

# Logistics

This session will utilize the zoom platform to enable participants to:

- ask questions throughout the presentation from a device
- participate in polls during the session from a device
- access the presentation live from a device

Participants can begin logging in to the zoom platform now with the following link:

<https://ldoe.zoom.us/j/810299879>

# Louisiana Believes

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## **Implementing Alternate Assessment Eligibility Changes for the 2019-2020 School Year**

**June 2019**

# Agenda

- I. History of Alternate Assessment
- II. Alternate Assessment Data
- III. Alternate Assessment Eligibility Criteria
- IV. Case Studies - Applying the New Criteria
- V. Special Education Reporting System (SER) Enhancements
- VI. Case Studies - Additional Documentation
- VII. Resources
- VIII. Training and Support Opportunities

## Logistics

Participants should log in to zoom with the following link to ask questions and participate in polls throughout the session.

## Join Zoom Session

<https://ldoe.zoom.us/j/810299879>

# Building Meaningful Educational Opportunities for Students with Significant Cognitive Disabilities

Louisiana believes that all students, including students with the most significant disabilities, should be held to the highest possible grade-level expectations. Over the past few years, much progress has been made to deliver on this belief including:

- new Louisiana Connectors standards in ELA, mathematics, and science with aligned instructional resources
- LEAP Connect, alternate assessment eligibility criteria revisions to Bulletin 1530
- a LEAP Connect alternate assessment aligned to the LEAP Connectors to measure student progress
- a graduation pathway to a high school diploma for students assessed on an alternate assessment

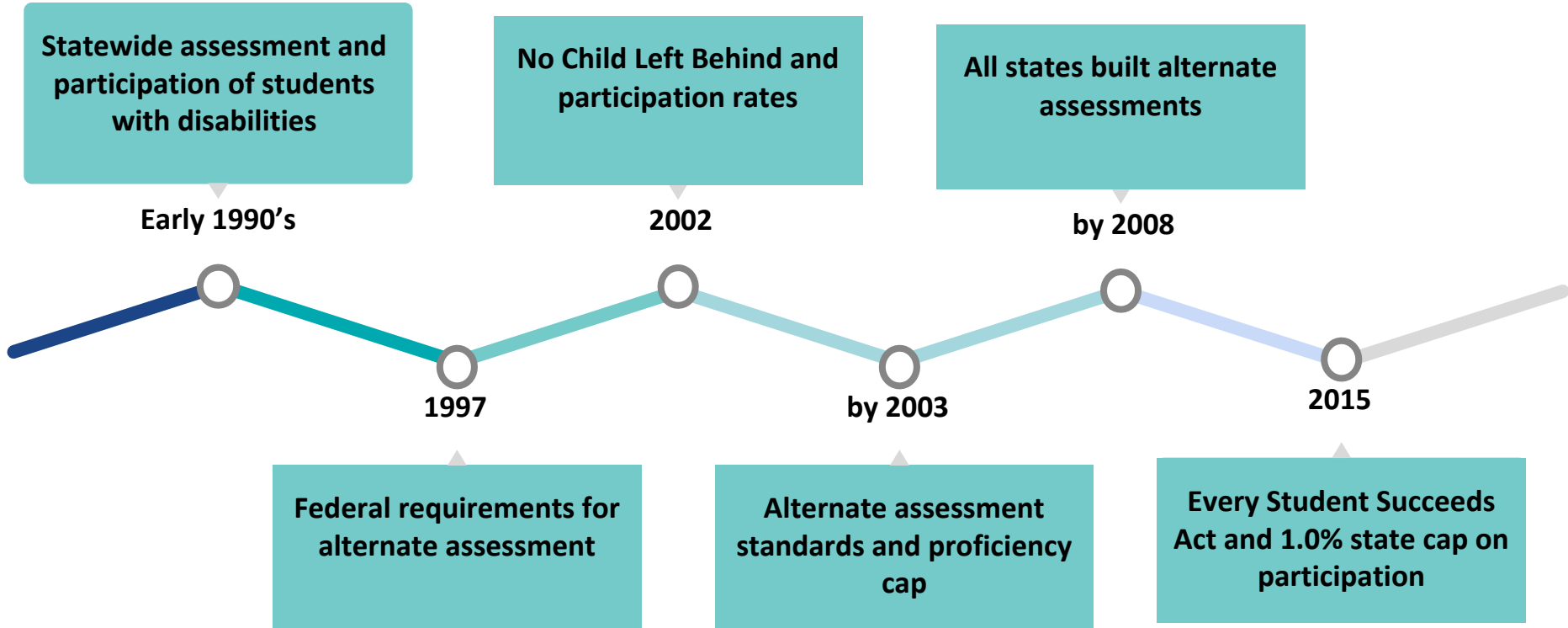
# Alternate Assessment Participation Criteria Bulletin 1530 Updates

In December, BESE approved changes to Bulletin 1530, *Louisiana's IEP Handbook for Students with Exceptionalities*, updating the Alternate Assessment Participation Criteria. Those changes were finalized in April 2019.

School systems can check BESE's [Policies/Bulletins](#) page for the updated Bulletin 1530.

School systems must fully implement these changes for the 2019-2020 school year.

# Alternate Assessment History



# Characteristics of Students with the Most Significant Cognitive Disabilities

The term “students with the most significant disabilities” did not create or refer to a specific disability under the Individuals with Disabilities Act (IDEA). Rather the United States Department of Education (USDOE) intended the term to include the small number of students:

1. within one or more of the existing categories of disability under IDEA;
2. whose cognitive impairments may prevent them from attaining grade level achievement standards, even with the very best instruction; and
3. who are unable to participate in the regular assessment, even with accommodations.

Nationally, it’s estimated that 1.0% of students are students with the most significant cognitive disabilities.



# **Alternate Assessment Data**



# Alternate Assessment By the Numbers Louisiana

Participants will use zoom to respond to each poll. The zoom link for this activity is <https://ldoe.zoom.us/j/810299879>

## Question 1

How many K-12 students with disabilities are currently attending public schools in Louisiana?

## Question 2

How many students participated in the alternate assessment in Spring 2019?

# Alternate Assessment By the Numbers Louisiana

Participants will use zoom to respond to each poll. The zoom link for this activity is <https://ldoe.zoom.us/j/810299879>

## **Question 3**

What are the top three exceptionality categories for participation in the alternate assessment for Spring 2019?

## **Question 4**

What percentage of total alternate assessment testers do these three categories represent?

# Alternate Assessment By the Numbers Louisiana

Participants will use zoom to respond to each poll. The zoom link for this activity is <https://ldoe.zoom.us/j/810299879>

## **Question 5**

How many students participated in the alternate assessment in Spring 2018?

## **Question 6**

What was the alternate assessment participation percentage for the state of Louisiana in Spring 2018?

## **Question 7**

How many school systems submitted a justification for their participation in the alternate assessment in 2018?



**Alternate Assessment Eligibility Criteria  
Bulletin 1530:**

***Louisiana's IEP Handbook for Students with Exceptionalities***

# Bulletin 1530:

## Louisiana's IEP Handbook for Students with Exceptionalities

### §503. Types of Alternate Assessments

- A. LEAP Alternate Assessment (alternate assessment) was developed for students with disabilities who are served under IDEA for whom there is evidence that the student has **a significant cognitive disability**. The alternate assessment is a performance-based assessment designed for students **whose instructional program is aligned with the Louisiana Connectors standards**.

