Louisiana Believes

Evaluation Results
New Documentation Requirements in SER
July 2018

DEPARTMENT of EDUCATION

Agenda + Logistics

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

I. **Technical Guidance: Entering Evaluation Results into SER**

I. **Technical Guidance: Using Evaluation Results to Inform Alternate Assessment Eligibility**

I. **Summary and Resources**

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: 1-408-638-0968
Meeting ID: 934105439

Background:
Policy and Progress for Students with Significant Cognitive Disabilities

Background

Louisiana believes that all students, including students with significant disabilities, should be held to the highest possible grade-level expectations. To this end,

- Louisiana has developed the Louisiana Connectors in English language arts, mathematics, and science to provide developmentally- appropriate content for all grades and courses while maintaining high expectations for all students.

- To measure progress towards the LEAP Connectors, Louisiana developed the LEAP Connect alternate assessment so that all students are able to participate in an assessment of their knowledge.

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 the special education reporting system (SER) to verify eligibility.

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.**

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

1. 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**. Grade-level is defined as:

A. For students who have not completed the 5th grade, an eligible student is functioning **3 or more standard deviations** below the mean in cognitive functioning and/or adaptive behavior.

A. For students who have completed 5th grade, an eligible student is functioning **2.3 or more standard deviations** below the mean in cognitive functioning and/or adaptive behavior.

A. Students who have completed the 5th 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.

Cognitive and Adaptive Assessments

The first criterion state 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' initial evaluation, or as part of a reevaluation, when additional information on the student's performance is needed.

- **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** 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.

Documenting Evaluation Results in SER

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 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 team documents the student meets the state's criteria.

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:

For all students who will take the LEAP Connect alternate assessment in Spring 2019

By **January 4, 2019**. School systems must verify eligibility for students to take the alternate assessment.

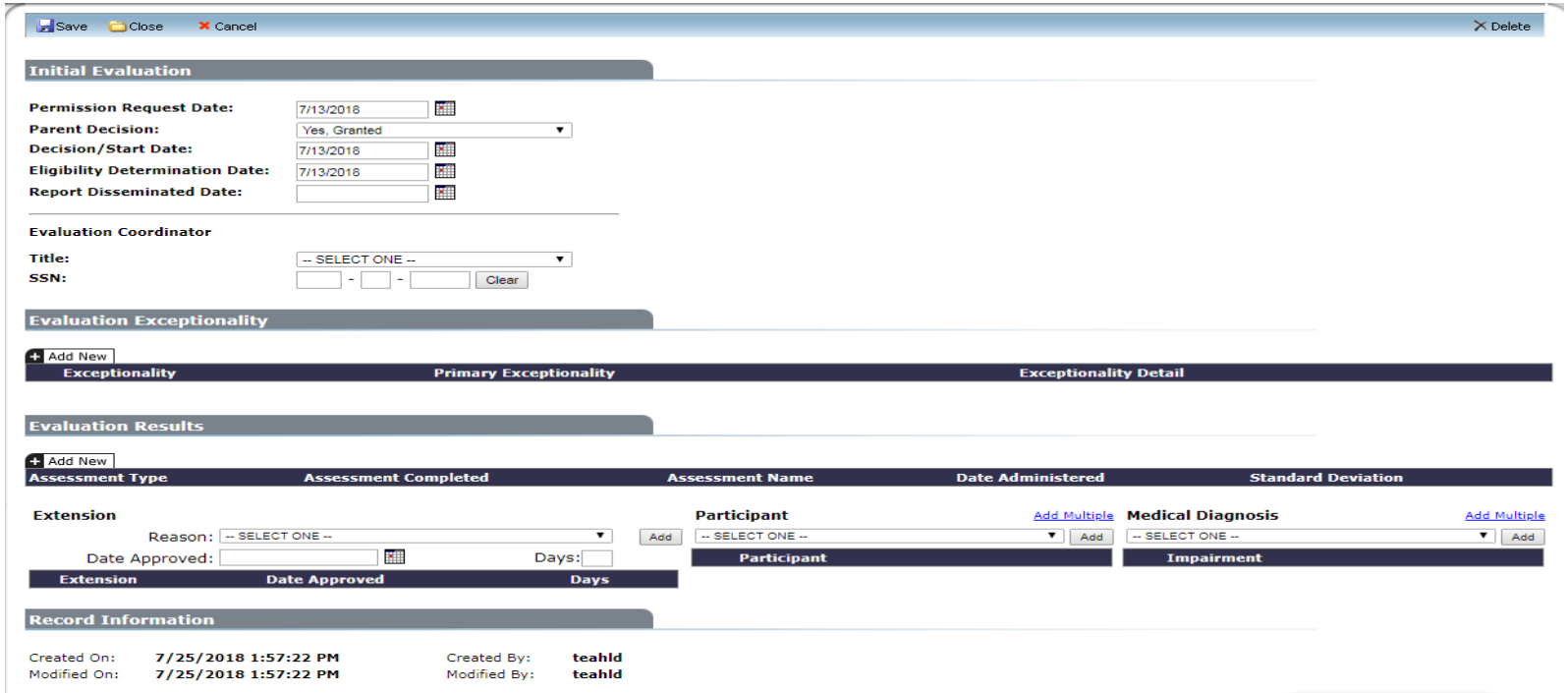
For all other students with disabilities

During the student's next initial evaluation or reevaluation.

