Louisiana Believes

Special Education Reporting System (SER) Enhancements

July 2019

DEPARTMENT of EDUCATION

Agenda + Logistics

I. Background: Policy and Progress for Students with Significant Cognitive Disabilities

II. Guidance:
   A. Louisiana Connectors Aligned Instruction
   B. Alternate Assessment Selection
   C. LEAP Connect Forms
   D. Revising Evaluation Results
   E. Post School Transition

III. Summary

Logistics

If you are experiencing audio difficulties, please make sure that your speakers are on and that your volume is at a suitable level.

The call will be in the listen only mode to ensure we get through the information. Please type questions into the chat box as we go along.

Dial in by phone: 408-638-0968
Meeting ID: 448980917

Background:
Policy and Progress for Students with Significant Cognitive Disabilities

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:

- 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 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

BESE policy outlines specific criteria a student must meet to participate in the LEAP Connect alternate assessment. This criteria is found in Bulletin 1530, *Louisiana IEP Handbook for Students with Exceptionalities.*

BESE Bulletin 1530 now contains high school cohort specific language that requires IEP teams to apply grade band specific criteria when determining student eligibility for the alternate assessment.

IEP teams are responsible for determining if a student is eligible to participate in the alternate assessment, based on this newly revised eligibility criteria:

- **Criterion 1 contains significant revisions** and is now high school **cohort specific**
- **Criterion 2 contains minor revisions** that apply to **all students** at all grade levels
- **Criterion 3 contains minor revisions** that apply to **all students** at all grade levels

Criterion 1
High School Cohort Specific

HS Cohort on/before the 2019-2020 SY*	HS Cohort during the 2020-2021 SY*
Criterion 1: 1. For students entering a **high school cohort on or before the 2019-2020 school year**, the student has a disability that **significantly impacts <u>cognitive function and/or adaptive behavior</u>.** This may be demonstrated in the following ways. *Students in 8th grade or above during the 2018-2019 school year	**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 <u>cognitive function</u>**. This may be demonstrated in the following ways. *Students in 7th grade or below during the 2018-2019 school year

Criterion 1 (A)
High School Cohort Specific

HS Cohort on/before the 2019-2020 SY*	HS Cohort during the 2020-2021 SY*
Criterion 1 (A): 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.** *Students in 8th grade or above during the 2018-2019 school year	**Criterion 1 (A):** 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.** *Students in 7th grade or below during the 2018-2019 school year

Criterion 1 (B)
High School Cohort Specific

HS Cohort on/before the 2019-2020 SY*	HS Cohort during the 2020-2021 SY*
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 **in <u>cognitive functioning and/or adaptive behavior.</u>** *Students in 8th grade or above during the 2018-2019 school year	**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 **<u>in cognitive functioning</u>**. *Students in 7th grade or below during the 2018-2019 school year

Criterion 1 (C)
High School Cohort Specific

HS Cohort on/before the 2019-2020 SY*	HS Cohort during the 2020-2021 SY*
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 <u>cognitive functioning and/or adaptive behavior</u>** may be eligible for alternate assessment participation if the IEP team provides **additional empirical evidence** an alternate assessment identification is appropriate for the student. *Students in 8th grade or above during the 2018-2019 school year	**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 **<u>in cognitive functioning and with deficits in adaptive behavior</u>** may be eligible for alternate assessment participation if the IEP team provides **additional empirical evidence** an alternate assessment identification is appropriate for the student. *Students in 7th grade or below during the 2018-2019 school year

NEW Criterion 2
Applies to All Students at All Grade Levels

Previous Criterion	New Criterion: All Grade Levels*
Criterion 2 2. The student requires extensive modified instruction aligned with the Louisiana extended standards to acquire, maintain, and generalize skills.	**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.** *Applies to all students in all grades

NEW Criterion 3
Applies to All Students at All Grade Levels

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.**

SER Enhancements:
Alternate Assessment

Special Education Reporting System (SER)
Enhancements

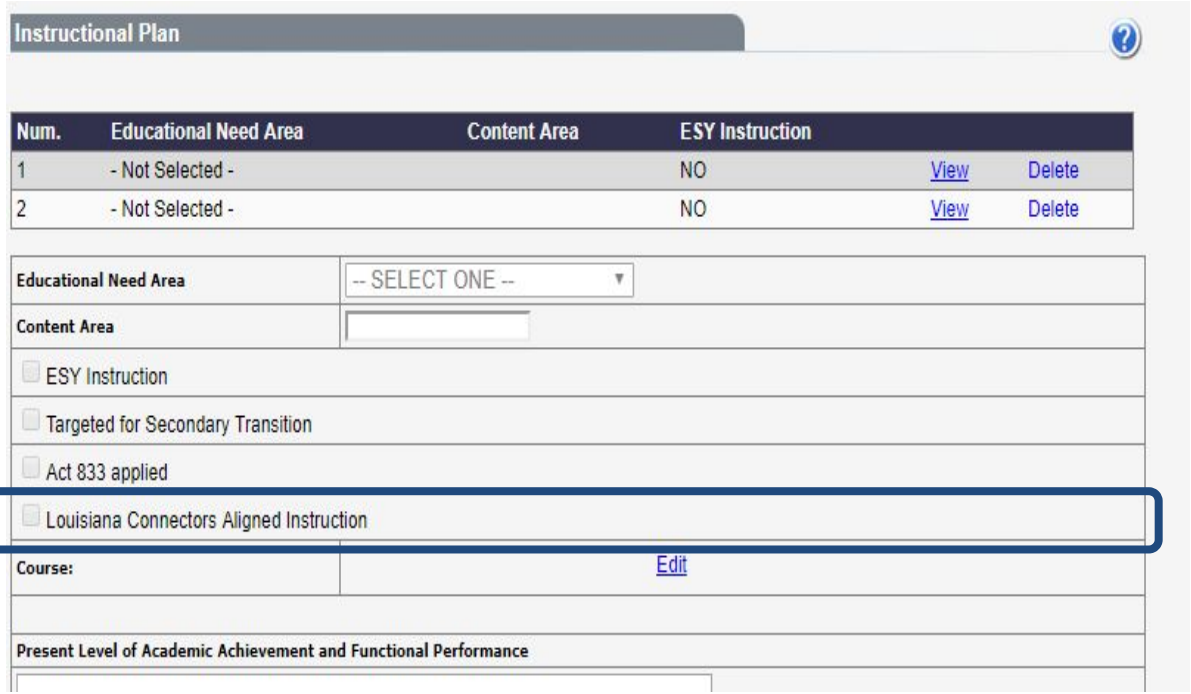
BESE bulletin 1530 now contains high school cohort specific language that requires IEP teams to apply grade level specific criteria when determining participation in the alternate assessment.