### §505. Alternate Assessment Participation Criteria

- A. LEAP Alternate Assessment (alternate assessment). To be eligible to participate in the LEAP Alternate Assessment (alternate assessment), the IEP team must verify the student (in grades 3-11) meets the criteria listed in this Subsection.

**Bulletin 1530:  
Alternate Assessment Eligibility Criterion 1**

***Students Entering a High School Cohort  
on or before the 2019-2020 School Year***

# Bulletin 1530: Current Criterion

1. For students **entering a high school cohort on or before the 2019-2020 school year**, the student has a disability that significantly impacts cognitive function **and/or** adaptive behavior. This may be demonstrated in the following ways.

# Criterion 1 - Students Entering a High School Cohort On or Before the 2019-2020 School Year

- A. For students who **have not** completed the fifth grade, an eligible student is functioning **3 or more standard deviations below the mean** in cognitive functioning **and/or** adaptive behavior.
- B. For students who **have** completed fifth grade, an eligible student is functioning **2.3 or more standard deviations below the mean** in cognitive functioning **and/or** adaptive behavior.
- C. Students who **have** completed the fifth grade functioning between **2.0 and 2.29 or more standard deviations below the mean** in cognitive functioning **and/or** adaptive behavior **may be eligible for alternate assessment participation** if the IEP team provides **additional empirical evidence** an alternate assessment identification is appropriate for the student.



**Bulletin 1530 Current Criteria:  
Alternate Assessment Eligibility Criterion 1**

***Students Entering a High School Cohort  
During the 2020-2021 School Year and Beyond***

# Criterion 1 - Students Entering a High School Cohort During the 2020 - 2021 School Year & Beyond

## Old Criterion

### Criterion 1:

The student has a disability that significantly impacts **cognitive function and/or adaptive behavior**. This may be demonstrated in the following ways.

## New Criterion

### Criterion 1:

1. For students **entering a high school cohort during the 2020 – 2021 school year and beyond**, the student has a **disability that significantly impacts cognitive function**. This may be demonstrated in the following ways.

# Criterion 1 - Students Entering a High School Cohort During the 2020 - 2021 School Year & Beyond

Old Criterion	New Criterion
<p><b>Criterion 1 (A)</b> For students who have not completed the fifth grade, an eligible student is functioning 3 or more standard deviations below the mean <b>in cognitive functioning and/or adaptive behavior.</b></p>	<p><b>Criterion 1 (A):</b></p> <p>A. For students who <b>have not completed the fifth grade</b>, an eligible student is functioning <b>3 or more standard deviations below the mean in cognitive functioning.</b></p>

# Criterion 1 - Students Entering a High School Cohort During the 2020 - 2021 School Year & Beyond

Old Criterion	New Criterion
<p><b>Criterion 1 (B)</b> For students who have completed fifth grade, an eligible student is functioning 2.3 or more standard deviations below the mean <b>in cognitive functioning and/or adaptive behavior.</b></p>	<p><b>Criterion 1 (B):</b></p> <p>B. For students who <b>have completed fifth grade</b>, an eligible student is functioning <b>2.3 or more standard deviations below the mean in cognitive functioning.</b></p>

# Criterion 1 - Students Entering a High School Cohort During the 2020 - 2021 School Year & Beyond

## Old Criterion

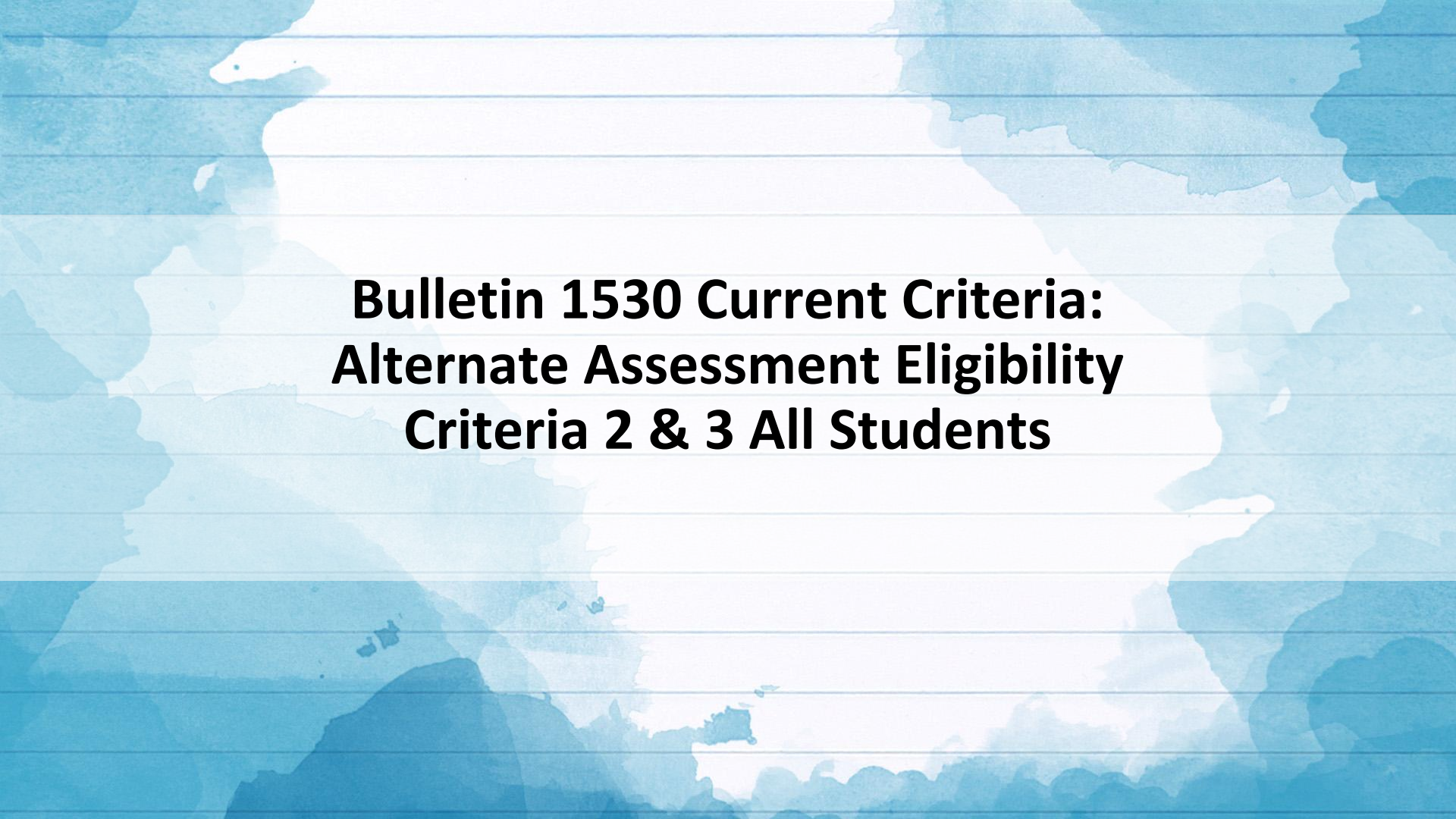
### Criterion 1 (C)

Students who **have completed the fifth grade** functioning between **2.0 and 2.29 or more standard deviations** below the mean **in cognitive functioning and/or adaptive behavior** may be eligible for alternate assessment participation if the IEP team provides **additional empirical evidence** an alternate assessment identification is appropriate for the student.

