Louisiana Believes

LEAP 360:
Deep Dive into A District's Guide to LEAP 360
By the end of today’s session, we’ll address these questions:

• What is LEAP 360?
• What is A District’s Guide to LEAP 360?
• How do I use A District’s Guide to LEAP 360?
Louisiana’s Approach

Louisiana believes access to the highest quality education allows all students, no matter their zip code, the opportunity for success.

Implementing a high-quality curriculum based on rigorous standards is one of the fastest ways to give this access to all students.

The curriculum must also be connected to standards-aligned assessments and professional development.
There are three main purposes for classroom assessment:
1. Know where students are when they enter a classroom
2. Monitor how students are learning content over the year
3. Verify what students have learned

LEAP 360 pairs with LEAP 2025 to reduce overall testing time while realizing all three purposes.
The goal of LEAP 360 is to deliver streamlined, high-quality assessments in a comprehensive system for classrooms, schools, and districts.

What is the impact on teachers, principals, and districts?

- **Teachers** will have a more complete picture of student performance.
- **Principals** will identify throughout the system where additional support is needed to focus on the learning that matters most for students.
- **Districts** will reduce overall local testing while helping to monitor progress toward district goals.
To set end-of-year goals, we’ve got to start with beginning-of-year questions:

• What are we starting with?
• What have students retained from the previous year?
• What learning was left unfinished?
• Who can be pushed or challenged further?
• What are meaningful learning goals?

In ELA and math, these answers come from a variety of places:

• LEAP 360 diagnostic assessments
• Data from previous year
• Cold-read tasks from previous grade level
• EAGLE tests built from precursory standards found in Math Remediation Guides.
The diagnostic assessments are designed to:

- Identify the specific prerequisite skills individual students or groups of students need in order to be successful with grade level content

- Understand student performance on:
  - Readily accessible and moderately complex texts in ELA
  - Previous grade level content that is a precursor to major content in math
  - Assist with meaningful, yet ambitious goal setting for student learning targets

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Includes</th>
<th>Recommended Window</th>
<th>Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA Diagnostic (Grades 3-HS)</strong></td>
<td>1 reading and writing form; 3 writing forms</td>
<td>Beginning of year/course</td>
<td>Student, Groups, School, District, State</td>
</tr>
<tr>
<td><strong>Math Diagnostic (Grades 3-HS)</strong></td>
<td>1 form (3 sessions)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
To achieve end-of-year goals, we’ve got to ask throughout-the-year questions:

- What’s “sticking” and what’s not?
- What needs closer attention?
- How are we progressing toward goals?

These answers come from a variety of places:

- LEAP 360 interim assessments
- Guidebook tasks (cold-reads, culminating writing, and extensions)
- Tier 1 assessments
- K-2 Formative tasks
- Aligned classroom assessments found in EAGLE
LEAP 360 Interim Assessments

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Includes</th>
<th>Recommended Window</th>
<th>Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA Interim Assessments for Grades 3-8, English I, and English II</td>
<td>2 forms in grades 3-8; 3 forms in high schools courses</td>
<td>Based on curriculum and instructional pacing</td>
<td>Student, Groups, School, District, State</td>
</tr>
<tr>
<td>Math Interim Assessments for Grades 3-8, Algebra I, and Geometry</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The interim assessments are designed to allow districts, schools, and teachers to:

- Use results to make smart instructional decisions to improve student learning
- Analyze student data to identify student-specific and classwide patterns in learning and misconceptions
- Adjust instruction and target support for students in need
- Gauge progress toward end-of-year goals
K-2 Tasks and EAGLE

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Includes</th>
<th>Recommended Window</th>
<th>Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-2 Tasks (ELA and Math)</td>
<td>32 tasks (16 ELA, 16 math)</td>
<td>Throughout year</td>
<td>N/A</td>
</tr>
<tr>
<td>EAGLE 2.0 (ELA, Math, SS, and Sci)</td>
<td>over 5,500 items</td>
<td>Throughout year</td>
<td>Performance, Test Session</td>
</tr>
</tbody>
</table>

The formative assessment tools (EAGLE 2.0 and the K-2 Formative Tasks):

- Provide quality questions/tasks that target individual skills or texts
- Integrate with tasks from teachers’ curriculum
- Aid and enhance student learning while allowing teachers to make timely interventions to adjust instruction throughout the year
To verify end-of-year goals, we’ve got to ask end-of-year questions:

• What can I confirm about learning?
• What worked?
• What didn’t?
• Did we reach our goals?

