

Accessing the Document

Bulletin 1530: Preliminary Policy Revisions

There is a document titled, **Bulletin 1530: Preliminary Policy Revisions**, located in the student with disabilities resource library. It may be helpful to have access to this document during the webinar. For your convenience a link to access the document is located in your chat box.

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Meeting ID: 297-875-259

Louisiana Believes

Alternate Assessment Eligibility Criteria Bulletin 1530

**Board of Elementary and Secondary Education
(BESE) Approved Revisions**

February 14, 2019

Agenda & Logistics

- I. History of Alternate Assessment
- II. Alternate Assessment in Louisiana
- III. BESE Approved Revisions to Bulletin 1530
- IV. Implications of Revisions to Bulletin 1530
- V. Common Questions
- VI. Resources and Supports

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 along with your email address into the chat box as we go along.

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History of Alternate Assessment

1990

Statewide assessment of students with significant cognitive disabilities did not exist

Early 1990's

Most states included 10.0% or fewer students with disabilities in statewide assessments

1997

First federal requirement of alternate assessments; by 1999 only two states had an alternate assessment in place

2002

No Child Left Behind (NCLB) requires states to ensure that school systems test at least 95 percent of **all** students

History of Alternate Assessment

by 2003

States are permitted to measure achievement based on alternate standards for students with the most significant cognitive disabilities and states develop criteria to define this population of students

2003

ESEA regulations place a 1.0% **state** cap on **proficiency** in the alternate assessment

by 2008

All states had built alternate assessment systems

2015

Congress passes Every Student Succeeds Act to replace NCLB; ESSA places a 1.0% **state** cap on **participation** in the alternate assessment

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:

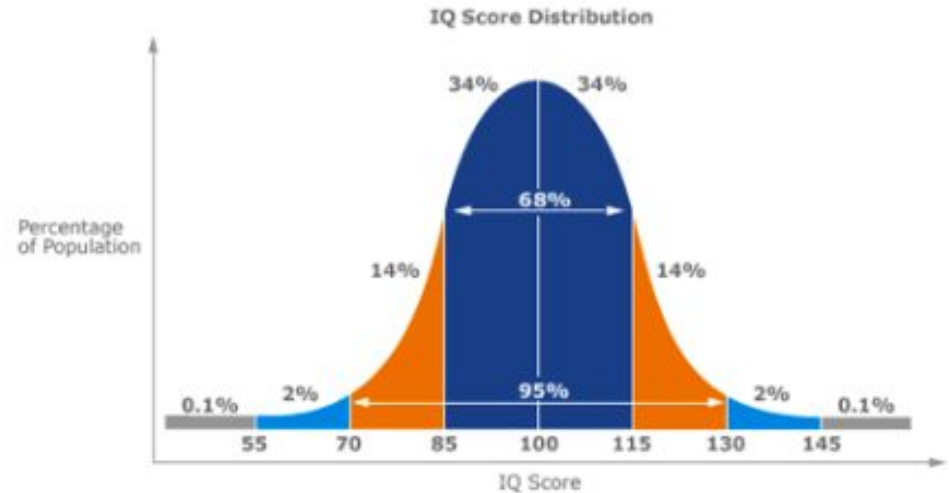
1. within one or more of the existing categories of disability under IDEA;
2. whose cognitive impairments may prevent them from attaining grade level achievement standards, even with the very best instruction; and
3. who are unable to participate in the regular assessment, even with accommodations.

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

Standard Deviation - The Basics

The national mean IQ is 100. Standard deviations, in most cases, are 15 points.

- 2.14% of the US population is between two and three standard deviations below the mean (IQ 55-70)
- 1.0% of the population falls below an IQ of 67 (about 2.3 standard deviations)
- ID -- Mild (69-55); Moderate (54-40); Severe (39-25); and Profound (<25)



Alternate Assessment Eligibility Criteria

2014 Criterion One

In **2014** the Louisiana Department Of Education (LDOE) recommended the following revisions to the alternate assessment participation criteria:

- A. Retain the three standard deviations or below requirement for students who have not completed fifth grade.
- 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.