## New Criterion

### Criterion 1 (C):

- C. Students who **have completed the fifth grade** functioning between **2.0 and 2.29 or more standard deviations below the mean in cognitive functioning and with deficits in adaptive behavior** may be eligible for **alternate assessment participation** if the IEP team provides **additional empirical evidence** an alternate assessment identification is appropriate for the student.



**Bulletin 1530 Current Criteria:  
Alternate Assessment Eligibility  
Criteria 2 & 3 All Students**

# Criterion 2

## All Students

### Old Criterion

#### Criterion 2

The student requires extensive modified instruction aligned with the Louisiana extended standards to acquire, maintain, and generalize skills.

### New Criterion

#### Criterion 2:

2. The student requires **direct individualized instruction and substantial supports** to achieve measurable gains on the challenging state academic content standards **for the grade in which the student is enrolled.**

# New Criterion 3

## All Students

The decision to include the student in an alternate assessment is **not** solely based on the following:

- a. student's educational placement;
- b. excessive or extended absences;
- c. disruptive behavior;
- d. English language proficiency;
- e. student's reading level or academic level;
- f. student's disability according to Bulletin 1508;
- g. social, cultural, and/or economic differences;
- h. anticipated impact on school performance scores;
- i. administrative decision;
- j. expectation that the student will not perform well on the LEAP 2025 or other statewide assessments;
- k. **the student's previous need for accommodation(s) to participate in general state or district-wide assessments.**



# Implications for IEP Teams

**It is the IEP team's responsibility to** determine how a student will participate in state assessments and whether accommodations are required to enable the student to participate in state assessments.

BESE policy outlines specific criteria a student must meet to participate in the LEAP Connect alternate assessment. **IEP teams are responsible** for determining if a student should participate in the LEAP Connect alternate assessment, based on the state's criteria.

If the IEP team determines that a student will not participate in the regular assessment, **the team is required to:**

- identify why the regular assessment is not appropriate for the student and how they will be assessed, such as through an alternate assessment
- inform parents that their child's achievement will be measured on alternate standards
- inform parents of any implications of their child's participation in LEAP Connect or possible delays to completing the requirements for a diploma



# **Applying the State's Eligibility Criteria Activity**

# Alternate Assessment Eligibility Criteria - Case Study #1

## Case Study Questions:

1. Based on the limited information provided does this student meet eligibility criteria to participate in the alternate assessment?
2. What data was used to come to this conclusion?
3. Is there additional information that would have helped in deciding the most appropriate assessment for this student? If so, what information?

## Alternate Assessment Eligibility Criteria Case Study #1

- 9-year-old, 3rd grade student receiving the majority of her special education services in a separate setting
- Her instruction in ELA and mathematics is based on the 3rd grade connectors, with a few of those goals having crossed into the 3rd grade level regular standards (decision made at this IEP and instructional change to take place with IEP implementation starting this week; state assessments begin soon)
- It is predicted that this student will not perform well on the LEAP 2025 assessment in the spring; a combination of anxiety and potential impact on proficient scores for the school were discussed
- Her current teacher adaptive behavior scores fell -1.0 standard deviations below the mean and her parent adaptive behavior assessment scores were -1.2 standard deviations below the mean. Cognitive functioning scores fell -3.1 standard deviations below the mean.
- She is independent with dressing and using the restroom and can navigate the cafeteria at lunch with support; the paraprofessional needs to provide prompts for this routine early in the year and then only when the typical routine changes
- Student requires prompts to start and complete most academic tasks
- Student is able to verbally communicate most needs and wants with phrases and full sentences, but requires prompting to stay on topic when participating in conversation
- Student can write her own name when prompted, but is not able to express ideas using written words on paper
- Student enjoys interacting with others, but often requires structured settings and activities in order to independently interact and respond within a known routine
- Most instructional activities are highly individualized with instruction happening in short duration, high frequency, and high intensity

# Alternate Assessment Eligibility Criteria - Case Study #2

## Case Study Questions:

1. Based on the limited information provided does this student meet eligibility criteria to participate in the alternate assessment?
2. What data was used to come to this conclusion?
3. Is there additional information that would have helped in deciding the most appropriate assessment for this student? If so, what information?

## Alternate Assessment Eligibility Criteria Case Study #2

- 11-year-old 5th grade student
- Student is eligible for services under Autism
- His adaptive behavior scores are reported as -2.5 standard deviations below the mean by his teacher and his cognitive functioning is reported as -2.4 standard deviations below the mean
- He has been identified since age 3 and has received special education services since that time, including speech/language and social work services
- He attends the regular 5th grade mathematics class and has earned “B”s every marking period; his STAR mathematics assessment GE score in the fall was 5.6 and 5.2 this past winter; all mathematics instruction is based on the General 5th grade content standards
- Student has struggled with reading and content that is dependent on written and verbal language; participates in regular science and social studies classes, but the IEP team has determined that progression in the ELA classroom is not possible and receives ELA instruction in the resource program
- His instruction in ELA has focused on trying to help the student meet the target Louisiana connectors for ELA, which he is working toward but has not yet achieved; instruction in the resource program also focuses on issues related to conversational language, with other issues related to staying on topic and how to organize thoughts in written word
- Student has friends in his regular classroom and is able to maintain appropriate interpersonal relationships but does require social skills training to ensure interaction with unknown individuals is appropriate
- His participation in the general education classes is accommodated with the use of a behavior improvement plan (BIP) and the presence of a paraprofessional in science and social studies to assist with written tasks; he participates in mathematics independently with the BIP in place

# Alternate Assessment Eligibility Criteria - Case Study #3

## Case Study Questions:

1. Based on the limited information provided does this student meet eligibility criteria to participate in the alternate assessment?
2. What data was used to come to this conclusion?
3. Is there additional information that would have helped in deciding the most appropriate assessment for this student? If so, what information?

### Alternate Assessment Eligibility Criteria Case Study #3

- 16-year old, 10th grade student in a self-contained special education classroom
- Participates in two regular classes: visual media arts—where the student takes pictures and creates visual art using the computer, and wood shop
- During the last IEP meeting, the team determined that the student's instruction should shift targeting some on grade level skills in ELA and mathematics to aligning instruction to the Louisiana Connectors, based on lack of progress and updated assessment scores
- Scored 2.0 on recent cognitive functioning assessment, however, was not administered an adaptive behavior assessment
- When reading is required, he accesses printed material by having it read to him; has an electronic version of each textbook and uses a text-to-speech function to access the material
- Has a few friends within the special education classroom, friendships that extend beyond the classroom and the school day; socially interacts appropriately in elective classes, though is sometimes perceived as socially immature; needs prompting to stay on topic and to read cues from others he is communicating with
- In the past, has often needed to practice social situations before they occur and has had success with extensive use of social stories; reliance on this has faded over time
- The student has been successful with some daily living skills independently, but still requires a great deal of scaffolding and assistance with self-advocacy and task planning
- Will be transitioning to a partial day job training program with a job coach and has had success with independent job tasks involving a routine, where the job coach could be faded back to observer only
- Student is expected to complete high school in more than four years using a personal curriculum
- Wants to attend a community college or trade school and secure a job of his own after high school
- The IEP team supports this goal and has included transition services to help

# **Special Education Reporting (SER) System**

# SER Enhancements

BESE bulletin 1530 contains high school cohort specific language that requires IEP teams to apply grade level specific criteria when determining participation in the alternate assessment.