These answers can come from a few different places:

• LEAP 2025 summative assessments
• End-of-module or unit tests built in EAGLE
• Cold-read tasks and culminating writing tasks
During the first year of LEAP 360 implementation, feedback was collected from focus groups, site visits, district and school leaders, and teachers. Feedback was categorized into five focus areas:

- Data Management
- Educator Scoring
- Reporting
- Content
- EAGLE
Data Management

• Beginning in 2018-2019, student data will be uploaded directly to eDIRECT from eScholar.
• Districts will use existing procedures to upload files to eScholar. Student data will then be uploaded to eDIRECT.
• New students and student transfers will be managed through eScholar.
  • Student updates should be made in the district’s Student Information System and the data uploaded to eScholar.
• Updates to eScholar data will be refreshed in eDIRECT nightly.
• Accommodations uploaded by districts to SIS and SER will be uploaded with student data to eDIRECT.
LEAP 360 Improvements

Data Management

Student Group Upload
- Flexible groupings of teachers-to-students called “student groups” can be created in batches.
- Allows test results for students to be reported together.

Teacher/Test Administrator Upload
- For LEAP 360, teachers/test administrators can be uploaded using the Test Administrator Upload file.
- Allows teachers to be tied to test sessions and student groups similar to LEAP 2025.

Test Session Creation
- Schools and school systems can still manually create test sessions in eDIRECT or use the Test Session Upload file. The format of this file is unchanged for 2018-2019.
- Teachers and test sessions can be linked in eDIRECT during test session creation.
- Copying test sessions will allow users to create Interim sessions from existing Diagnostic sessions.
LEAP 360 Improvements

Educator Scoring
• On the Educator Scoring page, teachers can select to only view items that need scoring.
LEAP 360 Improvements

Educator Scoring

- Student responses can be printed in one batch.
LEAP 360 Improvements

Educator Scoring

- Item scores can be reset by the test session or by the individual student.
LEAP 360 Improvements

Reporting
- New School List Report
- New Test Session List Report
- Improvements to existing reports: Reports will have teacher name, standards for math, percent of points earned by student, and ELA text complexity.

EAGLE
- Additional items will be added throughout the year.
- Updated list of available items will be available in A Teacher’s Guide to LEAP 360.
- Student responses will be accessible.
LEAP 360 Improvements

Content
LEAP 360 Teacher Study Guide (available in eDIRECT) *New resource
• Answer key (including alignment information)
• Scoring Guides
• Sample papers (when applicable)
• PDF of assessment

Diagnostic ELA Forms
• Reading and Writing combined into 1a, 1b, and 1c.
• Writing will also be separate forms labeled 2a, 2b, and 2c.
LEAP 360 Improvements

Math Interim Forms
- Math Grades 6 and 7 will have alternate pathways.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Alternative Sequence</th>
<th>Eureka Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Form 1</td>
<td>Grade 6</td>
<td>Form 1A</td>
<td>Form 1B</td>
</tr>
<tr>
<td>Math Form 2</td>
<td>Grade 6</td>
<td>Form 2A</td>
<td>Form 2B</td>
</tr>
<tr>
<td>Math Form 1</td>
<td>Grade 7</td>
<td>Form 1A</td>
<td>Form 1B</td>
</tr>
<tr>
<td>Math Form 2</td>
<td>Grade 7</td>
<td>Form 2A</td>
<td>Form 2B</td>
</tr>
</tbody>
</table>
A Parent Guide to LEAP 360 answers the following for parents:

- What is LEAP 360?
- How can I view and use my child’s LEAP 360 results?
- What questions can I ask my child’s teacher when discussing LEAP 360 results?
- Where can I go for more information?
By the end of today’s session, we’ll address these questions:

- What is LEAP 360?
- What is A District’s Guide to LEAP 360?
- How do I use A District’s Guide to LEAP 360?
A District’s Guide to LEAP 360 serves as support tool for districts to use when implementing the components of LEAP 360 in schools. Districts should use this guide and its resources to develop a plan for LEAP 360 training, administration, and data analysis and to guide instructional and assessment planning in schools.

A District’s Guide to LEAP 360 is located on the LEAP 360 and Assessment Library pages.
A District’s Guide to LEAP 360 is structured into the following sections:

- Overview of the Guide
- Purpose of LEAP 360
- Year at a Glance
- LEAP 360 Trainings
- Administration Checklists
  - Diagnostic and Interim (before, during, and after)
  - EAGLE 2.0 (before, during, and after)
  - K-2 Formative Tasks (before, during, and after)
- Do’s and Don’ts
- Reports and Data Analysis
- Frequently Asked Questions
- Appendices
  - Diagnostic and Interim Test Designs
  - EAGLE 2.0 Items
The format and contents of this document were created from feedback from DTCs, teachers, curriculum coordinators, and other school and district level employees.

The features of this guide include:
- One page overview
- Hyperlinks within document and to external sources
- Headings of sections will also be full length webinars
- Mini Trainings will have links to matching one pager
- Living document
- Checklist format
- Important information from A Teacher’s Guide to LEAP 360
By the end of today’s session, we’ll address these questions:

- What is LEAP 360?
- What is A District’s Guide to LEAP 360?
- How do I use A District’s Guide to LEAP 360?
District Responsibilities

The responsibilities of district teams are chunked into these seven tasks:

1. Perform an assessment inventory to eliminate unnecessary testing
2. Provide schools with a year-at-a-glance
3. Choose assessment forms
4. Provide appropriate training for district staff, school leadership, and teachers
5. Conduct LEAP 360 test setup
6. Support test administration and scoring
7. Analyze report data to support curricular and instructional decision-making

A District Guide’s to LEAP 360 provides action steps for each of the seven tasks.
Decisions should be made prior to the start of the school year regarding LEAP 360 administration. Districts are responsible for:

- choosing assessment forms for diagnostic and interims,
- providing an implementation plan, and
- delivering relevant LEAP 360 training to support schools and teachers.

Interim assessments assess specific chunks of curricular content and should be given only after instruction on that content has occurred. Districts should look at the curriculum scope-and-sequence for each content area to determine when to place interims within the assessment calendar. For developing an assessment calendar, a list of the standards covered and suggested times for Diagnostic and Interim assessments can be found in Appendix A and in *A Teacher’s Guide to LEAP 360*.
<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Content Area</th>
<th>Grade/Course</th>
<th>Forms</th>
<th>Recommended time of year</th>
<th>Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagnostic</td>
<td>Tools to evaluate the full scope of the standards needed to begin the school year to help educators identify prerequisite skills for success in that grade level</td>
<td>ELA</td>
<td>3-8, English I, English II</td>
<td>3 Combined Forms/3 Separate Writing Forms</td>
<td>Beginning of year/course</td>
<td>State, District, School, Class, Student</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Math</td>
<td>3-8, Algebra I, Geometry</td>
<td>1 Form</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Diagnostic At a Glance
# Interims At a Glance

## LEAP 360

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Content Area</th>
<th>Grade/Course</th>
<th>Forms</th>
<th>Recommended time of year</th>
<th>Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interims</td>
<td>Assessments to help educators identify students’ misconceptions and learning patterns to adjust instruction and target support</td>
<td>ELA, Math</td>
<td>3-5, 8</td>
<td>2 Forms</td>
<td>2 major checkpoints during the year after large periods of instruction based on curriculum and instructional pacing</td>
<td>Student, Class, School, District, State</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6 and 7</td>
<td>4 Forms</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Louisiana Believes**
# K-2 Tasks At a Glance