Technical Guidance:
Adding Evaluation Results Into SER

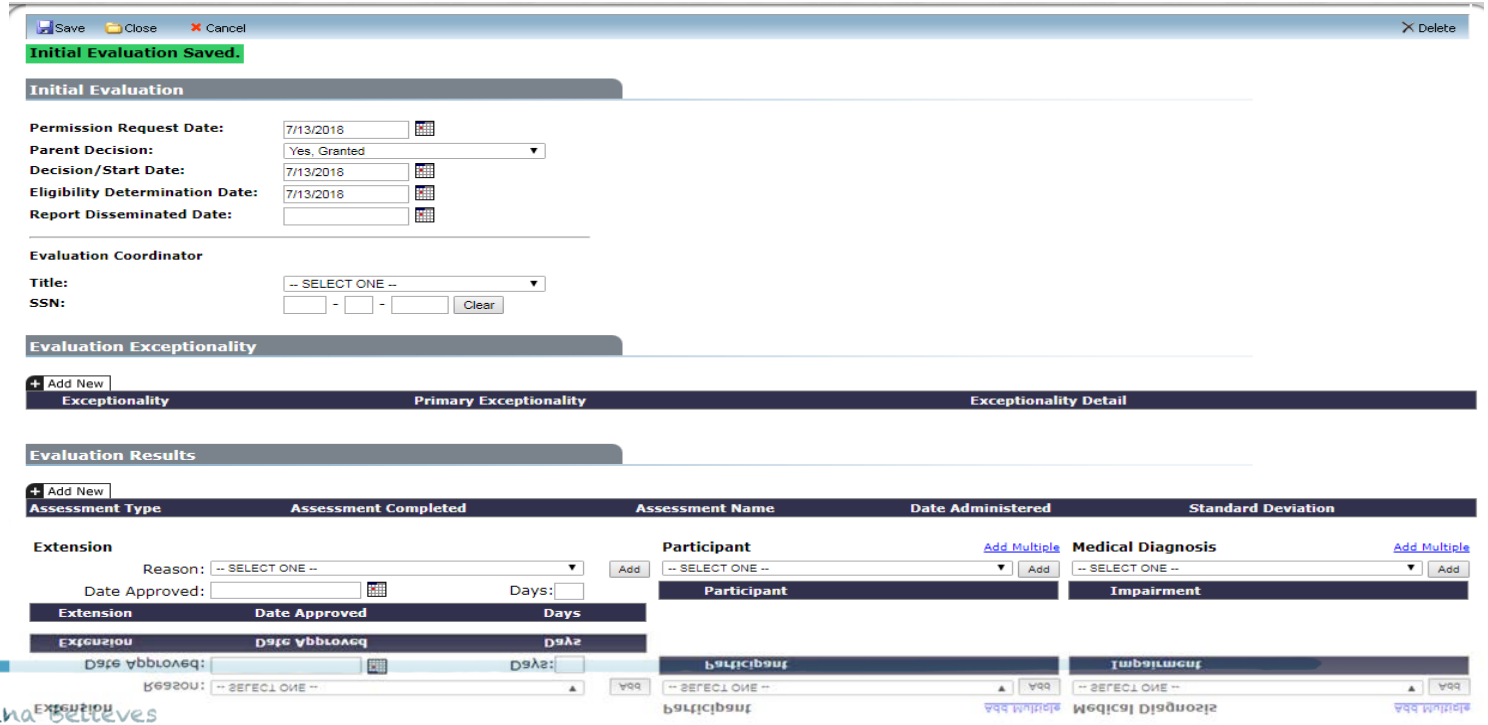
Special Education Reporting System (SER) System Updates

Initial Evaluation



Special Education Reporting System (SER) System Updates

Creating an Initial Evaluation adds the ability to create an Evaluation Results component.