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

- "Instruction Aligned to Louisiana Connectors" checkbox on Instruction Plan pages
- LEAP Connect assessment choices on Program Services page
- New LEAP Connect forms (based on HS Cohort)
- Revised version of Additional Documentation (Criterion 1.C.)
- Change or delete evaluation results on Evaluation page
- Revised Post School Transition Survey

Special Education Reporting System (SER) Enhancements
Instructional Plan Page(s)

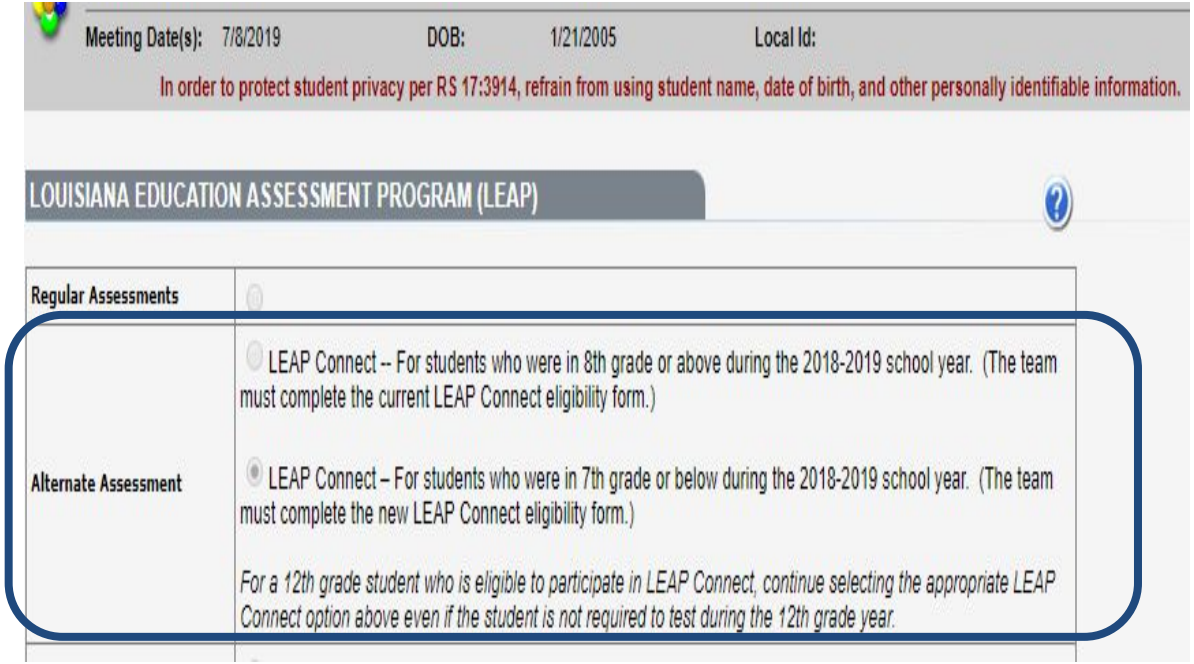
IEP teams will indicate if an instructional goal is aligned to the Louisiana Connectors.



Special Education Reporting System (SER)Enhancements
Program Services Page

IEP teams will indicate if a student is taking the LEAP Connect and based on the alternate assessment choice, the appropriate LEAP Connect form will become available according to the new HS cohort specific eligibility criteria.

Information available in the help function on this page has been updated to reflect the revised eligibility criteria.

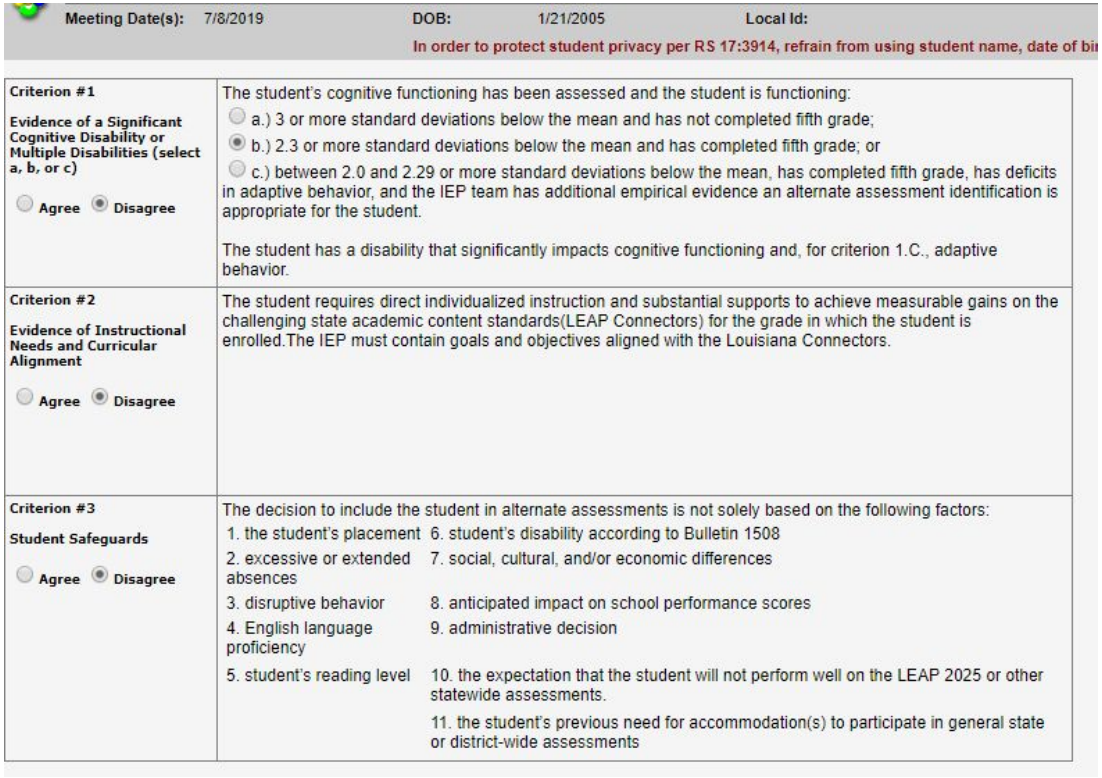


Special Education Reporting System (SER)Enhancements
LEAP Connect Forms

Teams will continue to select agree or disagree to each of the three criteria on the LEAP Connect form.