The Department is adding additional enhancements to the SER system to incorporate these policy changes. These enhancements include:

- Change or delete evaluation results on Evaluation page
- “Instruction Aligned to Louisiana Connectors” checkbox on Instruction Plan pages
- LEAP Connect assessment choices on Program Services page
- New LEAP Connect forms (based on cohort or grade for the 2018-2019 SY)
- Additional Documentation (Criterion 1.C.)

# SER Enhancements Evaluation Results

School systems will be able to change or delete evaluations results in a similar workflow to changing and deleting IEP forms.

Save Close Cancel X Delete

### Re-Evaluation

Permission Request/Start Date:  X  
 Disseminated Date:   
 Re-Evaluation Reason:

Evaluation Coordinator  
 Title:   
 SSN:  -  -  Clear

### Evaluation Exceptionality

Add New

Exceptionality	Primary Exceptionality	Exceptionality Detail
<a href="#">View / Edit</a> Intellectual Disability - Severe	Yes	

### Evaluation Results

Add New

Assessment Type	Assessment Completed	Assessment Name	Date Administered	Standard Deviation	Respondent
Intellectual Functioning / Cognitive Assessments	Yes	Wechsler Preschool and Primary Scale of Intelligence (WPPSI)	5/7/2019	-3.00	
Adaptive Behavior Assessments	Yes	Scales of Independent Behavior - Revised (SIB)	5/6/2019	-3.00	Teacher

Extension Reason:  Add  
 Date Approved:  Days:

Participant	Medical Diagnosis
<input type="text" value="- SELECT ONE -"/> Add	<input type="text" value="- SELECT ONE -"/> Add
Participant	Impairment

Extension Date Approved Days

### Record Information

Created On: 2/4/2019 4:17:48 PM Created By: sertrain1  
 Modified On: 2/4/2019 4:17:48 PM Modified By: sertrain1



# SER Enhancements Instructional Plan Page(s)

IEP teams will indicate if an instructional goal is aligned to the Louisiana Connectors.

IEP Forms 3. Instructional Plan

System: Terrebonne Parish Student Name: LAST-1719440, FIRST Meeting Date(s): 4/24/2019 DOB: 11/22/1995 Grade: 4th - Fourth Local Id: 00000000

In order to protect student privacy per RS 17:3914, refrain from using student name, date of birth, and other personally identifiable

### Instructional Plan

Num.	Educational Need Area	Content Area	ESY Instruction	
1	- Not Selected -		NO	<a href="#">Edit</a> <a href="#">Delete</a>

**Educational Need Area** -- SELECT ONE --

**Content Area**

ESY Instruction

Targeted for Secondary Transition

Act 833 applied

**Course:**

**Present Level of Academic Achievement and Functional Performance**

**Measurable Academic/Functional Goal:**

**Method of Measurement** -- SELECT ONE --

**Additional Methods of Measurement**

**Date Goal Achieved**

# SER Enhancements Program Services Page

IEP teams will indicate if a student is taking the LEAP Connect alternate assessment and the appropriate and based on the assessment, the appropriate LEAP Connect form will become available.

Information available in the help function will be updated to reflect the revised eligibility criteria.

IEP Forms 5. Program Services

System: Terrebonne Parish Student Name: LAST-1719440, FIRST Grade: 4th - Fourth  
Meeting Date(s): 4/24/2019 DOB: 11/22/1995 Local Id: 000000000

In order to protect student privacy per RS 17:3914, refrain from using student name, date of birth, and other personally identifiable information.

### LOUISIANA EDUCATION ASSESSMENT PROGRAM (LEAP)

Regular Assessments	<input type="radio"/>
Alternate Assessment	<input checked="" type="radio"/> LEAP Connect -- For a 12th grade student who is eligible to participate in LEAP Connect, continue selecting this option even though the student is not required to test during the 12th grade year. (Please complete the LEAP Connect form)
	<input type="radio"/> LAA 2 -- select content area(s) The LAA 2 will no longer be administered in grades 4-8 starting with the 14-15 school year. IEP teams may continue to check these boxes for eligible students who have entered a high school cohort in 13-14 or before and those students will continue to have access to the LAA 2 graduation exams. <input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies
None	<input type="radio"/> This option should be selected only under one of the following two conditions: - Prekindergarten through second grade students - Graduating seniors who have passed the required components of the exit examination

The ACT assessment requires separate documentation and approval for local, state, and ACT approved accommodations as outlined in the Procedures for Requesting ACT Test Accommodations.

### Act 833 Eligibility

<input type="radio"/> No <input type="radio"/> Yes (Please complete the Act 833 form)
<input type="radio"/> Promotion <input type="radio"/> Graduation

### Regular Classes

# SER Enhancements LEAP Connect Forms

## Entering a high school cohort on or before the 2019-2020 school year

Note: This first page is contained in the help section of the IEP and is not included as an IEP form.

### Alternate Assessment Participation Criteria Descriptors for Participation Requirements for Alternate Assessment for Students Entering a High School Cohort During the 2020-2021 School Year

LEAP Connect alternate assessment was developed for students with disabilities for whom there is evidence that the student has a significant cognitive disability. The alternate assessment is a performance-based assessment designed for students whose instructional program is aligned to the Louisiana Connectors.

Individual Education Plan (IEP) team members are responsible for determining how a student will participate in state assessment of student achievement and whether accommodations for the assessment are required to enable the student to participate in the assessment. If the IEP team determines that a student will not participate in the regular statewide assessment, the team is required to identify why the assessment is not appropriate for the student and how the student will be assessed, such as through the LEAP Connect alternate assessment. IEP teams are responsible for determining if a student is eligible to participate in the LEAP Connect based on the state's alternate assessment eligibility criteria. The decision for a student to participate in the alternate assessment must be made annually.

#### CRITERION ONE:

The student has a disability or multiple disabilities that significantly impact cognitive functioning and, as described in criterion 1.C., adaptive behavior<sup>1</sup>.

There must be documentation on the IEP that the student is functioning within the standard deviation requirement for the cognitive disability and, as described for Criterion 1.C., adaptive behavior and empirical evidence is also required.

#### CRITERION TWO:

The student requires individualized instruction aligned with the Louisiana Connectors and substantial supports to achieve measurable gains on the Louisiana Connectors for the grade in which the student is enrolled.

The IEP must reflect the student's need for individualized instruction to obtain measurable gains on IEP goals and objectives aligned with the Louisiana Connectors developed for students participating in alternate assessment. The IEP may also contain IEP goals and objectives relating to other needs of the student which result from his or her disability, such as functional skills or social skills development.

