

**Agency**  
**Quarterly Report to the DD Council**  
(9/20/2013)

Update/progress on agency initiatives

**Activity 7.3.2 - Empowering Educators**- We are implementing changes within LDOE to support educators in planning for student achievement. Our first change was in creating a Unified Application which has consolidated 24 individual grant applications into one planning process. This allows program alignment with financial resources, braiding of funds, efficient management of the grants, and eliminates time consuming paper application. The strength of this new process is that it allows districts to fund services for all students, especially the lowest performing.

**Objective 7.4 - Task Force on Bullying Prevention in Public Schools**-This committee was formed by the 2013 Legislature to study the procedures and processes by which incidents of bullying are reported and investigated. A written report is due 60 days prior to the 2014 Legislature relative to notification to parents, timelines for investigation, content of written reports, and best practices for identifying, responding, and preventing bullying incidents.

Consideration of a discussion regarding the  
LEAP Alternate Assessment, Level 1 (LAA 1)

# LEAP Alternate Assessment, Level 1 2013-2014

- LEAP Alternate Assessment, Level 1 (LAA 1)
  - LAA 1 correlates to the Extended Standards that are extensions of the state academic content standards.
  - The Extended Standards capture the essence of the content standards and provide a way for students with significant cognitive disabilities to access the general education curriculum
  - Aligned to a performance-based assessment
  - English Language Arts and Mathematics (grades 3-8, 10)
  - Science (grades 4, 8, 11)
  - LAA 1 Resources:  
<http://www.louisianabelieves.com/resources/library/assessment>



# LAA 1 Assessment Transition Beliefs

Schools and districts are responsible for educating all students.

All students should have access to the most rigorous curricula and assessments.

Louisiana's assessment and standards transition should be inclusive of all students and all educational settings.

Louisiana should consider updating our extended standards and consider updated assessments for students with the most significant cognitive disabilities.



## How Are Other States Approaching the Transition for Students with Significant Cognitive Disabilities?

A consortium of experts and states, the National Center and State Collaborative (NCSC), has proposed:

- (1) an alternate assessment** based on alternate achievement standards for students with the most significant cognitive disabilities; and
- (2) updated eligibility criteria** to accompany the new assessment.

# Why Consider a Transition to the NCSC Assessments?

## Potential Benefits of NCSC Assessment:

- Computer based with access allowed to students or test administrators, as needed
- Extended range of items; item difficulty adaptation based on student responses
- Accessible for students with augmentative communication devices
- Testing can be divided across multiple testing sessions, including shorter assessment as needed
- Includes extensive curricula resources created by educators and national experts in the field of students with significant cognitive disabilities



# Alternate Assessment Criteria

NCSC has also proposed guidelines for participation in the Level 1 alternate assessment.

Though the guidelines closely mirror Louisiana's current LAA 1 criteria, they provide greater flexibility for IEP teams in determining eligibility.



# LAA1 vs. Proposed NCSC Criteria

Current LAA 1 Criteria	Proposed NCSC Criteria
There must be documentation on the IEP that the student is functioning three or more standard deviations below the mean in cognitive functioning and/or adaptive behavior.	The student has a significant cognitive disability - student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.
The IEP must reflect goals and objectives aligned with the Louisiana Extended Standards developed for students participating in LAA 1.	The student is learning content linked to (derived from) the state approved standards and address knowledge and skills that are appropriate and challenging for this student.
	The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.



# LAA 1 vs. Proposed NCSC Criteria

Current LAA 1 Criteria	Proposed NCSC Criteria
<p>The decision to include the student in LAA 1 is not solely based on the following:</p> <ol style="list-style-type: none"><li>1. the student's placement</li><li>2. student's disability according to Bulletin 1508</li><li>3. excessive or extended absences</li><li>4. social, cultural, and/or economic differences</li><li>5. disruptive behavior</li><li>6. anticipated impact on school performance scores</li><li>7. English language proficiency</li><li>8. administrative decision</li><li>9. student's reading level</li><li>10. the expectation that the student will not perform well on the state assessment.</li></ol>	<p>Evidence for the decision for participating is Not Based on:</p> <ol style="list-style-type: none"><li>1. A disability category or label</li><li>2. Poor attendance or extended absences</li><li>3. Native language/social/cultural or economic difference</li><li>4. Expected poor performance on the general education assessment</li><li>5. Academic and other services student receives</li><li>6. Educational environment or instructional setting</li><li>7. Percent of time receiving special education</li><li>8. English Language Learner (ELL) status</li><li>9. Low reading level/achievement level</li><li>10. Anticipated student's disruptive behavior</li><li>11. Impact of student scores on accountability system</li><li>12. Administrator decision</li><li>13. Anticipated emotional duress</li><li>14. Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process</li></ol>



## Consideration of a discussion regarding the LEAP Alternate Assessment, Level 2 (LAA 2)



# Louisiana Alternate Assessment, Level 1

The Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA) require that all students participate in state assessments.

Most students with disabilities participate in the general assessment, with or without accommodations. A few students with the most significant cognitive disabilities participate in an assessment based on alternate achievement standards. In Louisiana, this is called the Alternate Assessment Level 1 or the LAA 1.

## Louisiana Alternate Assessment, Level 2

Federal regulations also allow states to offer an additional option: an alternate assessment based on modified achievement standards.

States may count up to two percent of students proficient using the modified assessment in their accountability formula.

Students who participate in the modified assessment are required to have an individualized education program (IEP) and be unlikely to achieve grade level proficiency within the year covered by the IEP even if significant growth occurs.

In Louisiana, this is called the Alternate Assessment Level 2 or LAA 2.



# Federal Register Notice

In August, the US Department of Education published a notice of proposed rulemaking in the [Federal Register](#) to eliminate the use of a modified assessments for accountability purposes by the 2014-2015 school year nationwide.

Comments may be submitted on or before October 7, 2013.



# Extended School Year Services

- At the last meeting, the panel raised the topic of Extended School Year services as a potential remediation option for LAA 2 eligible students.
- Louisiana policy includes eligibility criteria to determine the need for ESY including the Critical Point of Instruction 1 (CPI-1)

	Critical Point of Instruction CPI-1
Who to Screen	All students with disabilities
How to Screen	Examine performance data on any goals/benchmarks/ objectives that would cause the student to lose general education time or increase special education service time because of a lack of academic or social skill development.
What to Ask	Is the student at a critical stage in the general education curriculum where the provision of special education services during an extension of the regular school year would allow the student to maintain and /or achieve grade-level expectations or maintain the level of services indicated in the IEP?



# Extended School Year Services

The decision to provide a student with Extended School Year services must be made by the IEP team using evidence and data that the student is:

- projected to be at a critical stage in the curriculum,
- and special education services provided during an extension of the regular school year will allow the student to maintain the level of services indicated in the regular year IEP.

The decision for to offer Extended School Year services to a student should not be based on whether a student meets the standard of proficient on the state assessment.

The IEP team is responsible for developing the extended school year services for the student.

## Next Steps

Elementary policies will be presented to BESE in December and high school policies will be presented to BESE in January.

- The policies will include decisions related to promotion and graduation that the Department will bring to SEAP for discussion at the November meeting.