Format and function of the new LEAP Connect forms in SER has remained the same.

The content on the LEAP Connect forms reflects the new eligibility criteria.



Meeting Date(s): 7/8/2019 **DOB:** 1/21/2005 **Local Id:**

In order to protect student privacy per RS 17:3914, refrain from using student name, date of bi

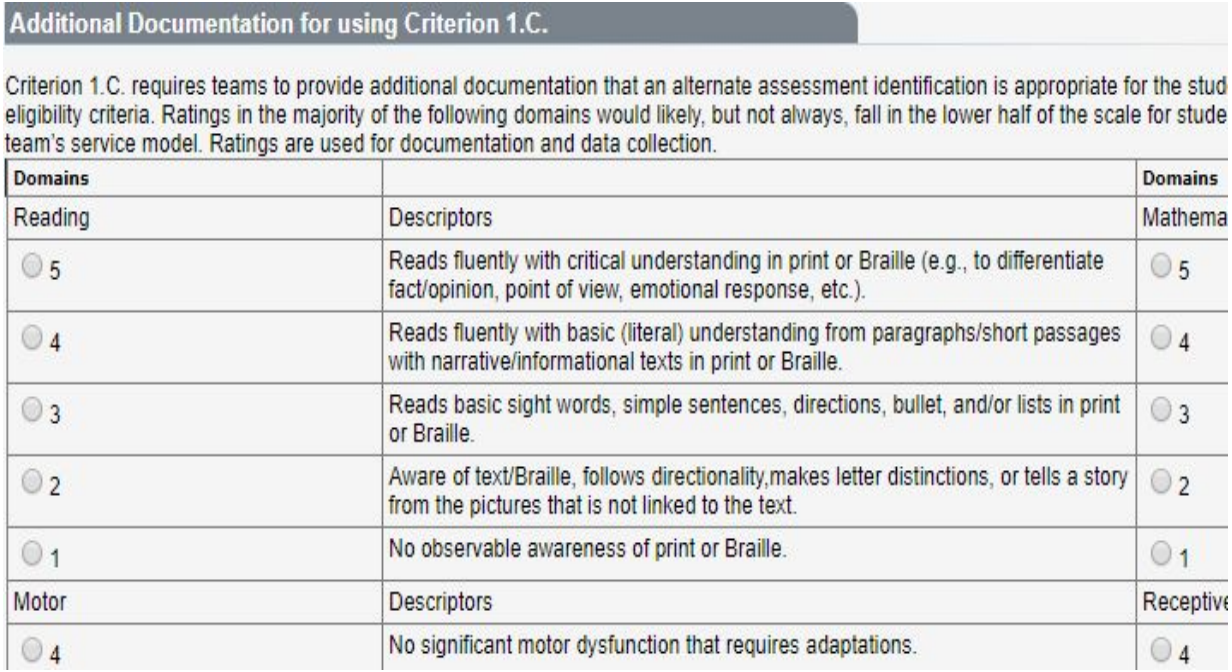
Criterion #1 **Evidence of a Significant Cognitive Disability or Multiple Disabilities (select a, b, or c)** ○ Agree ◉ Disagree	The student's cognitive functioning has been assessed and the student is functioning: ○ a.) 3 or more standard deviations below the mean and has not completed fifth grade; ◉ b.) 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. 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 1508 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

Special Education Reporting System (SER) Enhancements
Additional Documentation for using Criterion 1.C

Additional documentation for criterion 1.C still appears on the LEAP Connect form for this choice.

Documentation has been updated in the form of a rating scale for various domains.

Teams are required to select a student characteristics rating for each of the eight domains.



Additional Documentation for using Criterion 1.C.

Criterion 1.C. requires teams to provide additional documentation that an alternate assessment identification is appropriate for the stud eligibility criteria. Ratings in the majority of the following domains would likely, but not always, fall in the lower half of the scale for stude team's service model. Ratings are used for documentation and data collection.

Domains		Domains
Reading	Descriptors	Mathema
○ 5	Reads fluently with critical understanding in print or Braille (e.g., to differentiate fact/opinion, point of view, emotional response, etc.).	○ 5
○ 4	Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or Braille.	○ 4
○ 3	Reads basic sight words, simple sentences, directions, bullet, and/or lists in print or Braille.	○ 3
○ 2	Aware of text/Braille, follows directionality,makes letter distinctions, or tells a story from the pictures that is not linked to the text.	○ 2
○ 1	No observable awareness of print or Braille.	○ 1
Motor	Descriptors	Receptive
○ 4	No significant motor dysfunction that requires adaptations.	○ 4

Updating and Documenting Results in SER

School systems are required to apply the state's new eligibility criteria to alternate assessment decisions for all new or amended IEP's. Alternate assessment eligibility decisions must be finalized in SER, according to the state's new eligibility criteria, no less than 30 days prior to the Spring 2020 assessment window.

In addition, school systems need to continue to ensure cognitive and adaptive evaluation results are captured and updated for all students with disabilities on the following timeline:

All students who will take the LEAP Connect alternate assessment in Spring 2020
No less than 30 days prior to the opening of the LEAP Connect testing window, school systems must update, as appropriate, cognitive and/or adaptive assessment results to be applied to the state's revised eligibility criteria for IEP teams to make appropriate assessment decisions.
All other students with disabilities administered a cognitive and/or adaptive assessment
Evaluation results captured in SER during the student's initial evaluation or next reevaluation.

SER Enhancements:
Technical Guidance

Special Education Reporting System (SER)
Evaluation Results Updates

School systems will be able to edit or delete evaluations results in SER.