#### CRITERION THREE:

The decision to include the student in alternate assessment is not based solely on certain factors.

The IEP team should review all relevant information to verify that the decision to include a student in alternate assessment is not based solely on the specific factors listed in this criterion. The participation of a student in the alternate assessment shall not be an administrative decision to bypass state testing policy.

Revised 04/2019

<sup>1</sup>Adaptive behavior is defined as behavior and the skills essential for one to live independently and to function safely in daily life.

### Alternate Assessment Participation Criteria

#### Students Entering a High School Cohort On or Before the 2020-2021 School Year

Student \_\_\_\_\_ DOB \_\_\_\_\_ State I.D. # \_\_\_\_\_  
\_\_\_\_\_ School \_\_\_\_\_ LEA \_\_\_\_\_  
\_\_\_\_\_ Date \_\_\_\_\_

#### Check one

Intellectual Disability – Mild  Intellectual Disability – Moderate  Intellectual Disability – Severe  Multiple Disabilities  
 Other: \_\_\_\_\_ (specify exceptionalities)

Alternate assessments were developed for students for whom there is evidence of a disability or multiple disabilities that significantly impact cognitive functioning and adaptive behavior. To be eligible to participate in alternate assessments, the response to each of the three criteria below must be "Agree."

SELECT "AGREE" OR "DISAGREE" FOR EACH STATEMENT. Evidence supporting Criterion 1 and 2 must be dated and maintained in the student's IEP folder. Criterion #1 – Evidence of a Significant Cognitive Disability or Multiple Disabilities (select a, b, or c)

The student's cognitive functioning has been assessed and the student is functioning:

- a) 1.3 or more standard deviations below the mean and has not completed fifth grade;
- b) 1.3 or more standard deviations below the mean and has completed fifth grade; or
- c) between 2.0 and 2.29 or more standard deviations below the mean, has completed fifth grade, has deficits in adaptive behavior, and the IEP team has additional empirical evidence an alternate assessment identification is appropriate for the student.

Agree Disagree: The student has a disability that significantly impacts cognitive functioning and, for criterion 1.C., adaptive behavior.

Criterion #2- Evidence of Instructional Needs and Curricular Alignment

Agree Disagree: The student requires direct individualized instruction and substantial supports to achieve measurable gains on the challenging state academic content standards (LEAP Connectors) for the grade in which the student is enrolled. The IEP must contain goals and objectives aligned with the Louisiana Connectors.

Criterion #3 – Student Safeguards

Agree Disagree: The decision to include the student in alternate assessments is not solely based on the following factors:

1. the student's placement
2. excessive or extended absences
3. disruptive behavior
4. English language proficiency
5. student's reading level
6. student's disability according to Bulletin 1506
7. social, cultural, and/or economic differences
8. anticipated impact on school performance scores
9. administrative decision
10. the expectation that the student will not perform well on the LEAP 2025 or other statewide assessments
11. the student's previous need for accommodation(s) to participate in general state or district-wide assessments

IEP Team Decision: This form will be considered a page of the student's current IEP. This form must be completed annually. The assessment decision must be documented on the student's IEP. If 1.C. is selected for Criterion #1 above, the "Additional Documentation for using Criterion 1.C." form and the required supporting documentation must be attached to or included in the IEP. This form will also be considered a page of the student's IEP.

\_\_\_\_\_(student's name) is eligible for participation in the alternate assessment and will participate in the alternate assessment.

\_\_\_\_\_(student's name) is eligible for participation in the alternate assessment but will not participate in the alternate assessment. Student will participate in the regular statewide assessment, with accommodations as needed.

\_\_\_\_\_(student's name) is not eligible for participation in the alternate assessment.

\*Signature required

\*Parent Signature, \*\*Officially Designated Representative of LEA Signature

\*Special Education Teacher \*\*Regular Education Teacher, if participating in Regular Education, Other IEP Participants (optional)

Title/Signature

Title/Signature

Title/Signature

\*Requires Signatures

# SER Enhancements LEAP Connect Forms

## Entering a high school cohort during the 2020 – 2021 school year and beyond

Note: This first page is contained in the help section of the IEP and is not included as an IEP form.

### Alternate Assessment Participation Criteria Descriptors for Participation Requirements for Alternate Assessment for Students Entering a High School Cohort During the 2020-2021 School Year

LEAP Connect alternate assessment was developed for students with disabilities for whom there is evidence that the student has a significant cognitive disability. The alternate assessment is a performance-based assessment designed for students whose instructional program is aligned to the Louisiana Connectors.

Individual Education Plan (IEP) team members are responsible for determining how a student will participate in state assessment of student achievement and whether accommodations for the assessment are required to enable the student to participate in the assessment. If the IEP team determines that a student will not participate in the regular statewide assessment, the team is required to identify why the assessment is not appropriate for the student and how the student will be assessed, such as through the LEAP Connect alternate assessment. IEP teams are responsible for determining if a student is eligible to participate in the LEAP Connect based on the state's alternate assessment eligibility criteria. The decision for a student to participate in the alternate assessment must be made annually.

#### CRITERION ONE:

The student has a disability or multiple disabilities that significantly impact cognitive functioning and, as described in criterion 1.C., adaptive behavior<sup>1</sup>.

There must be documentation on the IEP that the student is functioning within the standard deviation requirement for the cognitive disability and, as described for Criterion 1.C., adaptive behavior and empirical evidence is also required.

#### CRITERION TWO:

The student requires individualized instruction aligned with the Louisiana Connectors and substantial supports to achieve measurable gains on the Louisiana Connectors for the grade in which the student is enrolled.

The IEP must reflect the student's need for individualized instruction to obtain measurable gains on IEP goals and objectives aligned with the Louisiana Connectors developed for students participating in alternate assessment. The IEP may also contain IEP goals and objectives relating to other needs of the student which result from his or her disability, such as functional skills or social skills development.

#### CRITERION THREE:

The decision to include the student in alternate assessment is not based solely on certain factors.

The IEP team should review all relevant information to verify that the decision to include a student in alternate assessment is not based solely on the specific factors listed in this criterion. The participation of a student in the alternate assessment shall not be an administrative decision to bypass state testing policy.

Revised 04/2019

<sup>1</sup>Adaptive behavior is defined as behavior and the skills essential for one to live independently and to function safely in daily life.

### Alternate Assessment Participation Criteria

#### Students Entering a High School Cohort On or Before the 2020-2021 School Year

Student \_\_\_\_\_ DOB \_\_\_\_\_ State I.D. # \_\_\_\_\_  
\_\_\_\_\_ School \_\_\_\_\_ LEA \_\_\_\_\_  
\_\_\_\_\_ Date \_\_\_\_\_

#### Check one

Intellectual Disability – Mild  Intellectual Disability – Moderate  Intellectual Disability – Severe  Multiple Disabilities  
 Other: \_\_\_\_\_ (specify exceptionalities)

Alternate assessments were developed for students for whom there is evidence of a disability or multiple disabilities that significantly impact cognitive functioning and adaptive behavior. To be eligible to participate in alternate assessments, the response to each of the three criteria below must be "Agree."

