:

- Sponsor: website, Facebook, Twitter
- Site: website, Facebook, Twitter, Earliest Drop-off Time, Latest Pick-Up Time, Clubs, and Sports

Implementation: June 2019

Student Transcript System (STS)

Export All Records

LDOE will create an export all option in STS similar to the 050 Historical IBC Export. LDOE will also have a report to show all historical transcripts.

LEAs will submit at a minimum their student (020) and transcript (030) records to the current year of STS. STS will then match these submitted students to the previous year of STS. Match results are available in a new export which will include all record types submitted to the previous year of STS by any LEA. The format of this export will be the same as required for uploading into STS. This will help school systems identify all transcript records for students who have moved into their LEA.
- Student Record (020)
- Student Transcript Record (030)
- IBC Record (050)

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Implementation: December 2019
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Discontinue Max Quality Point and Quality Point Earned Submission

LDOE will modify STS so that max quality point and quality point earned values are calculated based on the course code and letter grade submitted. This will reduce the amount of data needed from the LEA and further ensure accuracy of student GPAs. STS will ignore these values and not give an error for 2019-2020 if LEAs send them. Beginning in 2020-2021, however, sending these values will produce errors.
LEA vendor programming will not be required for files to be accepted for 2019-2020, however programming will be required for 2020-2021 if a vendor wants to get a head start and do it this year.

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Implementation: December 2019
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Check Assessment Requirements

LDOE will modify STS to check against the LEAP data to ensure assessment requirements for graduation are met. In 2019-2020 if a student has a flag saying they met assessment requirements (value = Y) and the proper assessments are not found in the system, the LEA will receive a warning. These students will also show up on a new STS report for LEAs to review and update. The goal would be that STS would no longer rely on the "Met Assessment Requirements" flag in the future. (STS will still allow for exceptions/exemptions to be sent such as ACT 833 eligible students, students assessed on the alternate assessment, etc.)

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Implementation: December 2019
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Student Screen Changes

LDOE will change the student screen in STS to show pertinent information and not show some obsolete information.

- Student Screen Fields:
  - Name
  - State ID
  - Sponsor
  - Site
  - Local ID
  - Birth Day
  - Gender
  - Ethnicity
  - Parental Consent
  - Last Update
  - Diploma Path
  - Career Option
  - Grade
  - Grad Date
  - Grade 9 Entry BSSY
  - Anticipated Grad BSSY
  - Overall GPA
  - Local GPA
  - Local Rank
  - STS FAFSA
  - LOSFA FAFSA
  - Endorsements and Credentials - **Remove Academic and CTE**
  - Current OTS Rejection Reasons
  - IBC File Name - **Remove**
  - Transcript Records
  - IBC Credentials
  - SIS Graduate - **Add**

Implementation: December 2019

Applied Courses

The only students allowed to receive credit for applied courses are those on an TOPS Tech Jumpstart Career Diploma alternate pathway for students assessed on LAA1 (L1). LDOE will modify STS so that applied courses are only accepted for students on the L1 pathway. Users will receive an error if an applied course is submitted for a student not on an L1 pathway.

Implementation: December 2019

Non-Graduate/Non-Diploma Seeking Pathway

LDOE will add a diploma pathway to allow LEAs to indicate students that are not diploma bound. This will allow LEAs to submit IBCs for students who received a HiSet. The diploma pathway is located in position 145 on the student record (020). The new diploma pathway will not allow a student to have a graduation date in STS.