Evaluation

+ Add Initial | + Add Re-Evaluation | + Add Triennial Re-Evaluation Waiver

	Report Disseminated Date	Exceptionality	Evaluation	Start Date	Extension
View / Edit	1/11/2019	Emotional Disturbance	Re-Evaluation	12/14/2018	
View / Edit	8/29/2014	Other Health Impairments	Triennial Waiver	8/29/2014	
View / Edit	8/30/2011	Other Health Impairments	Triennial Waiver	8/30/2011	
View / Edit	10/31/2008	Other Health Impairments	Triennial Waiver	10/31/2008	
View / Edit	11/9/2005	Other Health Impairments	Re-Evaluation	10/21/2005	
View / Edit	11/20/2002	Other Health Impairments	Re-Evaluation	5/30/2002	End of School Year
View / Edit	3/5/1999	Specific Learning Disability	Re-Evaluation	2/9/1999	
View / Edit	3/5/1996	Specific Learning Disability	Re-Evaluation	11/16/1995	
View / Edit	12/1/1993	Non categorical Preschool	Initial	9/8/1993	

Special Education Reporting System (SER)
Evaluation Results Updates

Initial Evaluation

Save | Close | Cancel | Delete

Initial Evaluation

Permission Request Date: 9/1/1993
Parent Decision: Yes, Granted
Decision/Start Date: 9/8/1993
Eligibility Determination Date:
Report Disseminated Date: 12/1/1993

Evaluation Coordinator

Title: -- SELECT ONE --
SSN:

Evaluation Exceptionality

Add New

	Exceptionality	Exceptionality	Exceptionality Detail
View / Edit	Non categorical Preschool		
View / Edit	Speech or Language Impairments		Articulation

Select 'View' for the Cognitive or Adaptive Assessment. You will be brought to the Evaluation Assessment edit page.

Evaluation Results

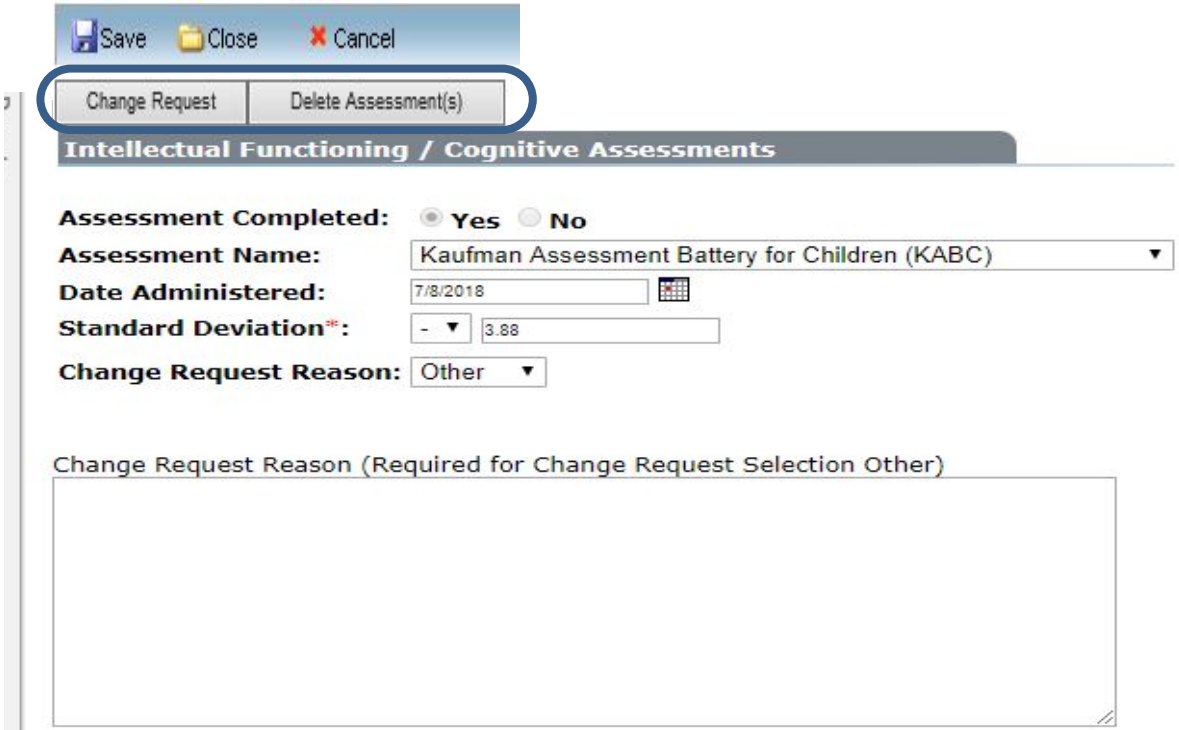
Add New

	Assessment Type	Assessment Completed	Assessment Name	Date Administered	Standard Deviation	Respondent
View	Intellectual Functioning / Cognitive Assessments	Yes	Stanford-Binet Intelligence Scale (SB)	7/11/2019	-2.60	
View	Adaptive Behavior Assessments	Yes	Adaptive Behavior Assessment System (ABAS)	7/11/2019	-2.99	Teacher

Special Education Reporting System (SER)
Evaluation Results Updates

Cognitive Assessment

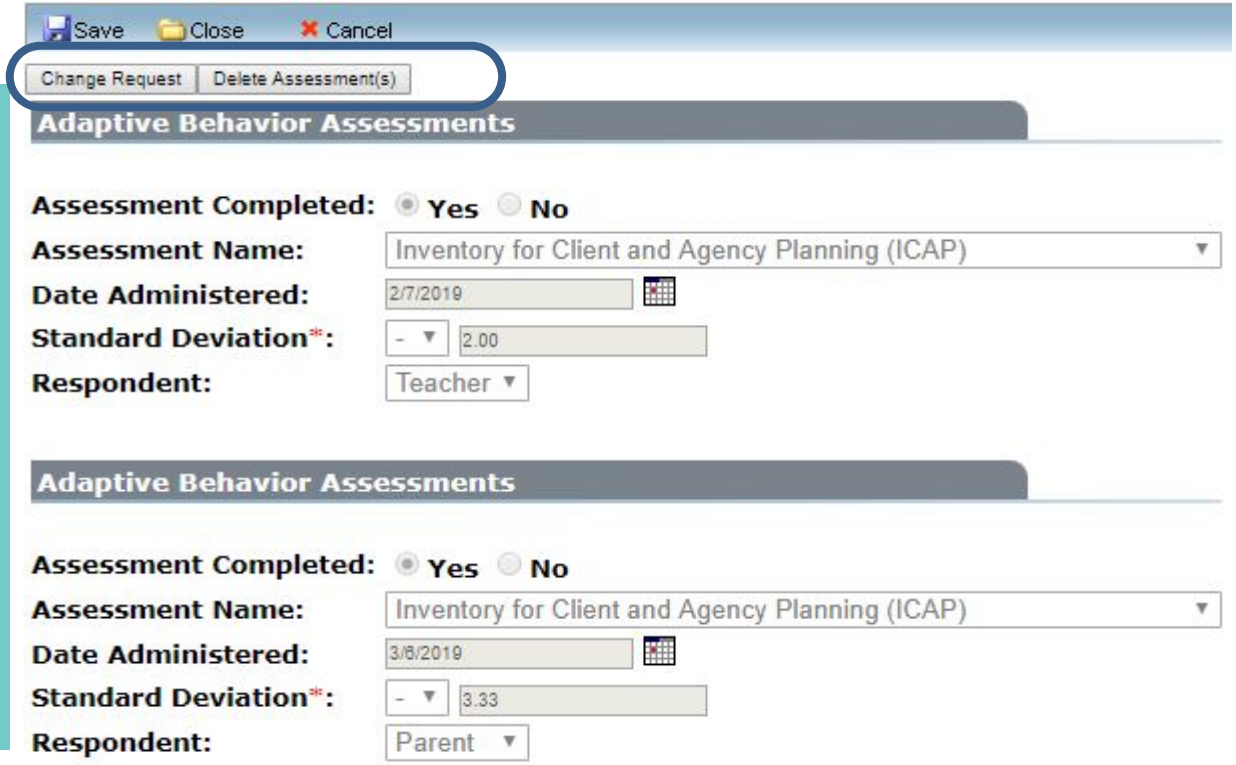
- Until the 'Change Request' button is selected all the information will be disabled from selections.
- The Assessment Completed button is set to "Yes". This cannot be changed. The remaining information will be enabled for editing.
- **Change Request Reason:** if other is selected, you must provide a reason for the change.
- **Click Save**