SELECT "AGREE" OR "DISAGREE" FOR EACH STATEMENT. Evidence supporting Criterion 1 and 2 must be dated and maintained in the student's IEP folder. Criterion #1 – Evidence of a Significant Cognitive Disability or Multiple Disabilities (select a, b, or c)

The student's cognitive functioning has been assessed and the student is functioning:

- a) 1.3 or more standard deviations below the mean and has not completed fifth grade;
- b) 1.2, 3 or more standard deviations below the mean and has completed fifth grade; or
- c) between 2.0 and 2.29 or more standard deviations below the mean, has completed fifth grade, has deficits in adaptive behavior, and the IEP team has additional empirical evidence an alternate assessment identification is appropriate for the student.

Agree Disagree: The student has a disability that significantly impacts cognitive functioning and, for criterion 1.C., adaptive behavior.

Criterion #2- Evidence of Instructional Needs and Curricular Alignment

Agree Disagree: The student requires direct individualized instruction and substantial supports to achieve measurable gains on the challenging state academic content standards (LEAP Connectors) for the grade in which the student is enrolled. The IEP must contain goals and objectives aligned with the Louisiana Connectors.

Criterion #3 – Student Safeguards

Agree Disagree: The decision to include the student in alternate assessments is not solely based on the following factors:

1. the student's placement
2. excessive or extended absences
3. disruptive behavior
4. English language proficiency
5. student's reading level
6. student's disability according to Bulletin 1506
7. social, cultural, and/or economic differences
8. anticipated impact on school performance scores
9. administrative decision
10. the expectation that the student will not perform well on the LEAP 2025 or other statewide assessments
11. the student's previous need for accommodation(s) to participate in general state or district-wide assessments

IEP Team Decision: This form will be considered a page of the student's current IEP. This form must be completed annually. The assessment decision must be documented on the student's IEP. If 1.C. is selected for Criterion #1 above, the "Additional Documentation for using Criterion 1.C." form and the required supporting documentation must be attached to or included in the IEP. This form will also be considered a page of the student's IEP.

\_\_\_\_\_(student's name) is eligible for participation in the alternate assessment and will participate in the alternate assessment.

\_\_\_\_\_(student's name) is eligible for participation in the alternate assessment but will not participate in the alternate assessment. Student will participate in the regular statewide assessment, with accommodations as needed.

\_\_\_\_\_(student's name) is not eligible for participation in the alternate assessment.

\*Signature required

\*Parent Signature, \*\*Official Designated Representative of LEA Signature

\*Special Education Teacher \*\*Regular Education Teacher, if participating in Regular Education, Other IEP Participants (optional)

Title/Signature

Title/Signature

Title/Signature

\*Requires Signatures

# SER Enhancements

## Additional Documentation Crition 1.C.

### Current Version

Additional Documentation for using Criterion 1.C.		
Eligibility Criteria	Eligibility Criteria Descriptors	Sources of Evidence (A minimum of one source must be used for each criterion.)
<b>1. The student has completed the fifth grade.</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	Review of student records indicate the student is in the sixth grade or a higher grade to be eligible for Criterion 1.c.	<input checked="" type="checkbox"/> Grade listed on IEP <input checked="" type="checkbox"/> Grade listed on Report Card
<b>2. The student has a disability that significantly impacts cognitive functioning and/or adaptive behavior.</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	Review of student records indicate the student is functioning between 2.0 and 2.29 or more standard deviations below the mean in cognitive functioning and/or adaptive behavior.  *Adaptive behavior is defined as behavior and skills essential for one to live independently and function safely in daily life.	<input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input checked="" type="checkbox"/> Results of individual and group administered achievement tests <input checked="" type="checkbox"/> Results of informal assessments <input checked="" type="checkbox"/> Results of individual reading assessments <input checked="" type="checkbox"/> Results of district-wide alternate assessments <input type="checkbox"/> Results of language assessments including English language learner (ELL) language assessments if applicable
<b>3. Student instruction is aligned to the Louisiana Extended Standards (LES).</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	Goals and objectives for this student's current IEP are linked to the enrolled grade-level of the LES and instruction addresses knowledge and skills that are appropriate and challenging for this student.	<input checked="" type="checkbox"/> Examples of curriculum, instructional objectives and materials including work samples <input checked="" type="checkbox"/> Present levels of academic and functional performance, goals and objectives from the IEP <input type="checkbox"/> Data from scientific research-based interventions <input checked="" type="checkbox"/> Progress monitoring data
<b>4. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age-appropriate curriculum.</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature, and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, and demonstrate and transfer skills across academic content.	<input checked="" type="checkbox"/> Examples of curriculum, instructional objectives, and materials including work samples from both school and community based instruction <input checked="" type="checkbox"/> Teacher collected data and checklists <input checked="" type="checkbox"/> Present levels of academic and functional performance, goals, and objectives, and post school outcomes from the IEP and the Transition Plan for students age 16 and older

### Revised Version

#### Alternate Assessment Participation Criteria Students Entering a High School Cohort On or Before the 2019-2020 School Year Additional Documentation for using Criterion 1.C.

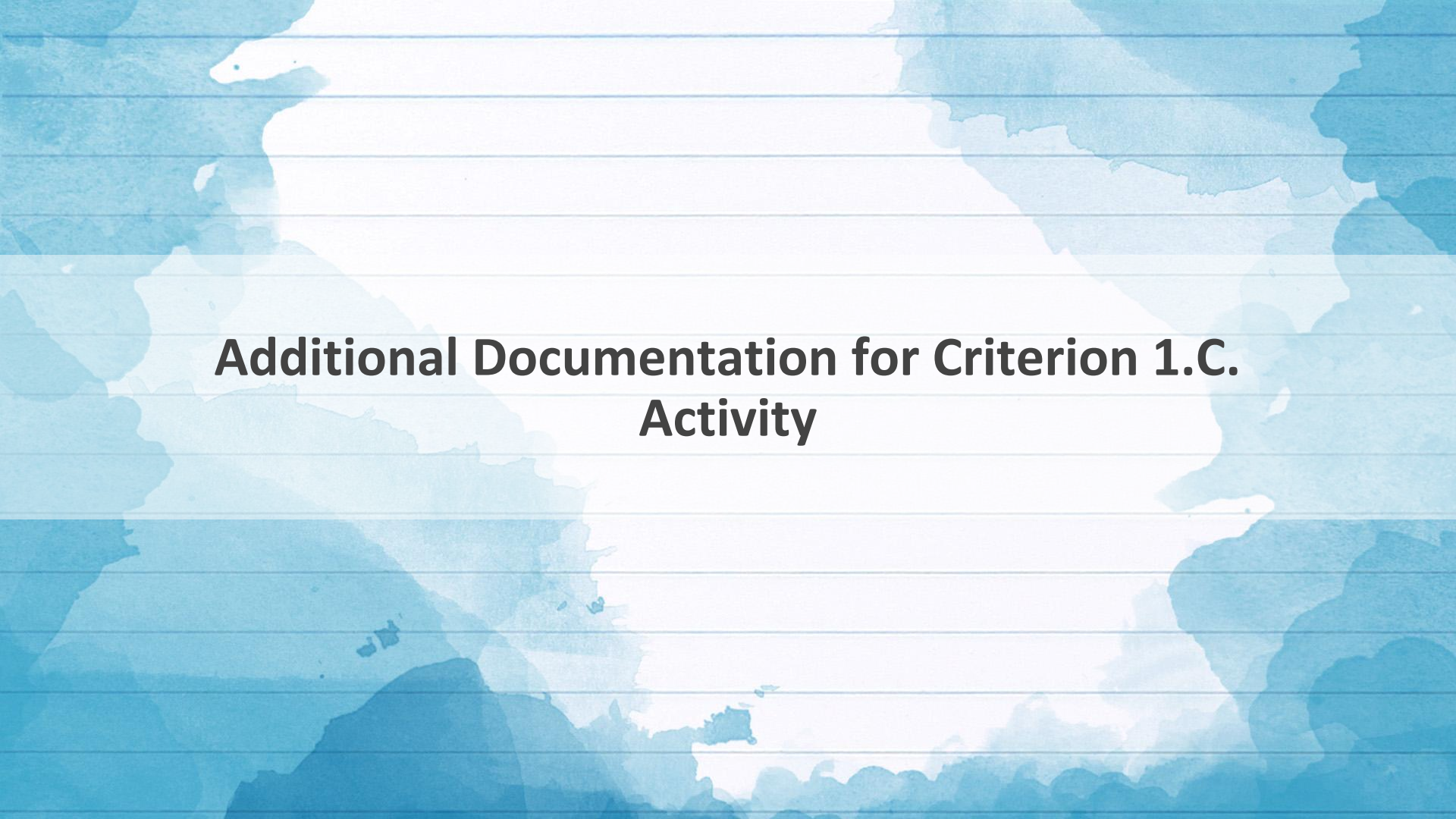
Student DOB State I.D.# Grade Enrolled School LEA Date