## LEAP 360

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Content Area</th>
<th>Grade/Course</th>
<th>Forms</th>
<th>Recommended time of year</th>
<th>Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-2 Tasks</td>
<td>High-quality items and pre-made assessments designed to be woven into the day-to-day practices of classroom instruction</td>
<td>ELA, Math</td>
<td>K, 1, 2</td>
<td>32 tasks (16 ELA, 16 math)</td>
<td>Throughout year, guidance provided</td>
<td>N/A</td>
</tr>
</tbody>
</table>
EAGLE At a Glance

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Content Area</th>
<th>Grade/Course</th>
<th>Forms</th>
<th>Recommended time of year</th>
<th>Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAGLE 2.0</td>
<td>High-quality items and pre-made assessments designed to be woven into the day-to-day practices of classroom instruction</td>
<td>ELA, Math, Science, Social Studies</td>
<td>K-HS</td>
<td>over 5,550 items</td>
<td>Throughout year</td>
<td>Performance, Test Session, Statistic</td>
</tr>
</tbody>
</table>
Use these guiding questions for discussion with a partner or your table.

- How did your LEA decide *when* to administer the Diagnostic and Interims?
- How did your LEA decide *what forms* to administer for the Diagnostic and Interims?
- How did your LEA reduce testing with the implementation of LEAP 360?
- What changes is your LEA making this year to improve LEAP 360 implementation?
Planning for LEAP 360 implementation begins over the summer and continues throughout the school year. District leadership should work with school leadership to:

- understand the item types,
- develop curriculum guidance for implementation,
- manage eDIRECT, and
- provide quality training to school leaders and teachers.

In A District’s Guide to LEAP 360 links to two types of trainings are embedded throughout the document in addition to a comprehensive list. There are:

- full length webinars and
- mini-trainings.
Full length webinars are designed for training district and school staff on high level LEAP 360 topics.

<table>
<thead>
<tr>
<th>Title</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of LEAP 360</td>
<td>District, School, Teacher</td>
</tr>
<tr>
<td>District’s Guide: Overview</td>
<td>District, School</td>
</tr>
<tr>
<td>Diagnostics</td>
<td>District, School, Teacher</td>
</tr>
<tr>
<td>Interims</td>
<td>District, School, Teacher</td>
</tr>
<tr>
<td>Eagle 2.0</td>
<td>District, School, Teacher</td>
</tr>
<tr>
<td>K-2 Formative Tasks</td>
<td>District, School, Teacher</td>
</tr>
<tr>
<td>Teacher’s Guide: LEAP 360 in the Classroom</td>
<td>District, School, Teacher</td>
</tr>
<tr>
<td>Teacher’s Guide: LEAP 360 Instructional Planning</td>
<td>District, School, Teacher</td>
</tr>
<tr>
<td>Teacher’s Guide: Making Meaning of Results</td>
<td>District, School, Teacher</td>
</tr>
<tr>
<td>Teacher’s Guide: Assessment Design</td>
<td>District, School, Teacher</td>
</tr>
</tbody>
</table>
Mini Trainings

Mini trainings are designed to be short tutorials on tasks within eDIRECT. Matching one pagers will be linked to each mini training.