Special Education Reporting System (SER)
Evaluation Results Updates

Adaptive Assessment

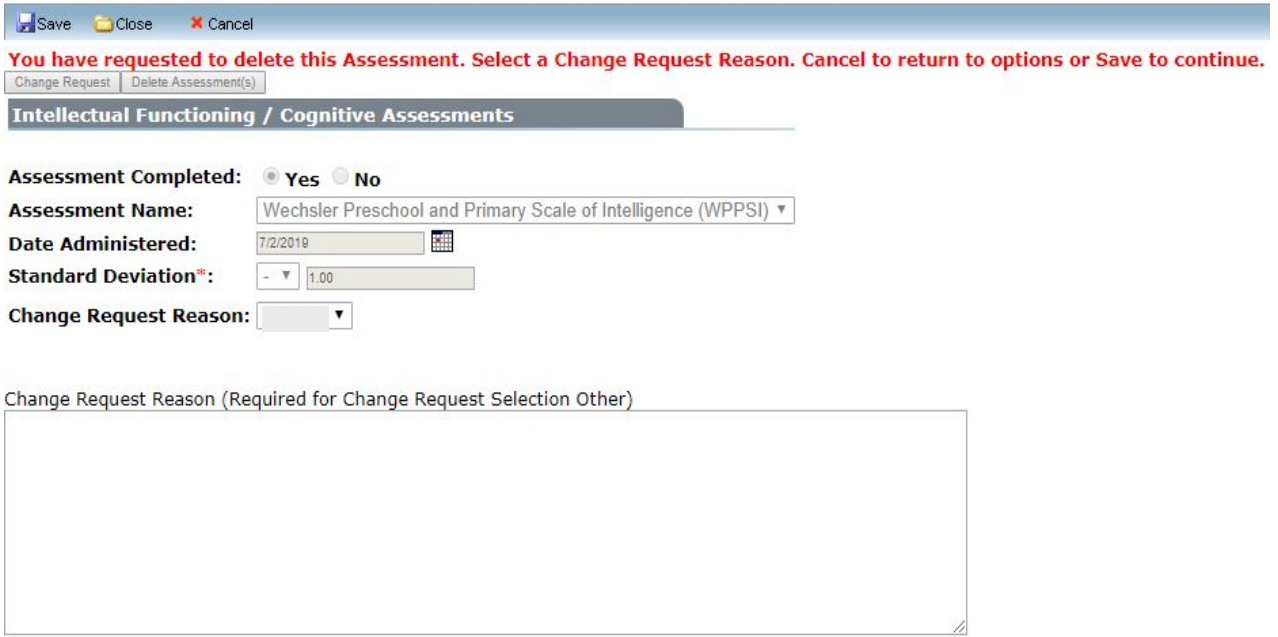
- Editing the Adaptive Assessment name will automatically change for both of the Adaptive Assessments.
- The Respondent must be different between the two assessments.
- The Respondent field will be defaulted to 'Teacher' but can be changed via the dropdown box.
- **Click Save**



Special Education Reporting System (SER)
Evaluation Results Updates

Cognitive Assessment: Delete Request

- Click Delete Assessment
- You will receive a warning message that you have selected this Assessment for deletion.
- **Change Request Reason:** will automatically default to "Other" and it will be grayed out, you must provide a reason for the change.
- **Click Save**

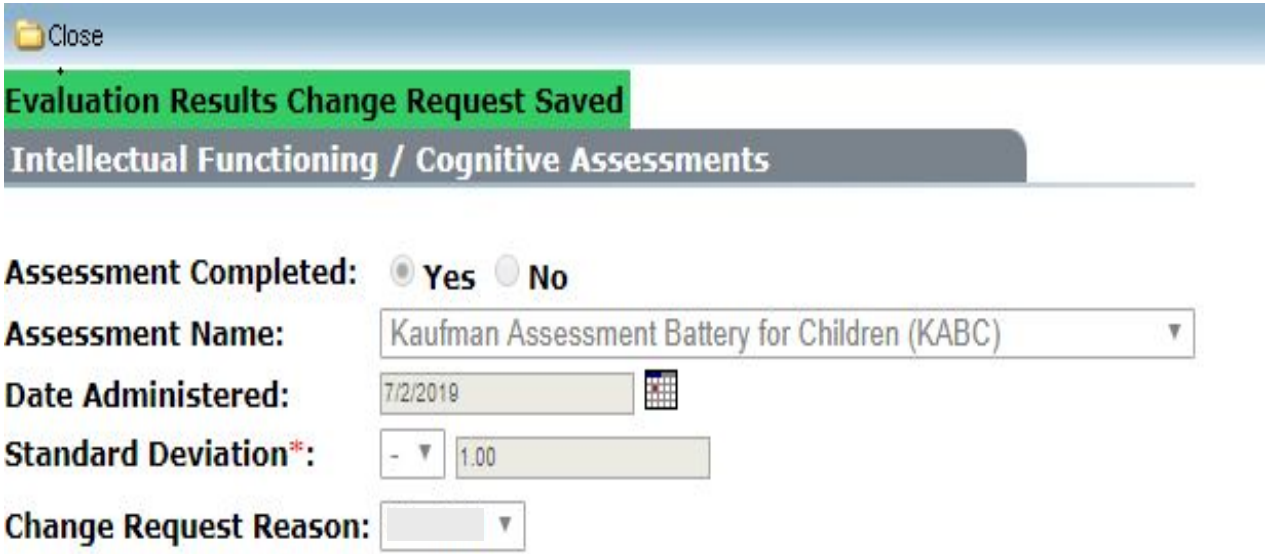


Note: Deleting assessment scores will also delete them from each Triennial Waiver following the Re-evaluation.