Criterion 1.C. requires teams to provide additional documentation that an alternate assessment identification is appropriate for the student. This guidance document serves as additional documentation to accompany criterion 1.C of the state's eligibility criteria. Ratings in the majority of the following domains would likely, but not always, fall in the lower half of the scale for students determined to have a significant cognitive disability. However, some descriptors may be more reflective of the team's service model. Ratings are used for documentation and data collection.

Domains	Descriptor	Domains	Descriptors
<b>Reading</b>		<b>Mathematics</b>	
<input type="checkbox"/> 5	Reads fluently with critical understanding in print or Braille (e.g., to differentiate fact/opinion, point of view, emotional response, etc.).	<input type="checkbox"/> 5	Applies computational procedures to solve real-life or routine word problems from a variety of contexts.
<input type="checkbox"/> 4	Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or Braille.	<input type="checkbox"/> 4	Does computational procedures with or without a calculator.
<input type="checkbox"/> 3	Reads basic sight words, simple sentences, directions, bullet, and/or lists in print or Braille.	<input type="checkbox"/> 3	Counts with 1:1 correspondence to at least 10, and/or makes numerical sets of items.
<input type="checkbox"/> 2	Aware of text/Braille, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text.	<input type="checkbox"/> 2	Counts by rote to 5.
<input type="checkbox"/> 1	No observable awareness of print or Braille.	<input type="checkbox"/> 1	No observable awareness or use of numbers.
<b>Motor</b>		<b>Receptive Language</b>	
<input type="checkbox"/> 4	No significant motor dysfunction that requires adaptations.	<input type="checkbox"/> 4	Independently follows 1-2 step directions presented through words (e.g., words may be spoken, signed, printed, or any combination) and does NOT need additional cues.
<input type="checkbox"/> 3	Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard).	<input type="checkbox"/> 3	Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1-2 step directions.
<input type="checkbox"/> 2	Uses wheelchair, positioning equipment, and/or assistive devices for most activities.	<input type="checkbox"/> 2	Alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions.
<input type="checkbox"/> 1	Needs personal assistance for most/all motor activities.	<input type="checkbox"/> 1	Uncertain response to sensory stimuli (e.g., sound/voice; sight/gesture; touch; movement; smell).

#### Alternate Assessment Participation Criteria Students Entering a High School Cohort On or Before the 2019-2020 School Year Additional Documentation for using Criterion 1.C.

Health Issues/Attendance	Descriptors	Classroom Setting	Descriptors
<input type="checkbox"/> 5	Attends at least 90% of school days.	<input type="checkbox"/> 5	Note: Ratings here may be more reflective of the team's service model.
<input type="checkbox"/> 4	Attends approximately 75% of school days; absences primarily due to health issues.	<input type="checkbox"/> 4	Primarily inclusive/collaborative - students based in general education classes, special education services delivered in the general education classes (at least 80% of the school day in general education classes)
<input type="checkbox"/> 3	Attends approximately 50% or less of school days; absences primarily due to health issues.	<input type="checkbox"/> 3	Primarily resource room (e.g., children come for services and then go back to their general education classroom [at least 50% of the school day in general education classes])
<input type="checkbox"/> 2	Receives Homebound instruction due to health issues.	<input type="checkbox"/> 2	Primarily self-contained some academic inclusive (children go to special class, music, pe but return to their special education class 90% of school day in special education classes)
<input type="checkbox"/> 1	Highly irregular attendance or homebound instruction due to issues other than health.	<input type="checkbox"/> 1	Special school
<b>Engagement</b>		<b>Expressive Language</b>	
<input type="checkbox"/> 4	Initiates and sustains social interactions.	<input type="checkbox"/> 3	Uses symbolic language to communicate: Student uses verbal or written words, signs, Braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal.
<input type="checkbox"/> 3	Responds with social interaction, but does not initiate or sustain social interactions.	<input type="checkbox"/> 2	Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc. to clearly express a variety of intentions.
<input type="checkbox"/> 2	Alerts to others.	<input type="checkbox"/> 1	Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc. to communicate.
<input type="checkbox"/> 1	Does not alert to others.		



**Additional Documentation for Criterion 1.C.  
Activity**

# Case Study - Applying Criterion 1.C.

## Case Study #1

### Case Study Discussion Questions:

1. Based on the limited information provided were you able to complete the additional evidence page for criterion 1.c.?
2. What data was used for each descriptor to determine a rating?
3. Is there additional information that would have helped in determining a rating? If so, what information?

### Alternate Assessment Eligibility Criterion 1.c Additional Documentation Case Study #1

- 16-year old, 10th grade student in a self-contained special education classroom, but participates in two regular classes: visual media arts—where the student takes pictures and creates visual art using the computer, and wood shop
- During the last IEP meeting, the team determined that the student's instruction should shift targeting some on grade level skills in ELA and mathematics to aligning instruction to the Louisiana Connectors, based on lack of progress and updated assessment scores
- Scored 2.0 on recent cognitive functioning assessment, however, was not administered an adaptive behavior assessment
- When reading is required, he accesses printed material by having it read to him; has an electronic version of each textbook and uses a text-to-speech function to access the material
- Has a few friends within the special education classroom, friendships that extend beyond the classroom and the school day; socially interacts appropriately in elective classes, though is sometimes perceived as socially immature; needs prompting to stay on topic and to read cues from others he is communicating with
- In the past, has often needed to practice social situations before they occur and has had success with extensive use of social stories; reliance on this has faded over time
- The student has been successful with some daily living skills independently, but still requires a great deal of scaffolding and assistance with self-advocacy and task planning
- Will be transitioning to a partial day job training program with a job coach and has had success with independent job tasks involving a routine, where the job coach could be faded back to observer only
- Student is expected to complete high school in more than four years using a personal curriculum
- Wants to attend a community college or trade school and secure a job of his own after high school

# Case Study - Applying Criterion 1.C.

## Case Study #2

### Case Study Discussion Questions:

1. Based on the limited information provided were you able to complete the additional evidence page for criterion 1.c.?
2. What data was used for each descriptor to determine a rating?
3. Is there additional information that would have helped in determining a rating? If so, what information?