- C4 – Core 4 pathway – discontinue use after graduates of 2016-17
- C5 – Basic Core pathway - discontinue use after graduates of 2016-17
- C6 – Core 4 with CTE - discontinue use after graduates of 2016-17
- CA – TOPS Tech Jumpstart Career Diploma – begin use for graduates of 2017-18
- L1 – TOPS Tech Jumpstart Career Diploma alternate pathway for students assessed on LAA1 – begin use for graduates of 2017-18
- TU – TOPS University Diploma – begin use for graduates of 2017-18
- ND – Not declared – use for students prior to the end of 10th grade before declaring a pathway
- CD – Historical career diploma/older graduates
- NG - Non-Graduate/ Non-Diploma Seeking - **Add**

Implementation: December 2019

Official Transcripts

LDOE will modify STS to produce official transcripts instantaneously upon LEA request. These transcripts will be viewable, printable, and downloadable. The official transcript will be created by connecting data stored in STS with eScholar and displaying the full PII to the LEA ONLY. STS will NOT store any of this data. LEAs will have the option to download whole LEA, whole site, or individual students. IBCs and endorsements will be added to the official transcript. The Official Transcript System will not store future transcripts; however, students that had graduation dates in the system prior to October 1, 2019 will still have an official transcript stored in OTS. The OTS functionality that allows for LEAs to scan and submit a local transcript into OTS for students returning to complete graduation requirements several years after their cohort year will also still be available in OTS.

Implementation: April 2020

Core Progress Report Sorting

LDOE will edit the Core Progress report in STS to sort by student last name so that finding students in the file is easier for LEAs and so that students are in alphabetical order when core progress reports are printed.

Implementation: December 2019

IBC Credentials on STS Reports

LDOE will modify STS reports to include IBC Credentials earned by the student.

Implementation: December 2019

System Enhancements: Vendor Involved

Improvements that will be made by LDOE that do require LEA vendors to make programmatic changes.

Compass (Human Capital System - HCS)

Incomplete Evaluations

LDOE will allow Overall Professional Practice Score (column R) and Average Student Learning Target Score (column S) of the Evaluation Download/Upload spreadsheet to have a value of 1-4 or to be blank for leaders and teachers. This will allow incomplete evaluations to be submitted when necessary.

> **LDOE Action:**
> - Allow columns R and S to be blank in the Excel upload if applicable
>
> **LEA Action:**
> - No programming changes unless an LEA has a vendor that programs their spreadsheet and their programming currently disallows spaces in those fields (column R and S allowed values: spaces, 1, 2, 3, 4)

Implementation: January 2020

Student Information System (SIS)

K-3 Assessment Data

K-3 Assessment Data Screen Functionality
LDOE will modify the K-3 Update and View screens with a clearer layout.

> **LDOE Action:**
> - LDOE will modify the K-3 Update and View screens to visually separate K-3 literacy data from Kindergarten Entry Assessment data.

> **LEA Action:**
> - None

Implementation: October 2019

K-3 Assessment Data Stand Alone Record and Processing Period 5
Based on LEA feedback, rather than continue to collect the K-3 data with the October 1 MFP collection, LDOE will create a separate processing period 5 in SIS that functions independently from other submitted data. LEAs will send one record (141) per K-3 student to the new processing period which will include all student demographic information, K-3 Literacy Screener information, and Kindergarten Entry Assessment information (similar to the single TSDL record). This is the only record type to be submitted to processing period 5.

Student demographic information contained in the 141 record will be validated against eScholar in the same way that current demographic (010) records are validated (checking name, dob, gender, etc.). The collection will run from early September through the last week of October. All students who are given a K-3 literacy screener, Kindergarten Entry Assessment, or exception will be expected to be submitted to the new processing period 5. Validation checks will be included on validation reports provided to LEAs outside of the system to check that grade K-3 students submitted to SIS October 1 MFP (PP1) collection have a K-3 assessment record in PP5, however hard edits around PP5 to PP1 comparisons will not exist in the system for 2019-2020.

In addition to the new record type change, one data element has been added (position 56) and two data elements have been expanded (positions 59 and 60) from the previous K-3 Assessment record type (140). The definition of exception code 01 has been clarified to be "01 = Student was enrolled within the first 30 days of school, but was not in attendance to be assessed" (position 54 and 63). This exception code should be used in extreme circumstances of student absence and when a student exits the LEA before being assessed and within the first 30 days of school. These updates are highlighted in the new 141 record layout below.

