

Louisiana Believes

Students with Significant Disabilities:
Eligibility and LEAP Connect Updates

October 2018 SWSD Cohort Webinar

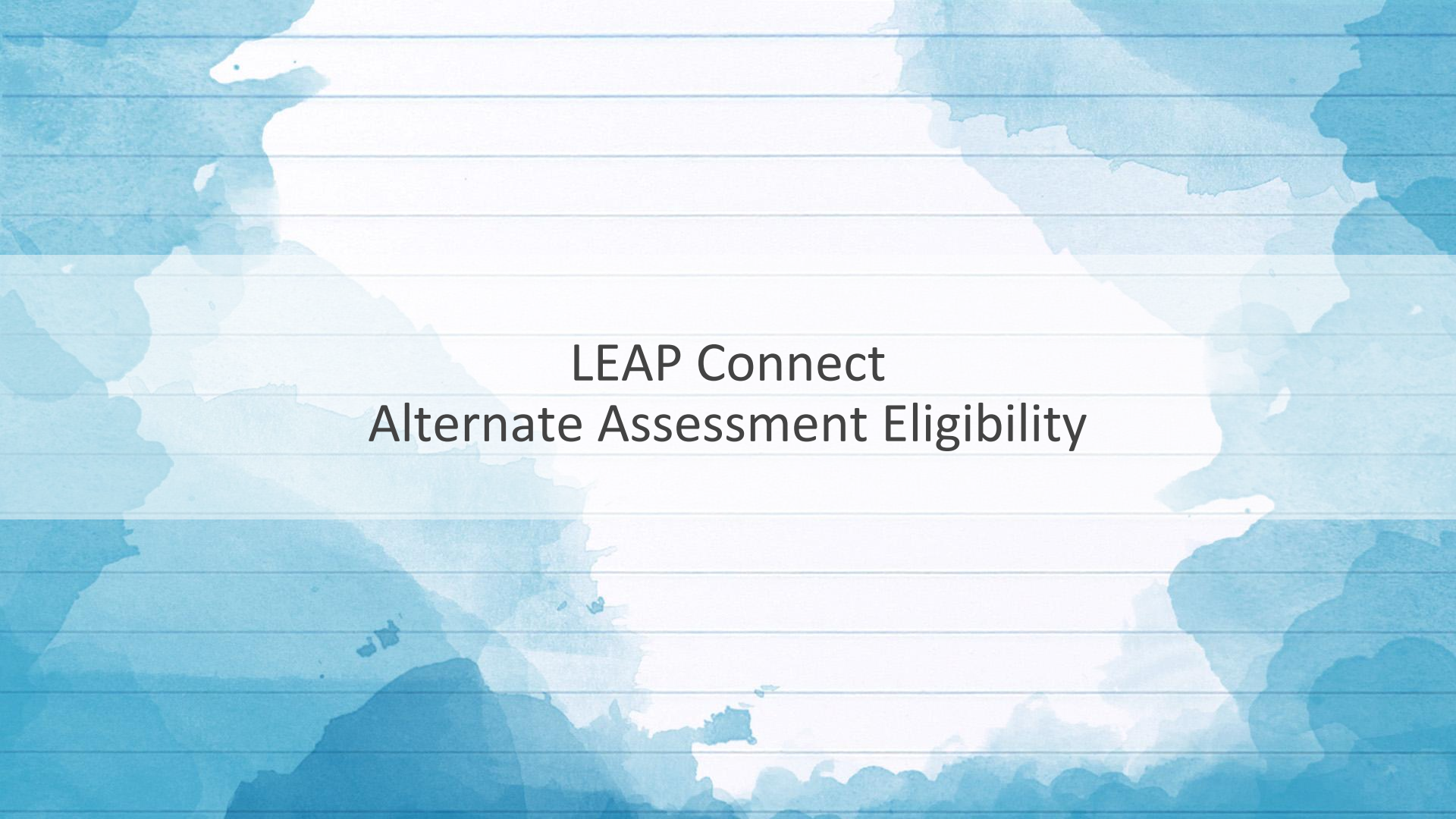
Objectives

Today we will:

- Apply eligibility criteria to determine whether a student qualifies for the LEAP Connect alternate assessment
- Use LEAP Connect assessment data to inform instructional decisions
- Prepare for LEAP Connect for ELA and mathematics test administration training by previewing related updates

Agenda

- Criteria for LEAP Connect Alternate Assessment Eligibility
- Updates to the LEAP Connect for ELA and math



LEAP Connect Alternate Assessment Eligibility

Background

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

- new Louisiana Connectors standards in ELA, mathematics, and science
- aligned LEAP Connect for Students with Significant Disabilities statewide assessment



State Criteria: Alternate Assessment Participation

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 alternate assessment, based on the state's criteria:

- 1. The student has a disability that significantly impacts cognitive function and/or adaptive behavior.**
2. The student requires extensive modified instruction aligned with the Louisiana Connectors to acquire, maintain, and generalize skills.
3. The decision to include the student in the alternate assessment is not solely based certain factors (placement, behavior, English learner status, etc.).

State Criteria: Alternate Assessment Participation

The first criterion states that the student must be functioning **significantly below the mean on an assessment of cognitive and/or adaptive functioning**. Significance varies by grade level:

- A** Not completed the 5th grade: an eligible student is functioning **3 or more standard deviations** below the mean.
- B** Completed 5th grade: an eligible student is functioning **2.3 or more standard deviations** below the mean.
- C** Completed the 5th grade: a student may be eligible if they are functioning **2.0 - 2.29 standard deviations** below the mean with **additional empirical evidence**.

Cognitive and Adaptive Assessments

The first criterion states that the student must be functioning **significantly below the mean on an assessment of cognitive and/or adaptive functioning**. Cognitive and adaptive assessments are part of a formal psychological evaluation, typically conducted as part of a student's initial evaluation, or as part of a reevaluation, when additional information on the student's performance is needed.

Cognitive

Cognitive development is characterized by the way a child learns, acquires knowledge and interacts with his or her surrounding environment. A cognitive assessment provides information on a student's ability to reason, to think abstractly, and to solve problems.

Adaptive

Adaptive behavior is how a child meets the demands of their environment. Assessments of adaptive behavior typically measure conceptual (communication, self-direction, etc.), social (leisure, etc.) and practical (community use, self-care, etc.) functioning.

Current State

IEP teams do not always have the full evaluation available and/or do not always know how to interpret cognitive and/or adaptive assessment results. **IEP teams need the right information at the right time to make an informed decision** as to whether a student is eligible for the alternate assessment and whether that's the best decision for his/her educational goals.

To help IEP teams in the decision-making process, LDOE is adding enhancements to the special education reporting (SER) system that will capture and display cognitive and adaptive assessment results clearly and transparently. These will:

- Require pupil appraisal teams / SER clerks to add specific elements of cognitive and adaptive evaluation results under the evaluation link in SER.
- Automatically add those results to the IEP's LEAP Connect form, the place where the IEP teams document the student meets the state's criteria.

Documenting Evaluation Results in SER

Pupil appraisal teams / SER clerks should add specific elements from the cognitive and adaptive assessments under the evaluation link in SER.

Intellectual Functioning / Cognitive Assessments

Assessment Completed: Yes No

Assessment Name: Woodcock-Johnson Tests of Cognitive Abilities (WJ)

Date Administered: 7/11/2018

Standard Deviation*: - 3.02

Adaptive Behavior Assessments

Assessment Completed: Yes No

Assessment Name: Adaptive Behavior Assessment System (ABAS)

Date Administered: 7/12/2018

Standard Deviation*: - 3.42

Documenting Evaluation Results in SER

SER will automatically add those results to the IEP's LEAP Connect form, the place where the IEP team documents that the student meets the state's criteria.