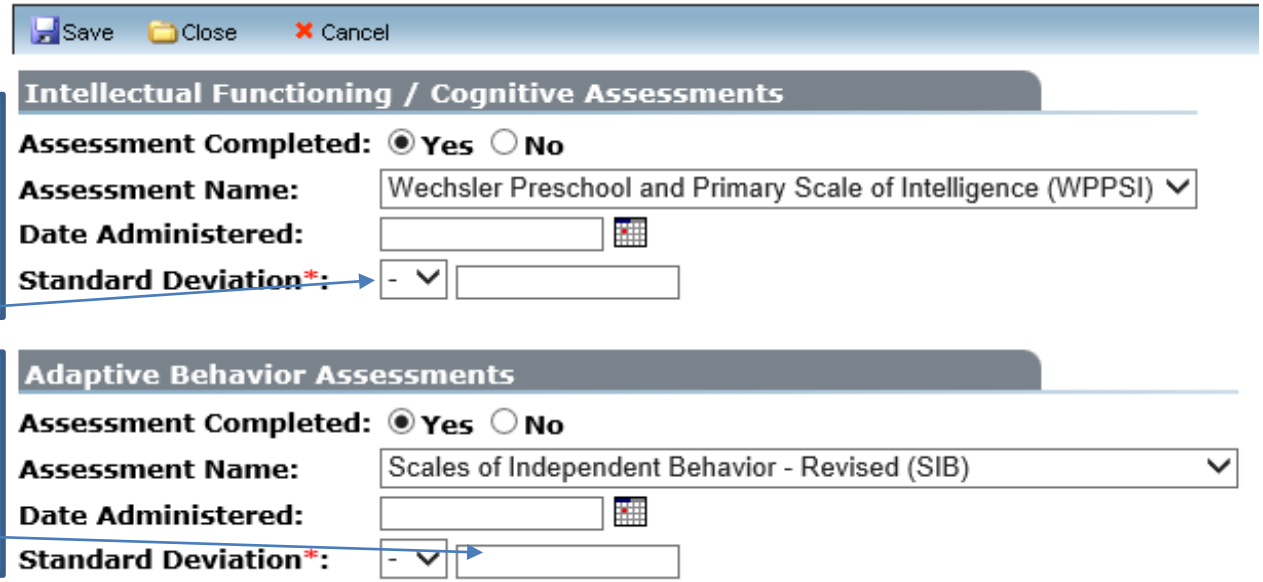


Special Education Reporting System (SER)
System Updates

Clicking Add New opens the Evaluation Results component.

Standard Deviation:
digit can be entered as a positive (+) or a negative (-) integer. You must select either sign from the drop down menu

Standard Deviation:
If the user clicks inside the standard deviation text box a Standard Deviation label will popup.



Special Education Reporting System (SER) System Updates

Standard Deviation*

Standard Deviation

This section must include the standard deviation from a cognitive and/or adaptive assessment that may qualify the student to participate in the alternate assessment. Note that this information alone will not automatically qualify the student to participate in the alternate assessment. That decision is completed by the IEP team and is documented on the "LEAP Connect Form". Louisiana's alternate assessment was developed for students for whom there is evidence of a disability or multiple disabilities that significantly impacts cognitive functioning and/or adaptive behavior. In order to participate in an alternate assessment, a student must meet one of three criteria. The first criterion states that the student's cognitive and/or adaptive behavior is assessed and the student is functioning:

a) 3 or more standard deviations below the mean.

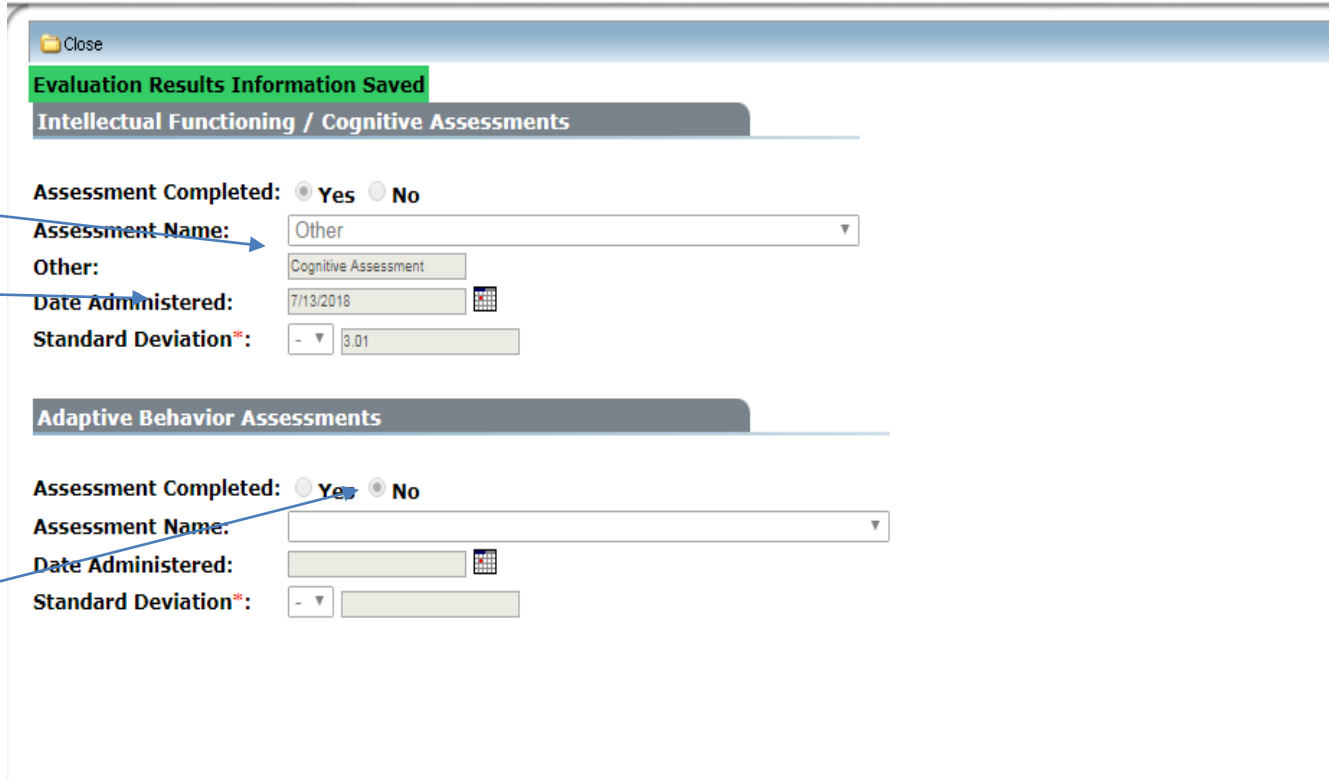
b) between 2.3 and 2.9 standard deviations below the mean and has completed fifth grade.