<table>
<thead>
<tr>
<th>Title</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessing eDIRECT (Test Coordinator)</td>
<td>District, School</td>
</tr>
<tr>
<td>Accessing eDIRECT (Test Administrator)</td>
<td>District, School, Teacher</td>
</tr>
<tr>
<td>Managing Users</td>
<td>District, School</td>
</tr>
<tr>
<td>Managing Test Administrators</td>
<td>District, School</td>
</tr>
<tr>
<td>Managing Students/Accommodations</td>
<td>District, School</td>
</tr>
<tr>
<td>Managing Test Sessions</td>
<td>District, School</td>
</tr>
<tr>
<td>Printing Test Tickets/Viewing Test Status</td>
<td>District, School</td>
</tr>
<tr>
<td>Unlocking Test Tickets</td>
<td>District, School</td>
</tr>
<tr>
<td>Completing Educator Scoring</td>
<td>District, School, Teacher</td>
</tr>
<tr>
<td>Accessing Interim/Diagnostic Reports</td>
<td>District, School, Teacher</td>
</tr>
<tr>
<td>EAGLE 2.0: Access EAGLE</td>
<td>District, School, Teacher</td>
</tr>
<tr>
<td>EAGLE 2.0: Searching Item Bank</td>
<td>District, School, Teacher</td>
</tr>
<tr>
<td>EAGLE 2.0: Creating a Test</td>
<td>District, School, Teacher</td>
</tr>
<tr>
<td>EAGLE 2.0: Creating a Test Session/Viewing Test Status</td>
<td>District, School, Teacher</td>
</tr>
<tr>
<td>EAGLE 2.0: Completing Educator SCoring</td>
<td>District, School, Teacher</td>
</tr>
<tr>
<td>EAGLE 2.0: Reports</td>
<td>District, School, Teacher</td>
</tr>
<tr>
<td>Accessing K-2 Formative Tasks</td>
<td>District, School, Teacher</td>
</tr>
<tr>
<td>Administration and Scoring of K-2 Formative Tasks</td>
<td>District, School, Teacher</td>
</tr>
</tbody>
</table>
Administration Checklists

Administration Checklists are tasks for district test coordinators to complete before, during, and after for each LEAP 360 component.

- Diagnostic and Interim
- EAGLE 2.0
- K-2 Formative Tasks
Use these guiding questions for discussion with a partner or your table while referencing the Diagnostic/Interim Checklist for Implementation.

• What tasks do you do well? What worked this year for you?
• Which processes do you need to implement or refine?
• Who do you need to include in decision making? What is their role?
Do’s and Don’ts

LEAP 360 can be used to:
• provide students access to high quality, standards-aligned items
• understand the types of items associated with assessable content (mathematics)
• compare the task approach (ELA) to your instructional approach
• view how students are progressing on standards and identify areas in need of remediation
• adjust instruction to remediate standards
• better understand the expectations for written responses
• facilitate testing discussions with students
• have students practice with test format (PBT or CBT)

LEAP 360 should not be used to:
• provide a grade or achievement level to students
• gather cumulative data about overall student performance and preparedness
• determine student mastery of a standard
• prioritize content based on the standards covered on the LEAP 360 assessments
• limit instructional strategies to only those required for LEAP 360 assessments
LEAP 360 reports are designed to help make actionable meaning out of student performance appropriately and efficiently. When viewed as a full suite, these reports take districts through a process of thoughtful analysis and reflection that can lead to critical planning and adjustments.

Below is a list of questions that districts should use in analyzing data:

**Diagnostic Reports**
- What does the data say about my current students’ readiness for their grade level?
- What patterns am I seeing in my students’ data that I can use to inform my instruction?
- What targeted instruction will I need to provide individual students or my class overall given these results?
- What impact does this data have on my student learning goals for this year?

**Interim Reports**
- What patterns am I seeing in my students’ data that I can use to inform my instruction?
- What targeted instruction will I need to provide individual students or my class overall given these results?
## Reports and Data Analysis