> **LDOE Action:**
> - Create a new independent processing period that accepts a new record type (141)

> **LEA Action:**
> - Build the ability to extract a new record type 141 from the local system
> - Submit one 141 record per K-3 student in new PP5 in SIS

Implementation: October 2019

K-3 Assessment Record Layout (Type 141)

	RECORD LAYOUT: K-3 Assessment Stand Alone Record (141)				
Start Position	Element Name	Length	Type	Description	Requirement
1	System Indicator	3	X	Must always be "SIS"	Required
4	LEA Code	3	X	LEA code assigned by LDOE	Required
7	Record Type Code	3	X	Must be "141"	Required
10	Local ID	9	X	Code assigned and used by local authorities to identify a student	Required
19	State ID/LASID	10	N	Louisiana Secure ID (LASID) as it exists in the eScholar Louisiana Secure ID System	Required
29	Partial Last Name	3	X	First 3 characters of the student's last name	Required
32	Partial First Name	1	X	First 1 character of the student's first name	Required
33	Day of Birth	2	X	Calendar day of birth in the format DD	Required
35	Sex Code	1	X	Gender of the student	Required
36	Hispanic Latino Ethnic Flag	1	X	Y if Hispanic or Latino; otherwise N	Required
37	American Indian or Alaskan Native Race Flag	1	X	Y if American Indian or Alaskan Native; otherwise N	Required
38	Asian Race Flag	1	X	Y if Asian; otherwise N	Required
39	Black or African American Race Flag	1	X	Y if Black or African American; otherwise N	Required
40	Native Hawaian or Other Pacific Islander Race Flag	1	X	Y if Native Hawaiian or Pacific Islander; otherwise N	Required
41	White Race Flag	1	X	Y if White; otherwise N	Required
42	Beginning School	4	N	The beginning year of the applicable	Required

	Session Year (BSSY)			school year	
46	School/Site Code	6	X	School the student attended for this enrollment.	Required
52	Grade Placement	2	X	The student's grade for this enrollment 25 = Kindergarten 01 – First Grade 02 – Second Grade 03 = Third Grade	Required
54	Literacy Screener Exception Code	2	X	Null = Literacy Screener completed 01 = Student was enrolled within the first 30 days of school, but was not in attendance to be assessed 03 = Student assessed in another LEA 05 = Assessed with alternate assessment	Required
56	Alternate Assessment Reason Code	2	X	01 = Hearing Disabled 02 = Visually Disabled 03 = Verbally Disabled	Required if positions 54-55 are "05"
58	Filler	1	N	Filler	Not Required
59	Literacy Screener Test Type	1	N	1 = Dibels Next 2 = STEEP 3 = STEP 4 = Dibels 8	Required
60	Literacy Screener Score	3	N	Literacy screener score 0-999. Example: A single byte score should be entered with blanks in positions 60-61 and the numeric score in position 62. A two byte score should be entered with a blank in position 60 and the numeric score in positions 61-62.	Required
63	K Entry Assessment Exception Code	2	X	Null = K entry assessment completed 01 = Student was enrolled within the first 30 days of school, but was not in attendance to be assessed 02=Not first time Kindergartener 03=Student assessed in another LEA 04=Student assessed with TSGOLD	K Required 1-3 Null