Alternate Assessment Eligibility Criteria

2014 Criteria Two and Three

2. The student requires extensive modified instruction aligned with the Louisiana extended standards to acquire, maintain, and generalize skills.
3. 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 or other statewide assessments

Alternate Assessment By the Numbers

1.3%

4,800

100

70%



BESE Approved Revisions to 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 Currently in Grades 8-12

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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 for Current 8th-12th Grade Students

- 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 Revisions:
Alternate Assessment Eligibility Criterion 1
Students currently in Grades PreK-7

Bulletin 1530 Language

Criterion 1:

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

Criterion 1 for Current PreK-7th Grade Students

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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.

Bulletin 1530 Language

Criterion 1 (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.**

Criterion 1A for Current PreK-7th Grade Students

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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.**

Bulletin 1530 Language

Criterion 1 (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.**

Criterion 1B for Current PreK-7th Grade Students

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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 cognitive functioning.**

Bulletin 1530 Language

Criterion 1 (C)

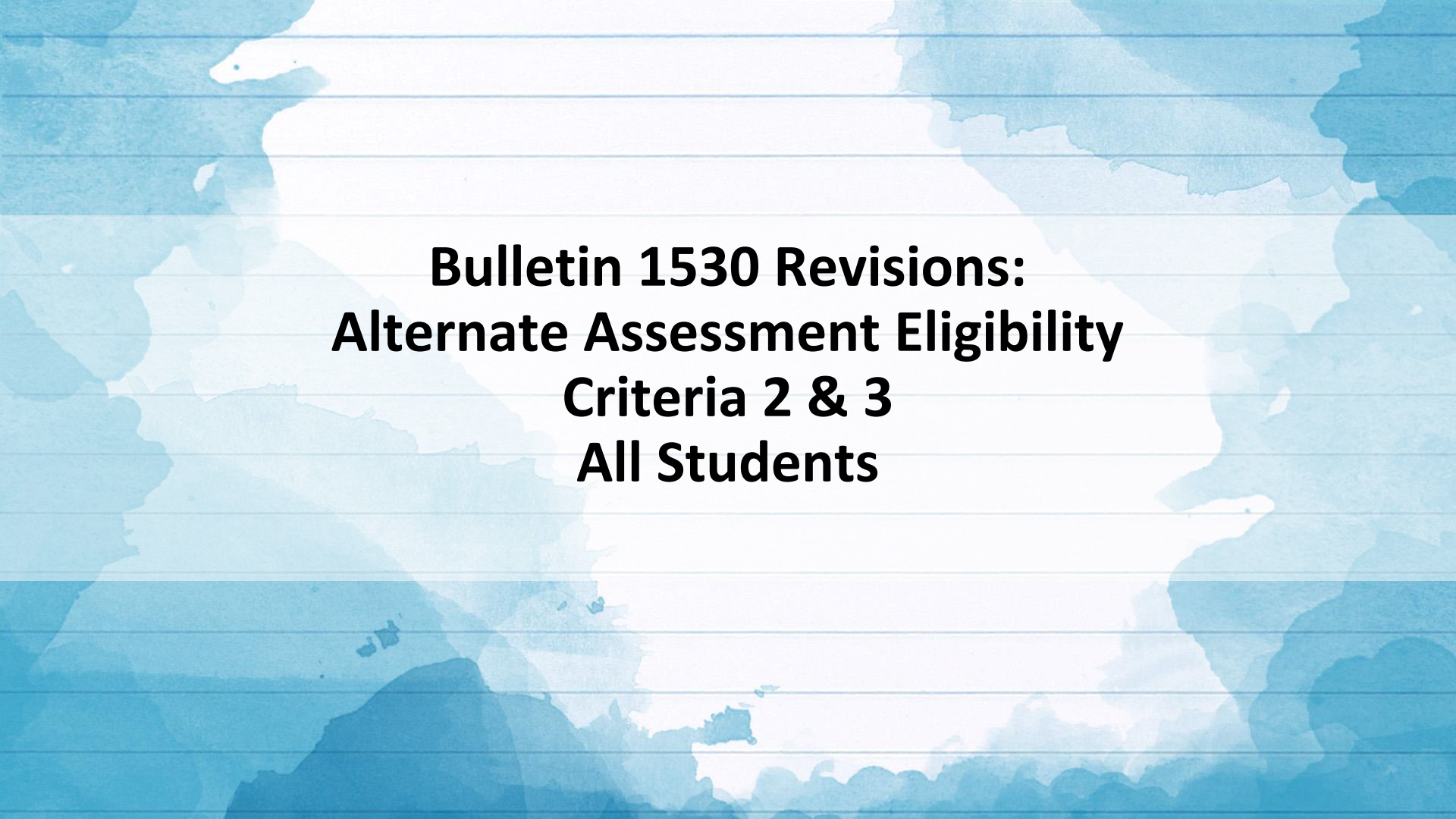
Students who **have completed the fifth grade** functioning between **2.0 and 2.29 or more standard deviations** below the mean **in cognitive functioning and/or adaptive behavior** may be eligible for alternate assessment participation if the IEP team provides **additional empirical evidence** an alternate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