c) between 2.0 and 2.29 standard deviations below the mean and has completed fifth grade, with additional documentation required.

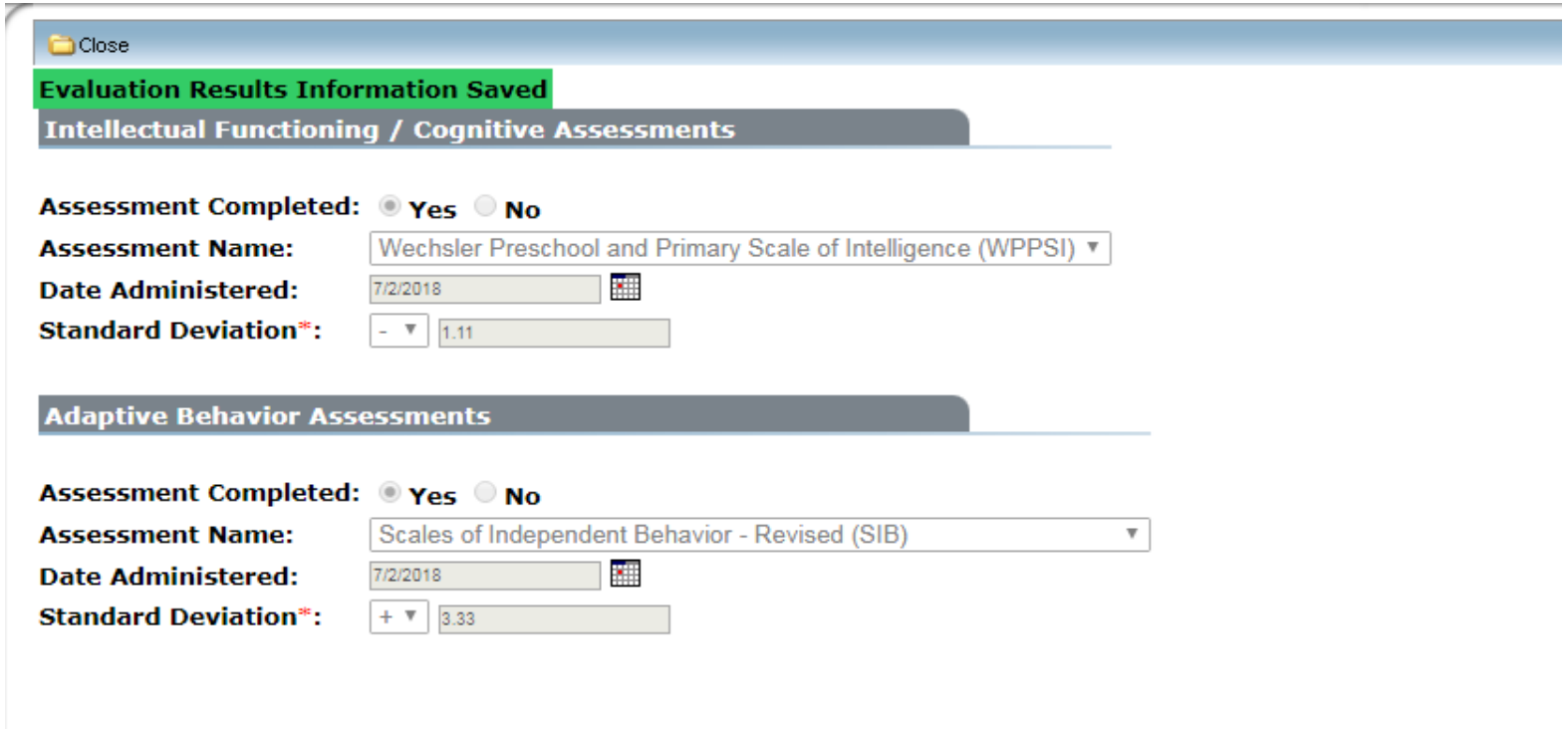
Special Education Reporting System (SER) System Updates

Fill out the remainder of required information. **Assessment Name:** Checking "Other" makes the "**Other**" test box appear.