65	ATL–REG 1: Curiosity	1	N	Must be a number between 1 and 6. Values 1-6 to be used on positions 52 thru 78 Values: 1 = Building Earlier 2 = Building Middle 3 = Building Later 4 = Integrating Earlier 5 = Integrating Middle 6 = Integrating Later	K Required 1-3 Null
66	ATL-REG 2: Self Control	1	N	Must be a number between 1 and 6. See value definitions at position 52.	K Required 1-3 Null
67	ATL–REG 3: Persistence	1	N	Must be a number between 1 and 6. See value definitions at position 52.	K Required 1-3 Null
68	ATL-REG 4: Sharing	1	N	Must be a number between 1 and 6. See value definitions at position 52.	K Required 1-3 Null
69	SED 1: Self-Identity	1	N	Must be a number between 1 and 6. See value definitions at position 52.	K Required 1-3 Null
70	SED 2: Feelings	1	N	Must be a number between 1 and 6. See value definitions at position 52.	K Required 1-3 Null
71	SED 3: Interaction with Adults	1	N	Must be a number between 1 and 6. See value definitions at position 52.	K Required 1-3 Null
72	SED 4: Interaction with Peers	1	N	Must be a number between 1 and 6. See value definitions at position 52.	K Required 1-3 Null
73	SED 5: Sociodramatic Play	1	N	Must be a number between 1 and 6. See value definitions at position 52.	K Required 1-3 Null
74	LLD 1: Understanding of Language	1	N	Must be a number between 1 and 6. See value definitions at position 52.	K Required 1-3 Null
75	LLD 2: Responsiveness to Language	1	N	Must be a number between 1 and 6. See value definitions at position 52.	K Required 1-3 Null
76	LLD 3: Use of Language	1	N	Must be a number between 1 and 6. See value definitions at position 52.	K Required 1-3 Null
77	LLD 4: Conversation	1	N	Must be a number between 1 and 6. See value definitions at position 52.	K Required 1-3 Null
78	LLD 5: Interest in	1	N	Must be a number between 1 and 6.	K Required

	Literacy			See value definitions at position 52.	1-3 Null
79	LLD 6: Comprehension	1	N	Must be a number between 1 and 6. See value definitions at position 52.	K Required 1-3 Null
80	LLD 7: Print Concepts	1	N	Must be a number between 1 and 6. See value definitions at position 52.	K Required 1-3 Null
81	LLD 8: Phonological Awareness	1	N	Must be a number between 1 and 6. See value definitions at position 52.	K Required 1-3 Null
82	LLD 9: Letter Knowledge	1	N	Must be a number between 1 and 6. See value definitions at position 52.	K Required 1-3 Null
83	LLD 10: Writing	1	N	Must be a number between 1 and 6. See value definitions at position 52.	K Required 1-3 Null
84	COG-Math 2: Math Operations	1	N	Must be a number between 1 and 6. See value definitions at position 52.	K Required 1-3 Null
85	COG-Math 3: Number Sense of Quantity	1	N	Must be a number between 1 and 6. See value definitions at position 52.	K Required 1-3 Null
86	COG-Math 4: Measurement	1	N	Must be a number between 1 and 6. See value definitions at position 52.	K Required 1-3 Null
87	COG-Math 6: Shapes	1	N	Must be a number between 1 and 6. See value definitions at position 52.	K Required 1-3 Null
88	PD 1: Perceptual Motor	1	N	Must be a number between 1 and 6. See value definitions at position 52.	K Required 1-3 Null
89	PD 2: Gross Locomotor	1	N	Must be a number between 1 and 6. See value definitions at position 52.	K Required 1-3 Null
90	PD 3: Gross Motor Manipulative	1	N	Must be a number between 1 and 6. See value definitions at position 52.	K Required 1-3 Null
91	PD 4: Fine Motor	1	N	Must be a number between 1 and 6. See value definitions at position 52.	K Required 1-3 Null

Total Length=91 N – Numeric (right justified, padded with zeros) X – Alphanumeric (left justified, padded with spaces

Special Education Reporting (SER)

Gifted Students Recommended via Literacy Screener

LDOE is required to collect information about how the number of students who are recommended for screening for gifted classification based on their performance on literacy screeners. If "Gifted" is selected as a Pre-Referral Reason section on the Pre-Referral Activity page of SER an additional question of if the child was for recommended for screening via a literacy screener will be available.