<table>
<thead>
<tr>
<th>Name</th>
<th>Purpose</th>
<th>Report Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School List Reports</strong></td>
<td>View how school averages compare to district averages</td>
<td>Schedule Coming Soon</td>
</tr>
<tr>
<td><strong>School Summary Reports</strong></td>
<td>Compare school performance to district and state performance</td>
<td>Schedule Coming Soon</td>
</tr>
<tr>
<td><strong>Test Session Summary Report</strong></td>
<td>Compare student performance in a test session to district and state performance</td>
<td>Schedule Coming Soon</td>
</tr>
<tr>
<td><strong>Test Session List Reports</strong></td>
<td>Compare test session performance to school performance</td>
<td>Schedule Coming Soon</td>
</tr>
<tr>
<td><strong>Test Session Response Maps</strong></td>
<td>Used to make decisions about pacing for the coming year based on identifying strengths and weaknesses</td>
<td>within 24 hours of test completion</td>
</tr>
<tr>
<td><strong>Student Response Maps</strong></td>
<td>Used to dig deeper for specific students or groups of students who will need targeted instructional support either throughout the school year or with specific parts of the curriculum</td>
<td>within 24 hours of test completion</td>
</tr>
<tr>
<td><strong>Student Summary Reports</strong></td>
<td>Used to understand an individual student’s overall performance</td>
<td>within 24 hours of test completion</td>
</tr>
</tbody>
</table>
The appendices of A District’s Guide to LEAP 360 provides details useful for scheduling and developing plans for LEAP 360 implementation.

Appendix A: Diagnostic/Interim Assessment Design
• Provides assessment design details by grade level and content area including the standards covered, number of items, and suggested testing times.

Appendix B: EAGLE 2.0 Items
• Provides an overview of the items by content area including item identifiers and the date the item was added
• LEAP 360 assessments are important tools in educators’ toolboxes that serve a variety of purposes.

• The primary intention of LEAP 360 is to give educators access to rich, high-quality assessments that streamline assessment.

• Although participation in LEAP 360 guarantees districts access to the full suite of assessments, these should not be given in addition to other existing assessments; districts must choose what works best for their schools and students.

• Effective implementation is essential to the success of LEAP 360. A District’s Guide to LEAP 360 is used as a tool for effective implementation within a district.
LEAP 360: Next Steps
The following resources are available to help teachers understand, access, and use the LEAP 360 assessments:

- LEAP 360 webpage
- A Teacher’s Guide to LEAP 360
- A District’s Guide to LEAP 360
- LEAP 360 Diagnostic Assessment Quick Start Guide
- LEAP 360 Interim Assessment Quick Start Guide
- eDIRECT
- Accessibility Features and Accommodations Overview
- Teacher Study Guide (available in eDIRECT)
- Webinars and Mini-trainings available on the LEAP 360 page
- Parent Guide to LEAP 360
A Teacher’s Guide to LEAP 360 serves as a support tool for teachers to use when implementing the components of LEAP 360. A Teacher’s Guide to LEAP 360 provides information on goal setting, reporting, instructional planning, and assessment design.

A Teacher’s Guide to LEAP 360 is located on the LEAP 360 and Assessment Library pages.
The Department is preparing for the second year of LEAP 360 implementation. School systems that signed a LEAP 360 Memorandum of Understanding (MOU) for the 2017-2018 school year may choose to continue using LEAP 360 through June 30, 2019, under the same terms and conditions.

LEAP 360 will be available to districts in the 2018-2019 at no cost.

Year two provides school systems with an opportunity to:

- re-evaluate existing practices,
- reduce duplicative testing, and
- transition to a more comprehensive assessment system that yields valid and reliable information on student performance throughout the school year.
Next Steps

- The Department is continuing to gather feedback from school systems and school level users through focus groups, site visits, and assessment@la.gov. Enhancements across usability, administration, and reporting will be implemented for the 2018-2019 school year.
- To opt-in and amend your school system’s existing agreement, each Superintendent must sign an amendment to the original agreement.

Note: School systems should anticipate a cost for the 2019-2020 school year.

Please contact assessment@la.gov with questions.
Next Steps

Once you return home you should:

• review A District’s Guide to LEAP 360 with key personnel,
• schedule redelivery trainings for your district and school level staff,
• make decisions on implementation for your district,
• perform an assessment audit prior to the start of school to remove assessments that are not aligned or do not come from Tier 1 resources,
• develop an assessment calendar to provide to schools, and

Please contact assessment@la.gov with any LEAP 360 questions or suggestions throughout the school year.