Checking "No" will disable the assessment fields.

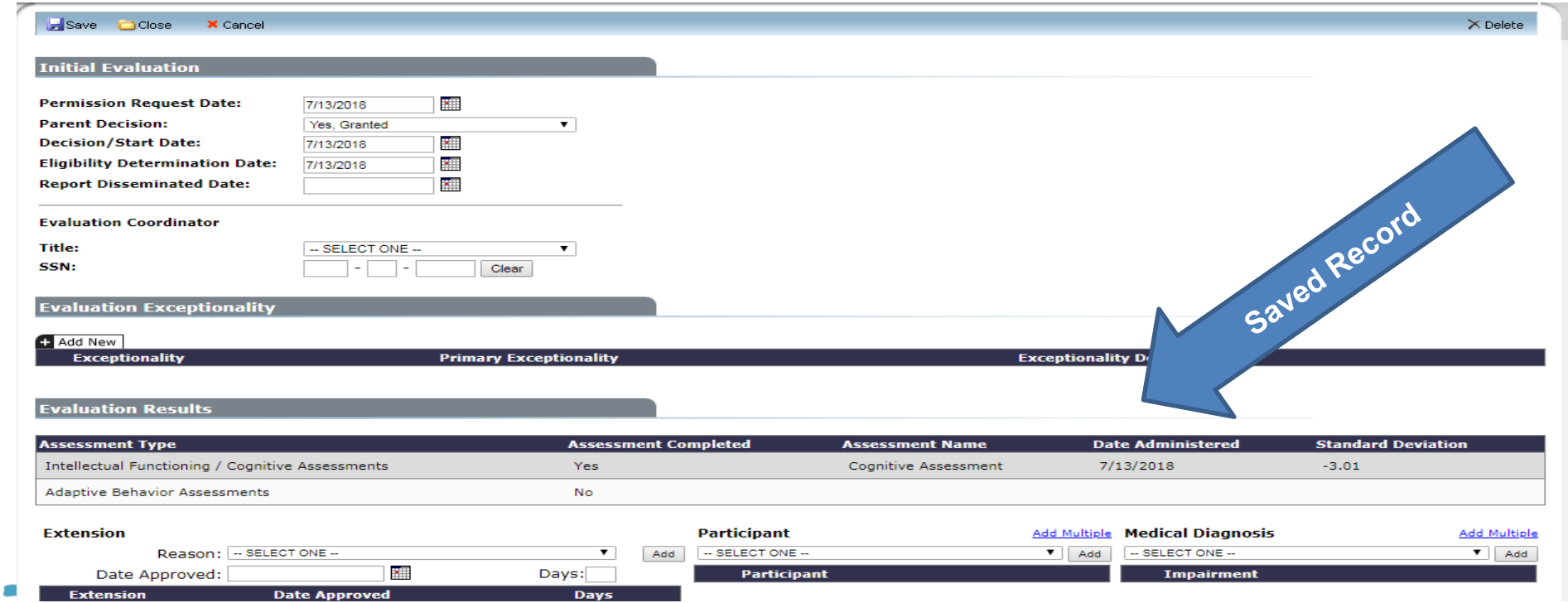


Special Education Reporting System (SER) System Updates



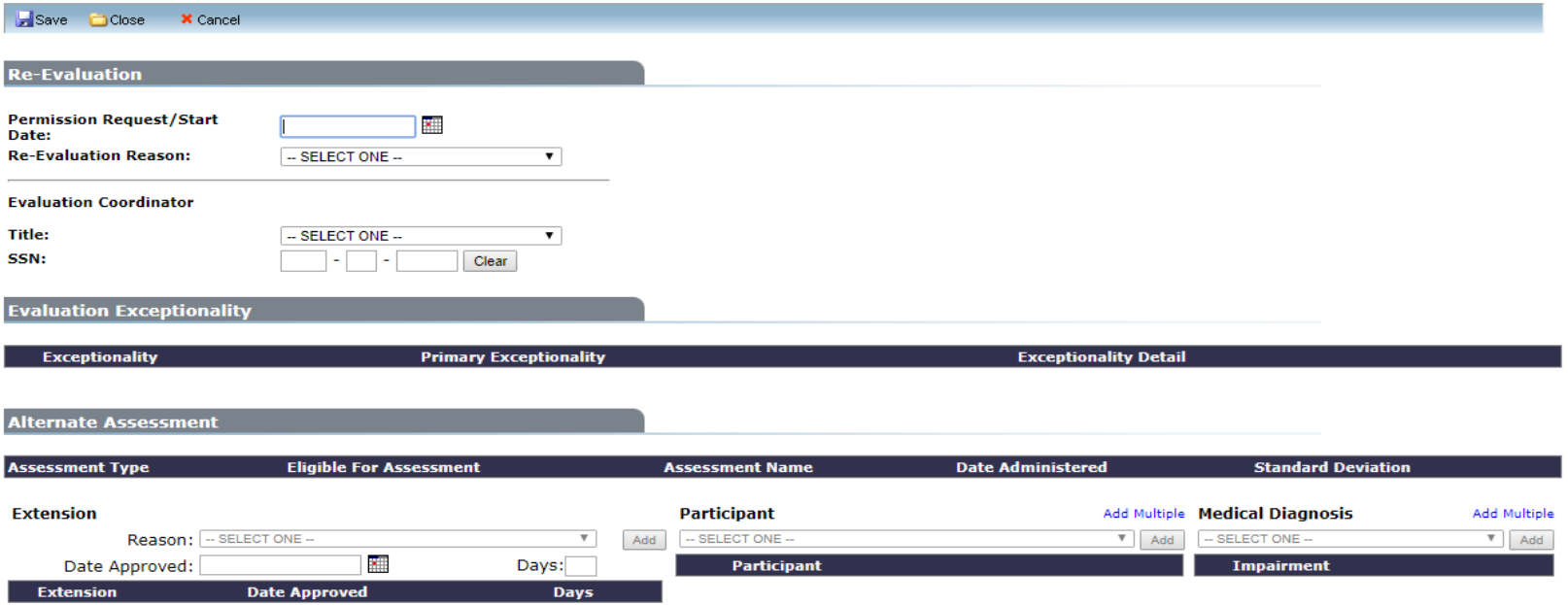
Special Education Reporting System (SER)
System Updates