Special Education Reporting System (SER)
Evaluation Results Updates

Cognitive Assessment: Delete Request

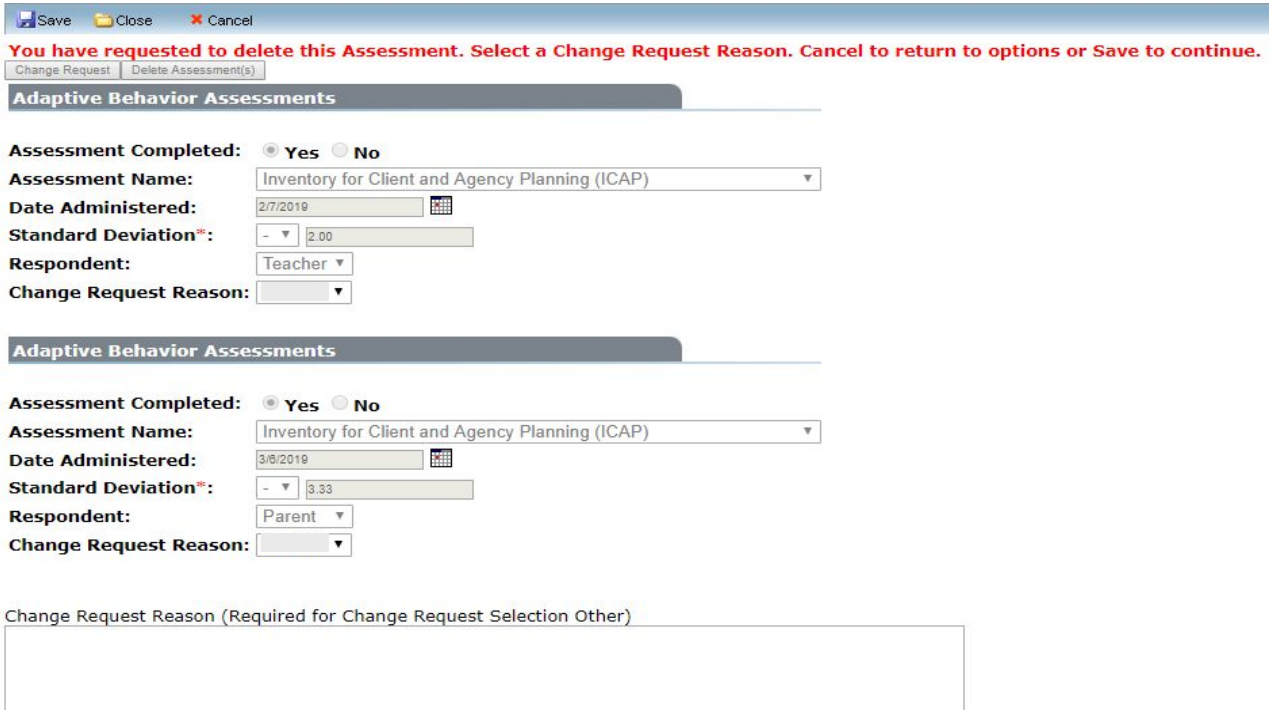
- You will receive the message “Evaluation Results Change Request Saved”.
- Click ‘Close’ to return to the Evaluation Results page. You will see that the Cognitive Assessment has been deleted.



Special Education Reporting System (SER)
Evaluation Results Updates

Adaptive Assessment: Delete Request

- Click Delete Assessment
- You will receive a warning message that you have selected this Assessment for deletion.
- **Change Request Reason:** will automatically default to “Other” and it will be grayed out, you must provide a reason for the change.
- **Click Save**