SER Individualized Education Program | LA Department of Education

IEP Forms | 8. LEAP Connect | Validate | Official / Signed | Delete

System: Vernon Parish | Student Name: DELCO, CHASATIE | Grade: | [add/delete forms to IEP](#)
Meeting Date(s): 7/17/2018 | DOB: 1/19/1990 | Local Id: 433773124

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

LEAP Alternate Assessment, LEAP Connect Participation Criteria Grades 3-11

Exceptionality Detail(s)

Primary: -- SELECT ONE --
Other: -- SELECT ONE --
Other: -- SELECT ONE --
Other: -- SELECT ONE --
Other: -- SELECT ONE --

Evaluation Results Detail

Assessment Type	Complete	Name of Assessment	Date Administered	Standard Deviation
Intellectual Functioning / Cognitive Assessments	Yes	Wechsler Preschool and Primary Scale of Intelligence (WPPSI)	7/2/2018	-1.11
Adaptive Behavior Assessments	Yes	Scales of Independent Behavior - Revised (SIB)	7/2/2018	3.33

LEAP Alternate Assessment, LEAP Connect was developed for students for whom there is evidence of a disability or multiple disabilities that significantly impact cognitive functioning and/or adaptive behavior. To be eligible to participate in LEAP Connect, the response to each of the four statements below must be "Agree."

Criterion #1

Evidence of a Significant Cognitive Disability or Multiple Disabilities (select one)

Agree Disagree

The student's cognitive and/or adaptive behavior has been assessed and the student is functioning:

- A. 3 or more standard deviations below the mean.
- B. Between 2.3 and 2.9 standard deviations below the mean and has completed fifth grade.
- C. Between 2.0 and 2.29 standard deviations below the mean and has completed fifth grade - additional documentation required.

Documenting Evaluation Results in SER

School systems need to ensure cognitive and adaptive evaluation results are captured for all students with disabilities on the following timeline:

Now

- By **January 4, 2019**, enter evaluation results to verify eligibility of any student who will take the alternate assessment.

Over Time

- During the next evaluation, enter evaluation results for all other students with disabilities.

Common Questions

Do students have to participate in LEAP Connect if they meet the state's participation criteria?

What happens if a student does not have a cognitive or adaptive assessment?

Does the school system need to complete a new evaluation with cognitive and adaptive assessment every 3 years?

What should the school system do if the cognitive assessment results are reported as a range?

What should the school system do if there are multiple evaluations with cognitive and adaptive results?

Do school systems need to document cognitive and adaptive results for students who are gifted / talented or 504?

Documenting Evaluation Results in SER

School systems can access resources to help IEP teams and pupil appraisal / SER personnel navigate the documentation requirements:

- [Alternate Assessment Eligible FAQ for IEP Teams](#)
- [Evaluation Updates in SER Q&A for School Systems](#)