Saved Evaluation Results record:



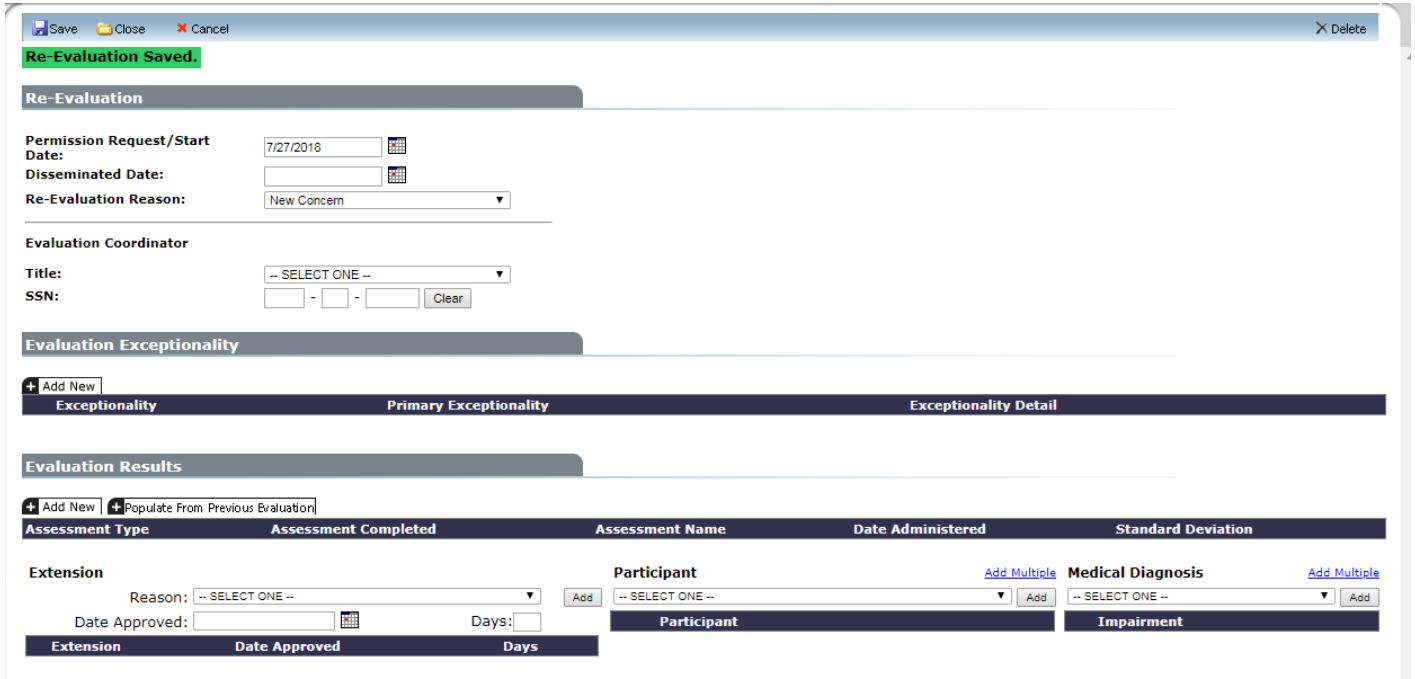
Special Education Reporting System (SER) System Updates