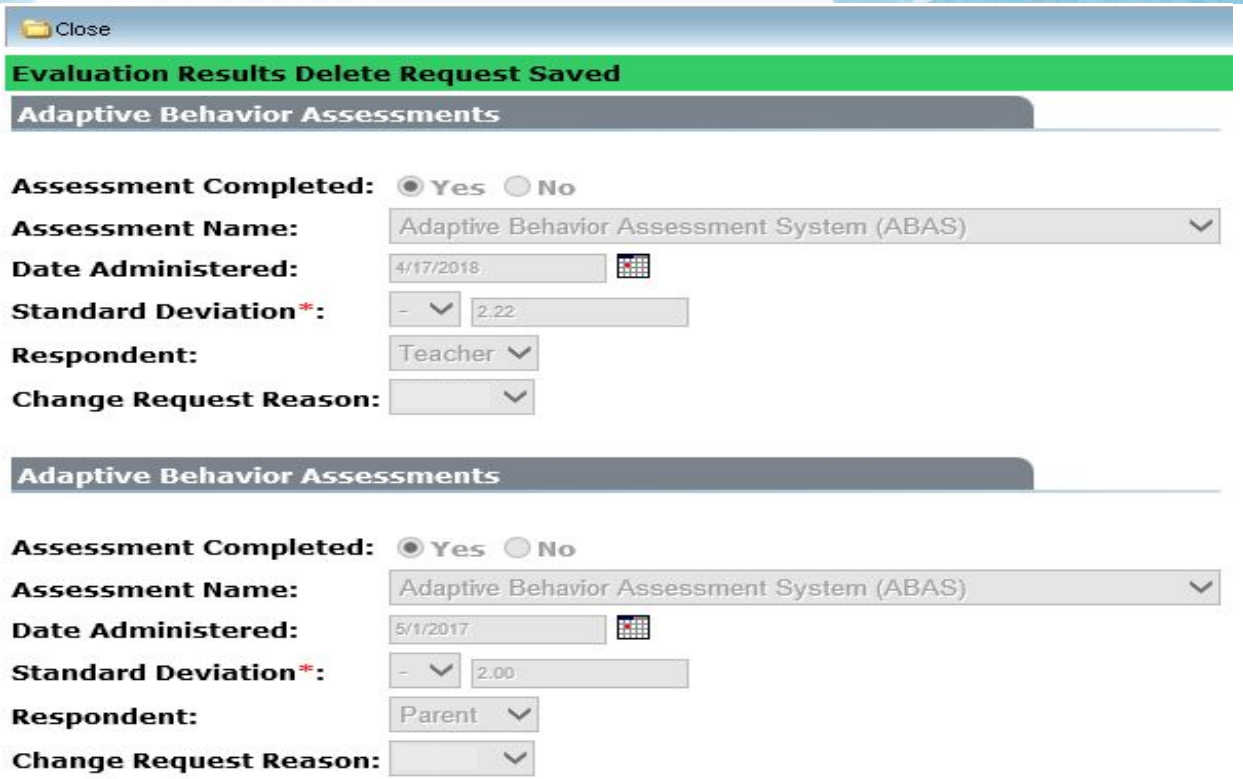


Note: **Deleting assessment scores will also delete them from each Triennial Waiver following the Re-evaluation.**

Special Education Reporting System (SER)
Evaluation Results Updates

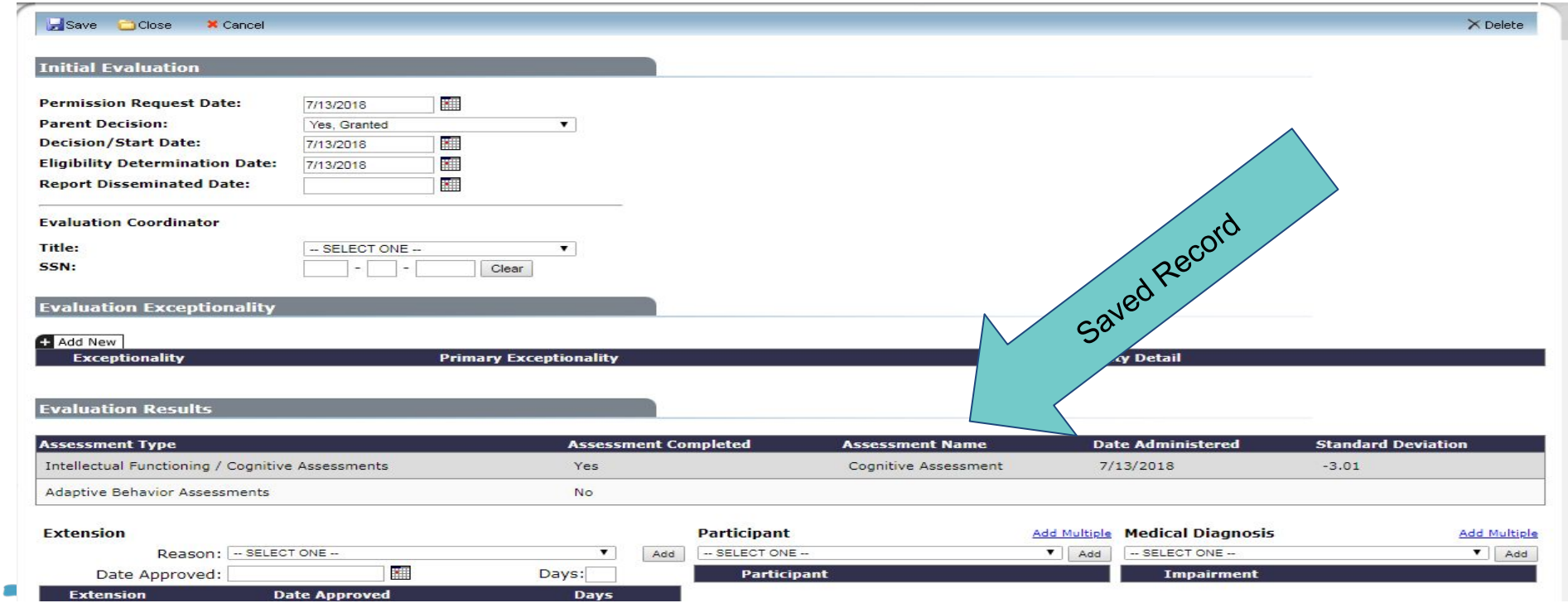
Adaptive Assessment: Delete Request

- You will receive the message "Evaluation Results Change Request Saved".
- Remember that the Adaptive Results work in pairs so both Results will be deleted.
- Click 'Close' to return to the Evaluation Results page. You will see that the Adaptive Assessment has been deleted.



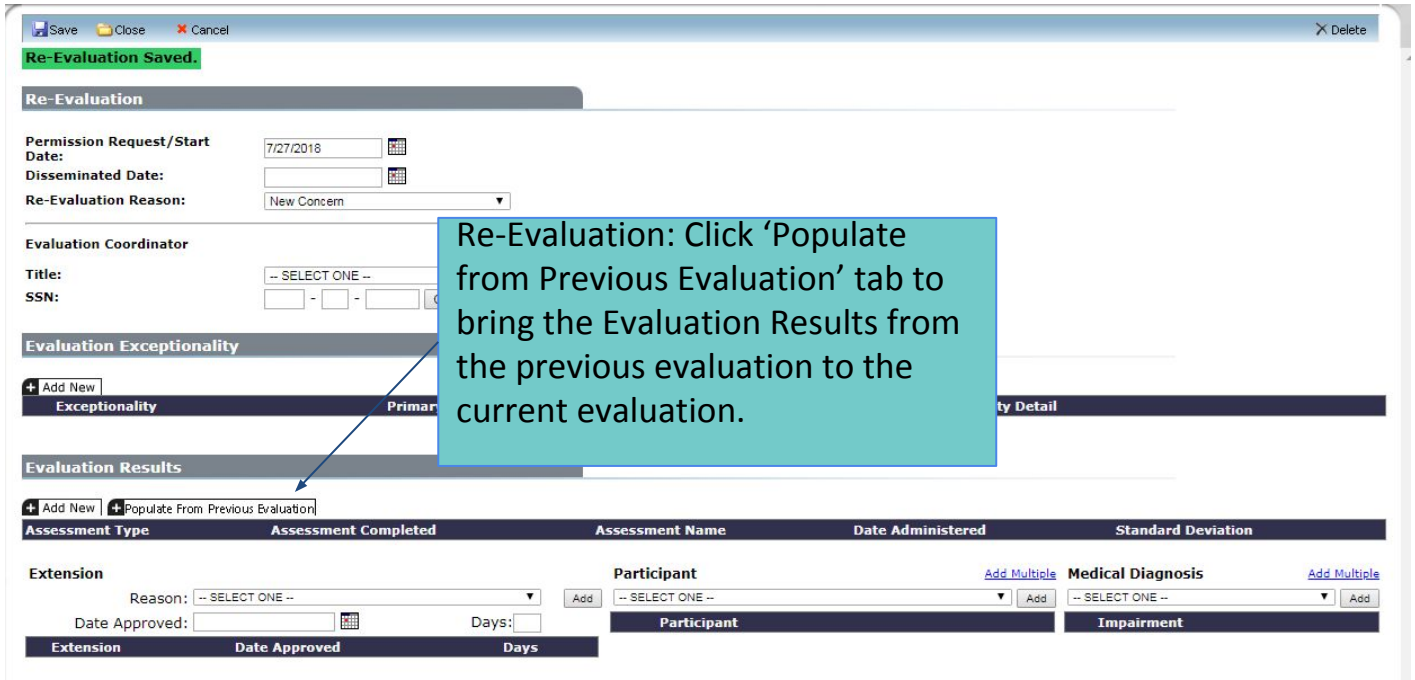
Special Education Reporting System (SER)
Evaluation Results Updates