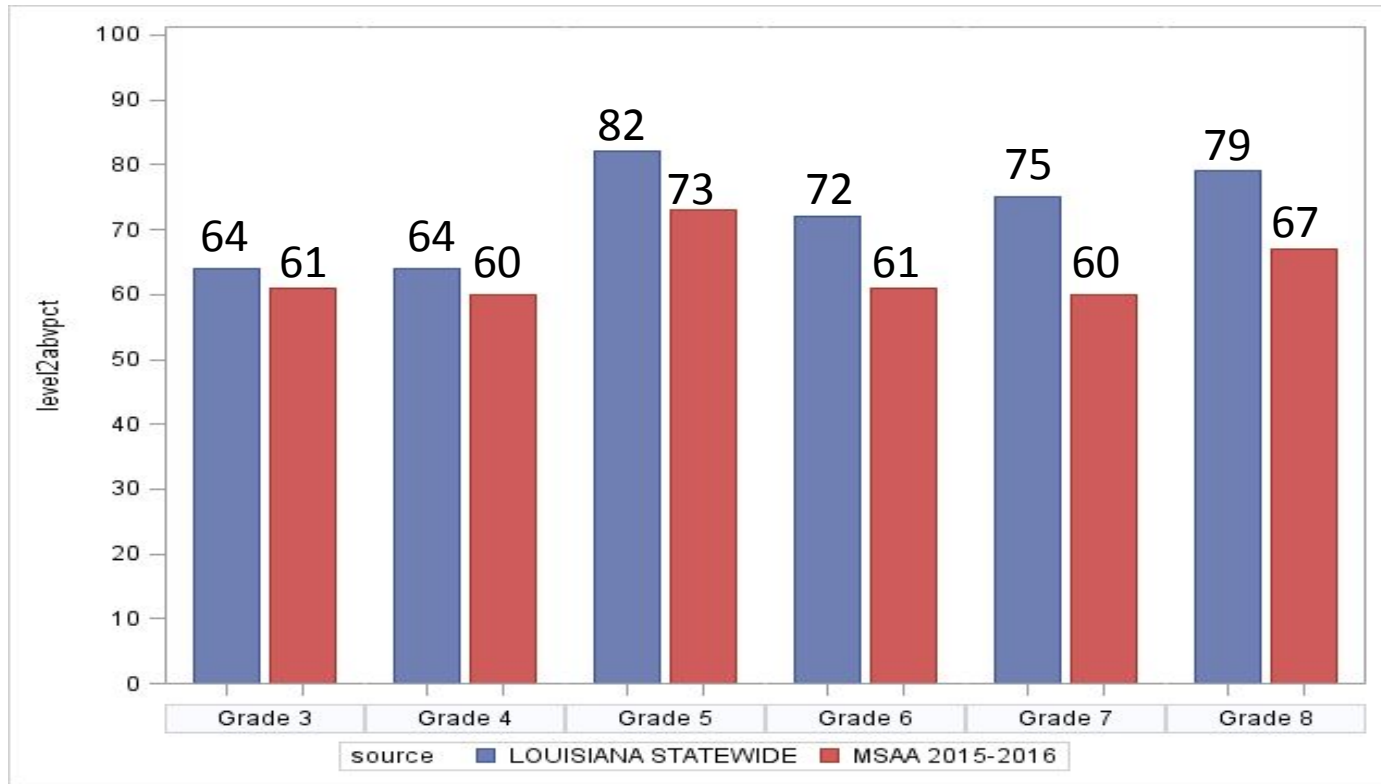
In addition, the Department school systems will be able to track progress through:

- Validation report updates during fall 2018
- SER reports: “Evaluation Results -- Alternate Assessment” and “Evaluation Results Summary” **NEW**

The background of the slide is a watercolor-style illustration. It features soft, blended washes of light blue and white, creating a textured, painterly effect. The colors are more saturated in some areas and lighter in others, giving it a sense of depth and movement. The overall aesthetic is clean and professional, suitable for an educational or corporate presentation.

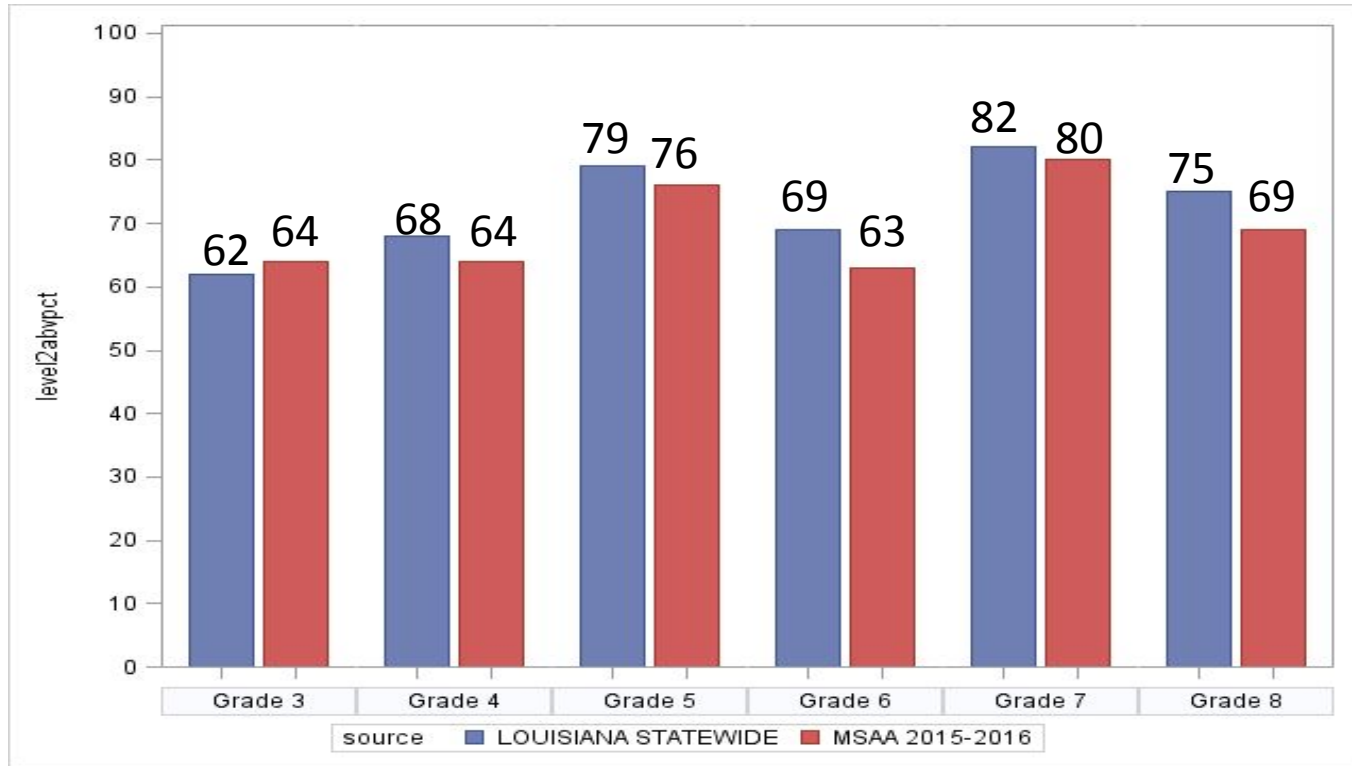
Updates to the LEAP Connect for ELA and Math