### Alternate Assessment Eligibility Criterion 1.c Additional Documentation Case Study #2

- 10-year-old, 4th grade student enrolled in an elementary self-contained special education program and attends school about 80% of the time (when he is absent it is usually due to medical appointments)
- Student is paraplegic, lives at home with parents and requires assistance with personal care, though he can feed himself basic finger foods with supervision (most food is fed orally by a caregiver)
- Requires regular assistance with daily living skills at school, and while he does not have a 1:1 aide assigned to him, he has regular access to a paraprofessional in a classroom with seven students, one teacher and two paraprofessionals
- Typically does not interact with peers, but likes attention from caregivers and familiar adults
- Communicates through a combination of limited vocalization and use of an electronic communication device with a limited functional vocabulary
- Can point to familiar objects when prompted to do so and is also adept in indicating a choice
- Is able to identify and count numbers to 5 by pointing to the numbers in print
- Instruction is very individualized and academics are based primarily on the Louisiana Connectors with low range of complexity; within some domains of ELA and mathematics, skills have been broken down into additional scaffolding to target basic foundational skills
- Learning to navigate an electric wheelchair, but still requires a great deal of assistance given limitations from mild tremors in the upper extremities
- Reads basic sight words in print using electronic communication device
- Cognitive abilities are limited and very hard to assess



# Case Study - Applying Criterion 1.C.

## Case Study #3

### Case Study Discussion Questions:

1. Based on the limited information provided were you able to complete the additional evidence page for criterion 1.c.?
2. What data was used for each descriptor to determine a rating?
3. Is there additional information that would have helped in determining a rating? If so, what information?

### Alternate Assessment Eligibility Criterion 1.c Additional Documentation Case Study #3

- 12 year old 6th grade student with an exceptionality of Other Health Impaired
- Diagnosed with a neurological disorder, but cognition is difficult to assess due to mode of communication and motor skill deficits
- Experiences issues with her mood, cardiac function, chewing, swallowing and digestion
- Symptoms presented after an early period of apparently normal or near normal development until she was about 24 months old when she experienced a stagnation of skills
- Period of regression followed and she lost communication skills, ability to walk and purposeful use of her hands
- Her eye contact and use of both high and low tech communication devices increased around Kindergarten
- Communicates mostly with an eye gaze voice output device, because she is able to control her eye movement
- Occasionally walks with assistance, but tires easily and uses a wheelchair that is pushed by peers
- Experiences a full range of emotions and exhibits her engaging personalities as she takes part in social, educational, and recreational activities at home and in the community
- Tells stories through the use of her eye gaze communication device, but the stories are not related to text or topic of conversation
- Struggles to follow directions that involve movement, but is able to follow directions when prompted to use her eye gaze system
- Counts with her communication device when the numbers are arranged in numerical order



# Resources and Supports

# Students with Significant Cognitive Disabilities

In March, the Department launched a [new hub page](#) with a comprehensive list of tools and resources for educators and families to support students with significant cognitive disabilities, including

- Family Resources
- Classroom Supports
- Assessment Resources
- High School Pathways Information
- BESE Policy Bulletins

The new web page also links to a [new library](#) that indexes academic and policy resources.

## STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Louisiana believes that all students, including students with the most significant cognitive disabilities, should be held to the highest possible grade-level expectations. Much progress has been made to deliver on this belief including:

- the Louisiana Connectors standards in english language arts, mathematics, and science with aligned instructional resources,
- a LEAP Connect alternate assessment aligned to the Louisiana Connectors to measure student progress, and
- an established graduation pathway to a high school diploma for students assessed on an alternate assessment.

To support these unique learners, the Department provides tools and resources to educators and families, including

- Family Resources
- Classroom Supports
- Assessment Resources
- High School Pathways Information
- BESE Policy Bulletins

To learn more, please click on the button below.

RESOURCES TO SUPPORT STUDENTS  
WITH SIGNIFICANT COGNITIVE DISABILITIES

# Resources and Supports

The Department has released tools and resources to help school systems navigate these changes:

- Alternate Assessment Eligibility Criteria Decision Tree (NEW)
- Alternate Assessment Eligibility Additional Documentation (NEW)
- [Alternate Assessment Eligibility FAQ for IEP Teams](#) (updated March 2019)
- [Bulletin 1530 Revisions Document](#)
- [Alternate Assessment Webinar](#) (February 2019)
- [Alternate Assessment Webinar Slide Deck](#)
- [Evaluation Updates in SER Q&A for School Systems](#)
- SER evaluation results and alternate assessment eligibility report

The background of the slide is a watercolor-style illustration. It features a central white area that tapers towards the top and bottom, creating a shape reminiscent of a speech bubble or a drop. This white area is surrounded by soft, blended washes of light blue and teal. The overall effect is clean, modern, and professional.

# **Training & Support Opportunities**

# Trainings

The Department is hosting additional training and support opportunities:

- SER webinar trainings on July 11, 2019 and July 17, 2019
- July webinar trainings on completing the alternate assessment participation review process for school systems exceeding 1.0% participation

# Exceeding 1.0% Participation

The state's eligibility criteria exists to help ensure only students with the most significant cognitive disabilities participate in the alternate assessment.

Each year school systems must review their alternate assessment participation data to **verify whether they are over the 1.0 percent threshold**. School systems exceeding 1.0 percent participation must take additional actions:

- review alternate assessment participation data for disproportionality amongst ESSA subgroups;
- submit an alternate assessment review request form (to meet requirements of Bulletin 111);
- submit an alternate assessment justification form (to meet federal requirements); and
- submit up to 11 student specific files for review by the Department.

# Alternate Assessment Participation Review Process

## Review Data (Mid/End July)

- ✓ review data to verify whether the school system is over 1.0 percent participation
- ✓ if over 1.0 percent, join the guidance webinar
- ✓ review data to determine if there is any disproportionality by subgroup

## Submit Review Request Form (End July/Beg. Aug.)

- ✓ describe disproportionality data review process
- ✓ if needed, provide action plan to address disproportionality
- ✓ verify IEP team members were or will be trained on eligibility criteria
- ✓ verify evaluation results are entered in SER
- ✓ review student files for eligibility criteria compliance

## Submit Justification Form (End July/Beg. Aug.)

- ✓ describe reasons the school system exceeded 1.0 percent participation in the alternate assessment
- ✓ provide assurance the school system reviewed data and followed eligibility criteria

## Submit Student Records (End July/Beg. Aug.)

- ✓ submit requested student files that were in place Jan. 4th:
  - evaluation reports
  - paper IEPs, if needed (IEPs can be reviewed in SER)



**Questions?**