Saved Evaluation Results record:



Special Education Reporting System (SER)
Evaluation Results Updates

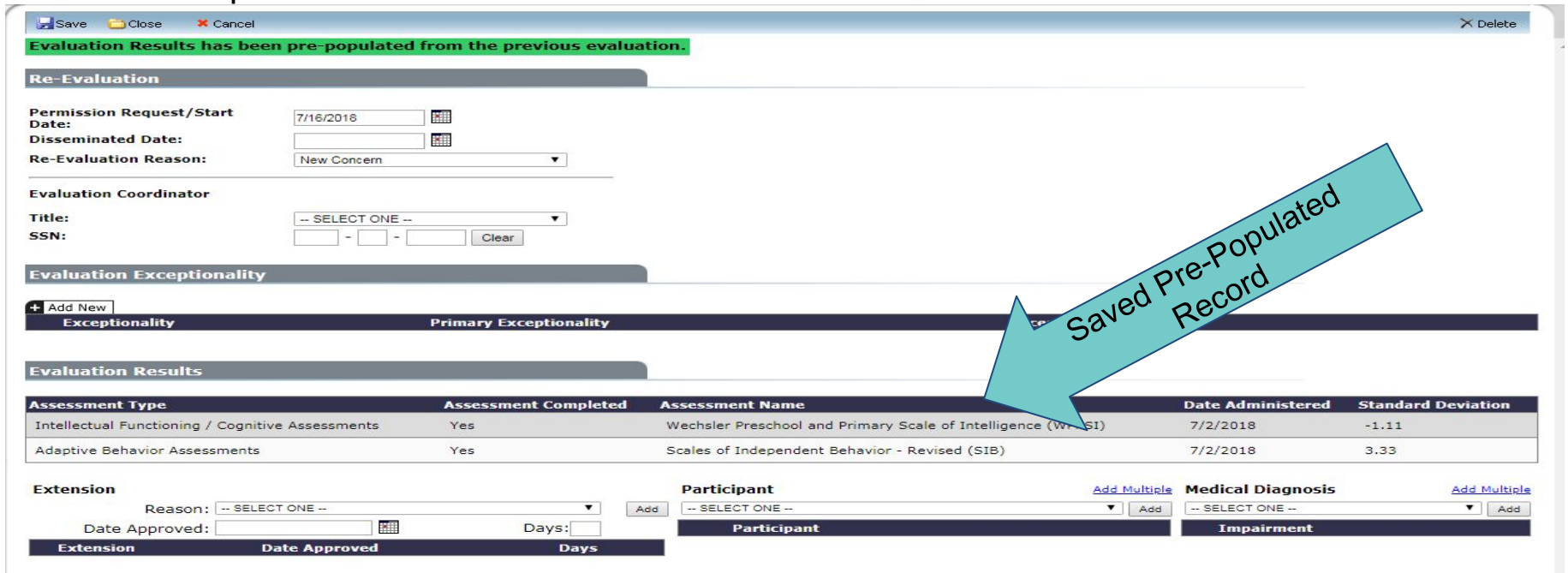
Re-Evaluation: Populate from Previous Evaluation



Re-Evaluation: Click 'Populate from Previous Evaluation' tab to bring the Evaluation Results from the previous evaluation to the current evaluation.

Special Education Reporting System (SER)
Evaluation Results Updates

Saved Pre-Populated Evaluation Results:



Technical Guidance:
Post-School Transition

Special Education Reporting System (SER)
Post-School Transition Update

Post-School Transition (Indicator 14)

The Office of Special Education Programs (OSEP) requires states to report post school transition outcomes for students with disabilities who have been out of school for one year since exiting high school in the State Performance Plan (SPP) / Annual Performance Report (APR).

When reporting in the FFY 2019-2020 SPP / APR, states must 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).

The Department is revising its survey to meet the OSEP requirements and will provide the revised survey to school systems.

Summary

New: ESSA Alternate Assessment Data Packages to be Released

Under the Every Student Succeeds Act (ESSA), any school system with more than 1.0 percent of students participating in the ELA, math, or science alternate assessment must take certain actions. **The Department will provide all school systems with an alternate assessment package by Friday, July 19 via FTP with the file name: LEA Code_LEA Name_Prelim Alternate Assessment 2019**. School systems should review their data, and if they exceed the 1.0 percent participation threshold, should take the actions outlined in the package. Please contact your school system's FTP coordinator to retrieve your alternate assessment package.

The Department will also host a webinar to help school systems complete these actions. Please check next week's newsletter for additional information.

For more information, please email specialeducation@la.gov.

Summary

ESSA requires states to ensure that only students with the most significant disabilities take the LEAP Connect alternate assessment. To ensure this, the Department is releasing enhancements to SER aligned with current policy revisions and designed to increase usability of the evaluation section of the system.

For policy questions, please email specialeducation@la.gov

For technical questions, please email Bernetta.Sims@la.gov