LDOE Action:
- Add additional question on the Pre-Referral Activity page

LEA Action:
- For students that were recommended for screening via a literacy screener LEAs should populate the question on the Pre-Referral Activity page

Implementation: October 2019

Change or Delete Evaluation Results

LDOE will add a feature to SER that will allow LEAs to change or delete evaluations results without making a special request. LEAs will be required to provide a reason for the change. Standard reason options will be available as well as an option to enter free text for an "other reason" option. A reminder to consider full scale IQ will be present. LDOE monitoring team will monitor requests via internal reports by LEA, school, and student.

LDOE Action:
- Modify SER to allow LEAs to change or delete evaluation results.
- Create a way for LEAs to indicate the reason for the change.
- Build necessary internal reports.

LEA Action:
- Change or delete evaluation results as needed

Implementation: July 2019

Competitive Integrated Employment and the PST Survey

The federal definition of Integrated Employment has changed and LDOE will integrate into the Post School Transition Survey. According to the Office of Special Education Programs, when reporting in the FFY 2018 SPP/APR, due February 2020, all States must use Option 2 for Indicator 14. Additional guidance will be provided around competitive employment.

Option 2: States report in alignment with the term "competitive integrated employment" and its definition, in section 7(5) of the Rehabilitation Act, as amended by Workforce Innovation and Opportunity Act (WIOA), and 34 CFR §361.5(c)(9). For the purpose of defining the rate of compensation for students working on a "part-time basis" under this category, OSEP maintains the standard of 20 hours a week for at least 90 days at any time in the year since leaving high school. This definition applies to military employment.

Current Practice:

In SER, when a student is exited, the following is collected:
- Exit date
- Contact
- Living Arrangement
- If they plan on attending post-secondary education
- If they plan to work
- Recreation
- Support agency

One year after students graduate, the LEA reaches out to their past students in order to collect post-school outcome data using a survey.
- At this time, each LEA has their own survey, collects the information in a way that is best for them, and then submits the information to the LDOE. The LDOE uses the information to complete the State Performance Plan under IDEA 2004.

Changes:

SER will additionally collect:
- Address
- Phone Number
- Email Address
- If post-secondary is selected: What type of post-secondary institution? (technical college or university)
- If work is selected: What type of work? (align with Jump Start Pathways)
- If work is selected: Are you currently making minimum wage or more?

LDOE will offer a Post-School Outcomes Survey for districts to use. The survey will be modeled after one developed by the National Technical Assistance Center on Transition (NTACT)

1. Since leaving high-school, have you ever been enrolled in any school, job training, or education program?
   a. No (Skip to question 4)
   b. Yes (Skip to questions 2 and 3)
2. Did you complete an entire term? (This can be a quarter, semester, inter-session, summer, or on-line)
   a. No
   b. Yes

3. Describe the kind of school or job training program you were enrolled in.
   a. High-school completion program (e.g. GED)
   b. Short-term education or employment training program (e.g. Job Corp)
   c. 2- or 4-year college or university
   d. Religious or church sponsored mission
   e. Other
4. Since leaving high-school, have you ever worked?
   a. No (Stop)
   b. Yes (Proceed to questions 5-12)
5. Since leaving high-school, have you worked for a total of 3 months (90 days)?
   a. No
   b. Yes
6. Did you work on average 20 or more hours per week?
   a. No
   b. Yes
7. Were you paid at least minimum wage (insert what minimum wage is)?
   a. No
   b. Yes
8. When doing your job, did you interact or talk with co-workers to get your job done?
   a. No
   b. Yes
9. In this job, were you eligible for a pay raise or promotion?
   a. No
   b. Yes
10. Describe the job you have or had.[AA2]
    a. In a company, business, or service in your community
    b. In the military
    c. In supported employment
    d. Self-employed
    e. In your family business
    f. In sheltered employment
    g. Employed while in prison
    h. Other
11. Were you paid the same as other people who work in a similar job with the same experience, skills, and training?
    a. No
    b. Yes
12. In this job, did you receive benefits (health care, dental, vision, leave, vacation, workers comp, etc.)
    a. No
    b. Yes