Comparison of State and National Results for ELA Level 2 & Above



In ELA all grades, Louisiana performed higher than MSA participation states in 2016.

Comparison of State and National Results for Math Level 2 & above



In math all grades except grade 3, Louisiana students performed higher than MSA states in 2015

LEAP Connect Updates

NEW for 2018-2019

- Answer options for ALL items (ELA and math) will be included in the Reference Materials.
 - These can be enlarged and used for students who use alternative communication devices such as eye gaze boards.
 - You can preview this when you use the [Online Tools Training](#) and download the DTA and Reference Materials from [eDIRECT](#) .
- Forthcoming resources
 - Practice Constructed Responses *Webinars coming in November*
 - Vocabulary Lists
- LEAP Connect ELA and math for Grade 11-continue on next slides

LEAP Connect High School Design

Components	ELA	Math
Sessions	4	2
Grade	11	11
Item Types	<ul style="list-style-type: none">● Selected Response Questions● Constructed Response	<ul style="list-style-type: none">● Selected Response Questions● Constructed Response
Rubrics	<ul style="list-style-type: none">● CR-scored by vendor	<ul style="list-style-type: none">● CR-scored by teacher

- Both ELA and math contain items that are being field tested. The number varies by content area. These items do not count toward a student's final score on the test.

Reading Sample Item

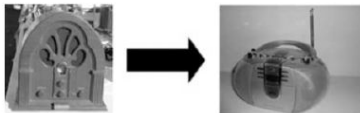
Question 6



We are going to read informational text about the invention of the radio and television. After we read, you will be asked questions about details that support a conclusion.

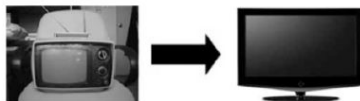
The Impact of Radio and Television

There were two important inventions in the 20th century, radio and television. These two inventions changed people's daily lives.



Radio

The first radio transmitted the human voice in 1900. The radio was originally invented to send messages. Americans used radios for the first time to listen to music, news, and entertainment programs. By the 1930s, more than half of American homes had a radio. For the first time, people could hear breaking news from around the world while in their homes.



Television

From reading the text you can conclude that radio changed people's daily lives. Which detail supports that radio changed people's daily lives?



There were two important inventions in the 20th century.



Television was more popular than the radio.



Americans used radio for the first time to listen to music.

RI: 11.12-2c
Determine how key details support the development of the central idea of a text.

ELA CR Sample Item

Exemplar and Prompt

You are going to write a persuasive essay about how one thing is better than the other. In a persuasive essay, you try to convince someone else to agree with you.