Re-Evaluation



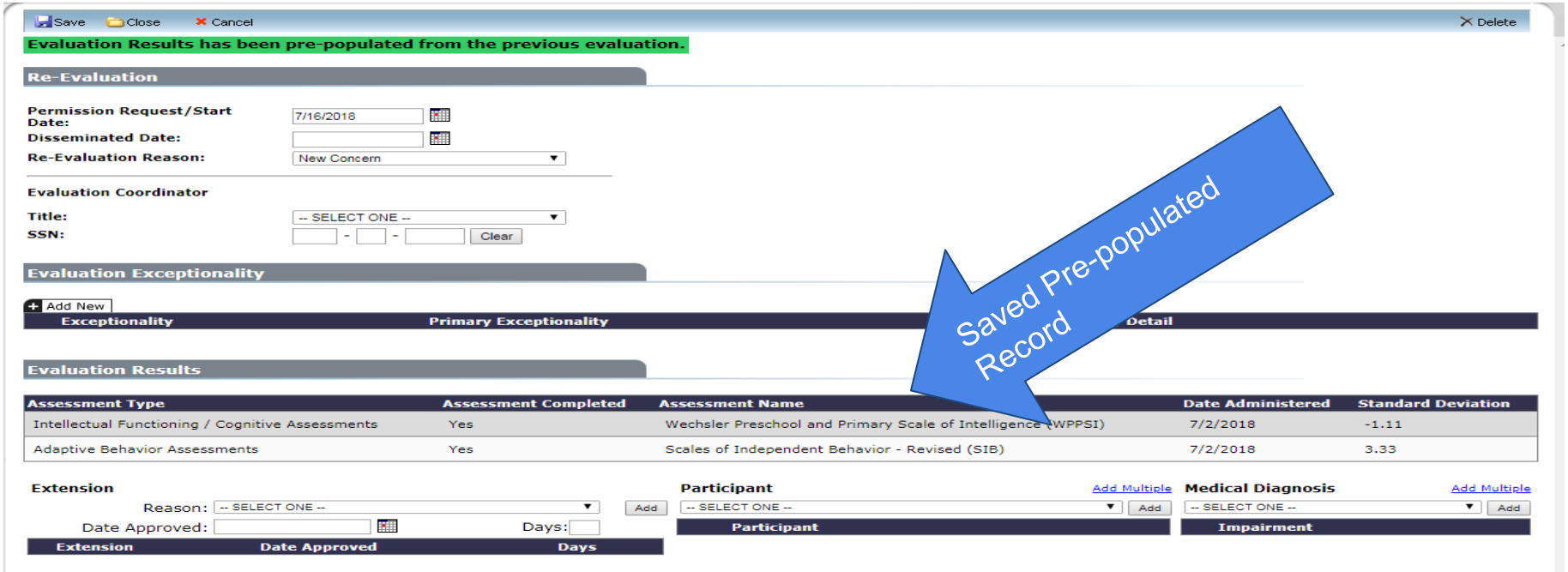
Special Education Reporting System (SER) System Updates

Populate - Education Results



Special Education Reporting System (SER) System Updates

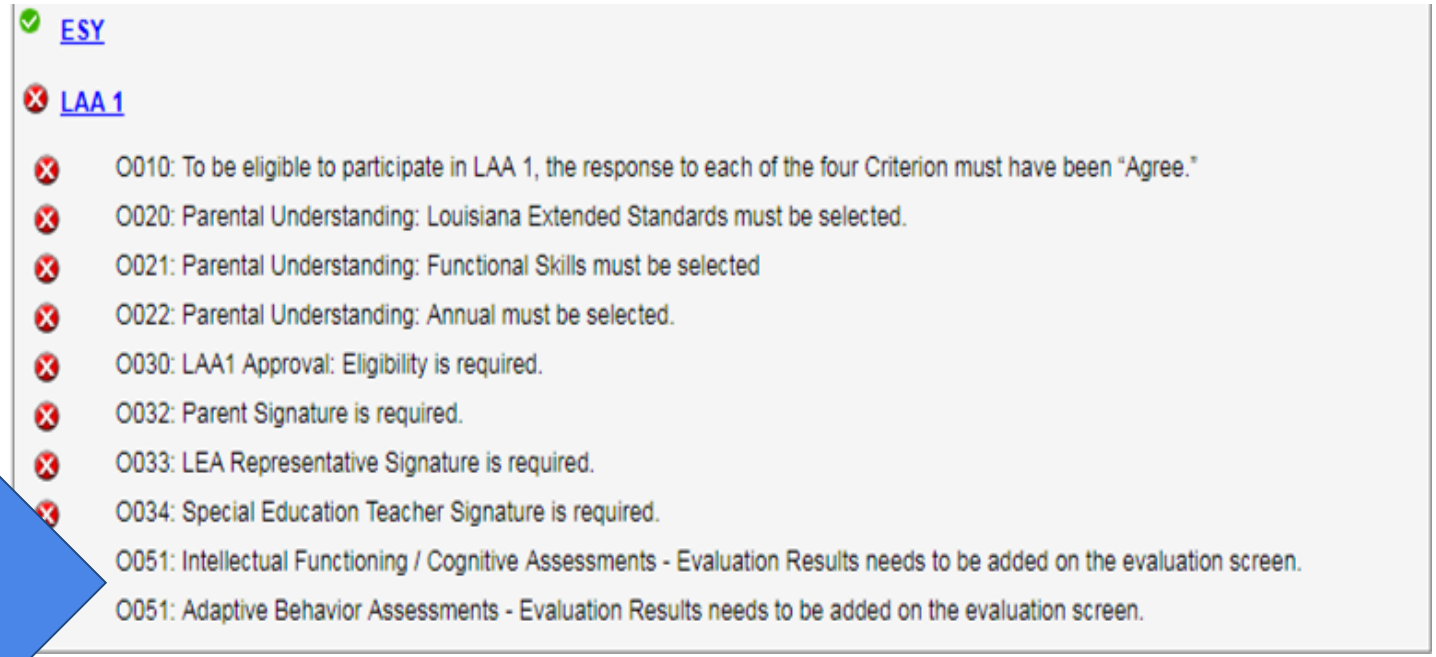
Saved Pre-Populated Evaluation Results:



Technical Guidance:
Using Evaluation Results to Inform the IEP Team's Alternate Assessment Eligibility Decision

Special Education Reporting System (SER)
System Updates

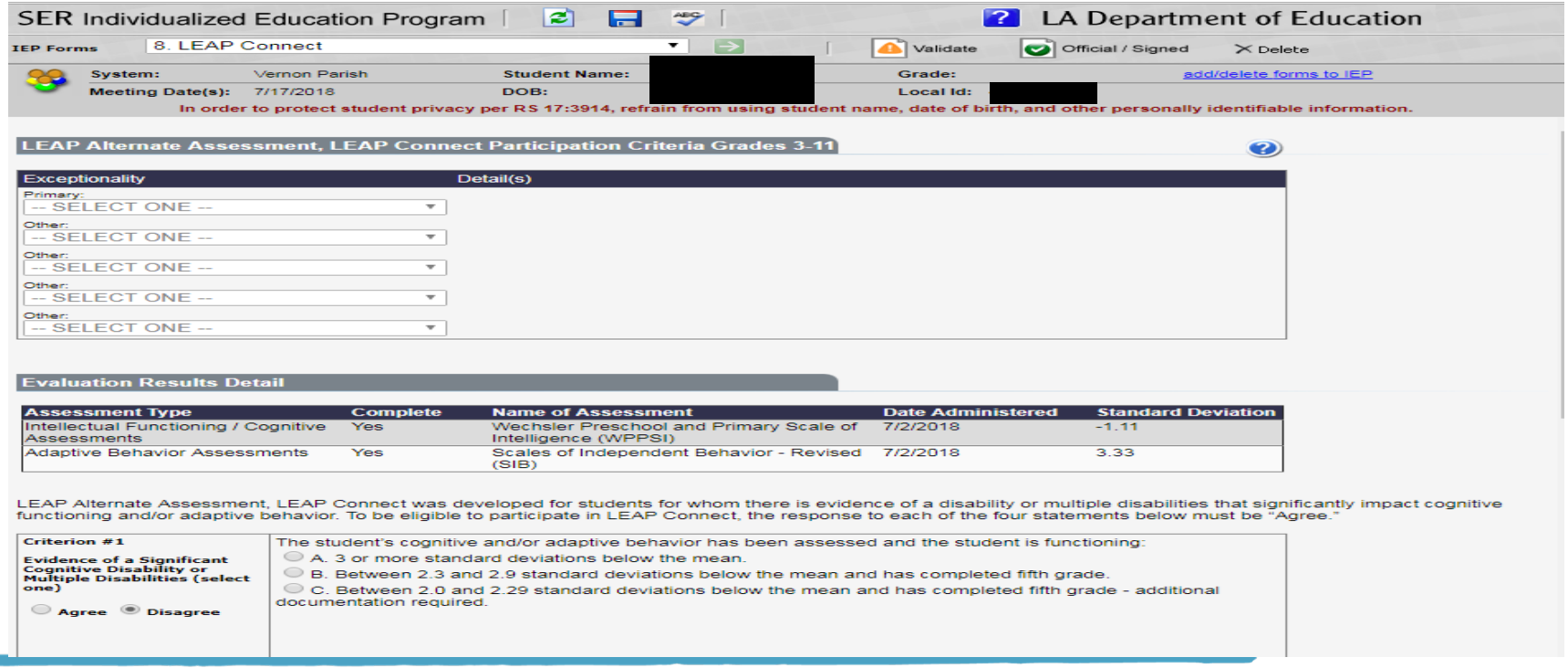
Error Code: O051



Validation Error Message

Special Education Reporting System (SER) System Updates

LEAP Connect Form:



Resources and Support

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 is hosting additional training and support opportunities:

- SER webinar training for SER clerks (today)
- September Collaboration sessions
- Validation report updates during fall 2018
- SER evaluation results and alternate assessment eligibility report *coming soon*

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 to verify eligibility.

- School systems must verify eligibility for students to take the alternate assessment by adding this information by **January 4, 2019**.
- School systems must add this information for all students with disabilities during their next evaluation or reevaluation.

For policy questions, please email specialeducation@la.gov

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