Qualifying for Alternative Assessment

BESE approved changes to Bulletin 1530 that affects how students with significant cognitive disabilities can qualify for the LEAP Connect alternate assessment. The new criteria varies based on a student's grade level. LDOE will modify SER to align with this policy. The following changes to the IEP will be made:

- **Instructional Plan Section:** An additional box for each goal will be available, "Louisiana Connectors Aligned Instruction". This will not be a required box, however at least one goal should have this box checked for students assessed on the alternate assessment.
- **Accomodations Section:** The introductory statement will be revised to "Accommodations listed on the IEP should be used routinely in classroom instruction and on similar classroom assessments. Select testing accommodations that correlate to instructional accommodations used routinely throughout the academic year."
- **Program Services Section:**
  - Two options for alternate assessment will be available. The option selected will dictate the LEAP Connect form pages that are used.
    - LEAP Connect – For students who were in 8th grade or above during the 2018-2019 school year. (The team must complete the LEAP Connect eligibility form.)
    - LEAP Connect – For students who were in 7th grade or below during the 2018-2019 school year. (The team must complete the LEAP Connect eligibility form.)
    Include this note in SER below the two button options listed above:
    For a 12th grade student who is eligible to participate in LEAP Connect, continue selecting the appropriate LEAP Connect option above even if the student is not required to test during the 12th grade year.
  - Revising language to be:
    "None This option should be selected only under one of the following two conditions:
    - Prekindergarten through second grade students (For students in second grade, this IEP may still be valid when the student is in 3rd grade and participating in statewide assessments. Please consider this possibility and the spring testing window when making an assessment decision.)
    - Graduating seniors who have passed the required components of the exit examination"
  - The help button (question mark) next to the "Louisiana Education Assessment Program (LEAP)" section will provide additional details on the participation criteria for each cohort.
- **LEAP Connect Form:** LEAP Connect Forms will be displayed based on the cohort selected in the Program Services section.
- **Placement/Least Restrictive Environment Section:** The form titled "Assessment Approval Form" will be renamed to "Unique Accommodations Request."

Implementation: July 2019

Student Transcript System (STS)

Break Out Parental Consent

The Board of Regents has determined that the new form is no longer necessary as the three breakouts for consent are not necessary.   Please continue to use the consent form from the 2018-2019 school year.   If you have students who completed the new form last year which contains the three breakouts, please obtain a new form that reflects consent only for LOSFA and postsecondary institutions.

LDOE Action:
- Make no changes to STS and continue using the consent form from 2018-2019

LEA Action:
- Make no changes to STS to Break Out Parental Consent

Implementation: June 2019

SIS, SER, STS

Non-Terminal Exits for Students with Disabilities

Students with disabilities who are graduating on an alternate assessment pathway remain eligible for services until they turn age 22. Students who return will need to be re-entered into the data systems until they exit for the final time. Students will only be allowed to exit with a graduate code one time.

LDOE Action:
- Edit SIS to only allow one 04 or 06 exit reason code per student. An 06 exit followed by an 04 exit will be allowed.

LEA Action:
- Utilize the proper existing entry and exit methods across SIS, SER, and STS for SPED students who graduate then return to school.
  - SIS:
    - Re-Entry Reason: C4 Re-entry into school
    - Final Exit: 19 Exit from non-mandatory program
  - SER:
    - Re-Entry: Pick the student back up and begin services
    - Final Exit: Terminate services and exit the student with "Reached 22 Birthday or Previously Earned Diploma" (previously "Reached 22 Birthday")
  - STS:
    - Graduation date should be entered into STS at the time graduation requirements are met. The student will be included in the cohort of their graduation date year.
    - Re-Entry: Though not required to be sent to STS, students who return and earn credits may be entered under diploma pathway NG (Non-Graduate/Non-Diploma Seeking), however a second graduation date cannot be added for the student.

Implementation: September 2019