First you will read an example of a persuasive essay. The topic is why water is better than soda.

Water is Better

In this essay I will convince you that water is better than soda. One reason that water is better is because it has no sugar. Another reason water is better is because it is usually costs nothing. In conclusion, I hope I have convinced you why water is better than soda.

Template with Sentence Stems

In this essay, I will convince you that

Reason one is

Reason two is

In conclusion,

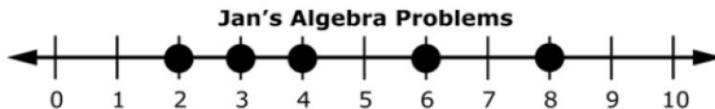
Math Sample Item I: SR

A1: S-ID.A.2a
Use descriptive
stats: range,
median, mode,
mean,
outliers/gaps to
describe the data
set

Calculator may be used on this item.

This item is about a number line.

This is a number line.



The least value is farthest to the left on the number line.

The greatest value is farthest to the right on the number line.

Jan does algebra problems. The dots on the number line show how many algebra problems Jan did in each of her math classes last week.

What is the greatest number of algebra problems Jan did in math class last week?

(a) 2

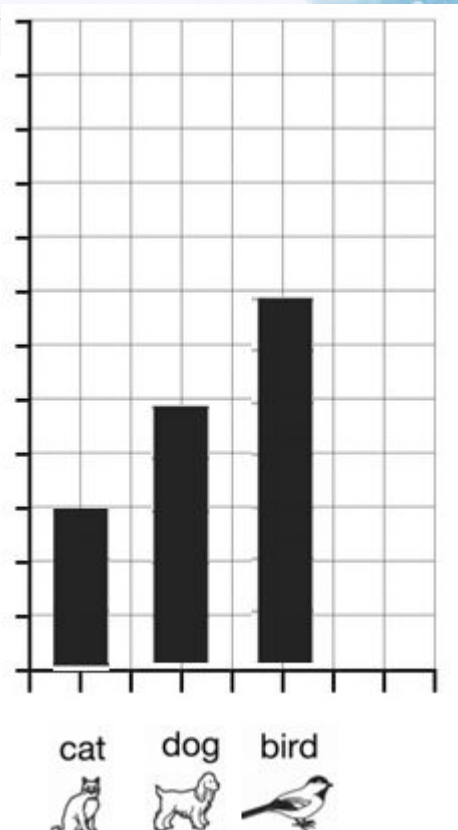
(b) 8

Math Sample Item II: CR

Rick counted how many animals he saw at the park. He put his data into a chart.

Animal	Number
Cat	3
Dog	5
Bird	7
Butterfly	1

Now, Rick wants to add the number of butterflies he saw. Complete the chart and shade in the correct number of butterflies.



LEAP Connect Assessment Guide

Assessment Guidance Library

Contains:

- Purpose of test
- Participation Criteria
- Standard Alignment Information
- Differences in Complexity Levels
- How scores will be reported
- Design
- Test Administrator Policies
- Sample Test Items
- Rubrics

Upcoming LEAP Connect TA Training

On Wednesday, November 7 from 3:30 - 4:30 there will be a Test Administration training for LEAP Connect. This session will provide detailed information on the following LEAP Connect administration topics:

- School Test Coordinator responsibilities
- Test Administrator responsibilities
- LEAP Connect documents for administration
- LEAP Connect built in supports
- LEAP Connect steps for administration
- Administration of LEAP Connect Constructed Response

Webinar Link: <https://ldoe.zoom.us/>

Webinar Phone Number: 669-900-6833

Meeting ID#: 447 648 371

Next Steps

Find on Louisiana Believes

- The LEAP Connect eligibility resources for school systems and IEP teams.
- The Louisiana Connectors for ELA, Mathematics and Science, and all aligned resources.
- The LEAP Connect Assessment Guide and Achievement Level Descriptors.

Email

- LEAP Connect eligibility/ policy - specialeducation@la.gov
- Louisiana Connectors/ standards and curriculum - louisianastandards@la.gov
- LEAP Connect/assessment - assessment@la.gov