Criterion 1C for Current PreK-7th Grade Students

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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 Revisions:
Alternate Assessment Eligibility
Criteria 2 & 3
All Students**

Bulletin 1530 Language

Criterion 2

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

Criterion 2 for All Students

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Criterion 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.**

Criterion 3 for All Students

BESE approved Bulletin 1530 Revisions

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 Pupil Appraisal & IEP Teams

Implications for IEP Teams

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

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

SER Enhancements

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 added enhancements to the special education reporting (SER) system that capture and display cognitive and adaptive assessment results clearly and transparently. These enhancements:

- 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 team documents if the student meets the state's alternate assessment eligibility 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.

Implications for the Pupil Appraisal Team

Evaluation/Assessment

- Valid cognitive assessment for all students suspected of a having a **significant** cognitive disability
- Valid adaptive assessment for all students suspected of a having a **significant** cognitive disability

Report must include

- Name of the assessment administered
- Date the assessment was administered
- Score reported as standard deviation (from the mean)
- Cognitive assessment score reported as standard deviation (from the mean) for Full Scale IQ

Direct Individualized Instruction & Substantial Supports

Both Pupil Appraisal and IEP teams may consider and discuss:

1. What the school day looks like for the student
2. If the student has a reliable and established communication system
3. How much time the student spends learning new material
4. How much time a teacher is reteaching and pre-teaching
5. Intensity of direct support and individualized instruction the student needs
6. The level and frequency of prompting the student needs
7. The level of support from adult caretakers (e.g. work, daily living) and any assisted living supports needed
8. Need of additional supports beyond those that are permissible on the statewide assessment
9. Information from assistive technology evaluations

Common Questions

What is the timeline for applying the new eligibility criteria; how soon can we start?

Do school systems need to do a reevaluation and administer a cognitive assessment for all students who qualified on adaptive scores alone?

What if it is impossible to assess a student because the student does not appear to communicate?

Common Questions

How should I document assessment scores for students when the evaluation team is unable to obtain a standard deviation score for SER documentation?

How do I know if the alternate assessment is appropriate for an ELL with an IEP whose language proficiency makes it difficult to assess content knowledge and skills?

Why is it important to indicate that a student participating in the alternate assessment is receiving instruction on content aligned to the grade level, and his/her performance measured against alternate achievement standards?

Common Questions

If a student is eligible to participate in the alternate assessment, but the team decides the student will not participate in the LEAP Connect, does this mean the student does not have to take a statewide assessment?

If the school system receives a student from out of state with an IEP that indicates the student qualifies for alternate assessment participation, does the school system still need to conduct an evaluation?

Resources and Supports

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

- [Bulletin 1530 Preliminary Revisions Webinar Document](#)
- [Alternate Assessment Eligible FAQ for IEP Teams](#) (updates coming soon)
- [Evaluation Updates in SER Q&A for School Systems](#)
- SER evaluation results and alternate assessment eligibility report

The Department will release additional tools and resources in preparation for the 2019-2020 school year:

- A new alternate assessment hub on the *Louisiana Believes* website
- SER updates aligned to approved revisions to alternate assessment eligibility criteria
- A revised waiver process for school systems over the 1.0 percent participation threshold

If you have additional questions please email specialeducation@la.gov