

# Louisiana Believes

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**SPED Leader Collaborative  
October 2016**

# Agenda

- Future Meetings and Topics
- Extended Standards Review Process
- ESSA Draft Framework
- Act 303 Updates
- IEP/IAP Forms Updates
- General Updates
- Next Steps/ Updates

# Future Collaborative Topics

# Future Collaborative Event Focus

If you are interested in leading part of these discussions please contact [specialeducation@la.gov](mailto:specialeducation@la.gov)

Meeting Date	Topic
November 16, 2016	Putting policy into practice- making instructional decisions for students eligible under Act 833
January 25, 2017	Using data to drive literacy instruction
March 29, 2017	Using evaluation waivers vs. conducting triennial reevaluations

## October/ November Webinar

There are in person collaborative events in both October and November.

The LDOE will host a combined monthly webinar on October 26, 2016 from 2-3p.m.

The October 13, 2016 and November 10,2016 webinars will be cancelled.

# ESSA Draft Framework

# What We Have Heard So Far: Listening Tour Feedback

This summer, the Department met with **over 200 organizations and advocacy groups**, and **over 1,000 individuals** to discuss the educational opportunities afforded to Louisiana by ESSA.

Below are a few of the themes that the Department heard during these meetings:

- Aligning expectations to higher education and workforce
- Serving struggling students
- Transforming struggling schools
- Ensuring access to enriching experiences for all students
- Celebrating and strengthening the teaching profession

All of this feedback has been captured in the [ESSA Listening Tour Feedback Report](#) available on the Department's [ESSA webpage](#).

# Release of Draft Framework

Based on feedback heard during the listening tour, and analysis of statewide student performance, the Department released a [draft ESSA framework](#) to provide the general public with examples of what policies, supports, and resources could be used to address the state's biggest education challenges.

The draft outlines five major challenge areas in improving student achievement that will be addressed through the state's ESSA plan:

- **Challenge 1:** Ensuring students leave high school with the skills needed to succeed in community colleges, universities, or the workplace
- **Challenge 2:** Focus on ensuring academic progress for all students, especially those deeply struggling as expectations continue to rise
- **Challenge 3:** Rewarding, funding, and ensuring access for all students to critical, non-tested experiences essential to their success beyond high school
- **Challenge 4:** Supporting persistently struggling schools by providing them with access to proven academic models for comprehensive or targeted improvement
- **Challenge 5:** Elevating the teaching profession so that it is competitive with others and ensuring existing educators have a clear career pathway for success

# Processing the Framework

Each challenge area within the framework is broken down into five categories of information:

- **Leading indicators:** Qualitative and quantitative measurements that do not use tests to measure school success, but provide early indications that schools are on track to successfully resolve their most critical issues.
- **Long-term indicators:** Quantitative measurements of student learning, such as performance on assessments, graduation rates, college credit, or workplace credentials.
- **State support:** Depicts specific steps the state will take to assist schools and school systems in creating and implementing ESSA plans.
- **School system plans and school plans:** Actions school and district leaders can take in developing and implementing their plans for improvement and spending federal funds.
- **Families in ESSA:** Information, guidance, and decisions in which parents should partake in order to assist in each child's growth.

# Framework Engagement Timeline

The draft framework is available on the [Department's website](#), and the public is invited to submit feedback in one of two ways:

- email thoughts and ideas directly to the Department at [essalouisiana@la.gov](mailto:essalouisiana@la.gov);
- or attend one of the upcoming public meetings listed below.

DATE	TIME	MEETING	LOCATION
October 5	9:00 a.m.	Special Education Advisory Panel	Louisiana Department of Education Thomas Jefferson Room 1-136 1201 N. Third Street, Baton Rouge
October 12	9:00 a.m.	BESE Full Board Meeting	Louisiana Department of Education Louisiana Purchase Room 1-100 1201 N. Third Street, Baton Rouge
October 17	12:00 p.m.	Accountability Commission	Louisiana Department of Education Thomas Jefferson Room 1-136 1201 N. Third Street, Baton Rouge
November 1	12:00 p.m.	Accountability Commission	Louisiana Department of Education Thomas Jefferson Room 1-136 1201 N. Third Street, Baton Rouge
November 1	5:00 p.m.	Public Feedback Meeting	Bossier Parish Community College Auditorium 6220 East Texas Street, Bossier City
November 2	9:00 a.m.	Superintendents' Advisory Council	Louisiana Department of Education 1201 N. Third Street, Baton Rouge
November 4	10:00 a.m.	Public Feedback Meeting	McDonogh 35 High School 4000 Cadillac Street, New Orleans
November 7	5:00 p.m.	Public Feedback Meeting	Opelousas Senior High School Auditorium 1014 Judson Walsh Drive, Opelousas
November 16	9:00 a.m.	Special Education Advisory Panel	Louisiana Department of Education 1201 N. Third Street, Baton Rouge
December 5	12:00 p.m.	Accountability Commission	Louisiana Department of Education Thomas Jefferson Room 1-136 1201 N. Third Street, Baton Rouge
December 6-7	TBD	BESE Meetings	Louisiana Department of Education Louisiana Purchase Room 1-100 1201 N. Third Street, Baton Rouge

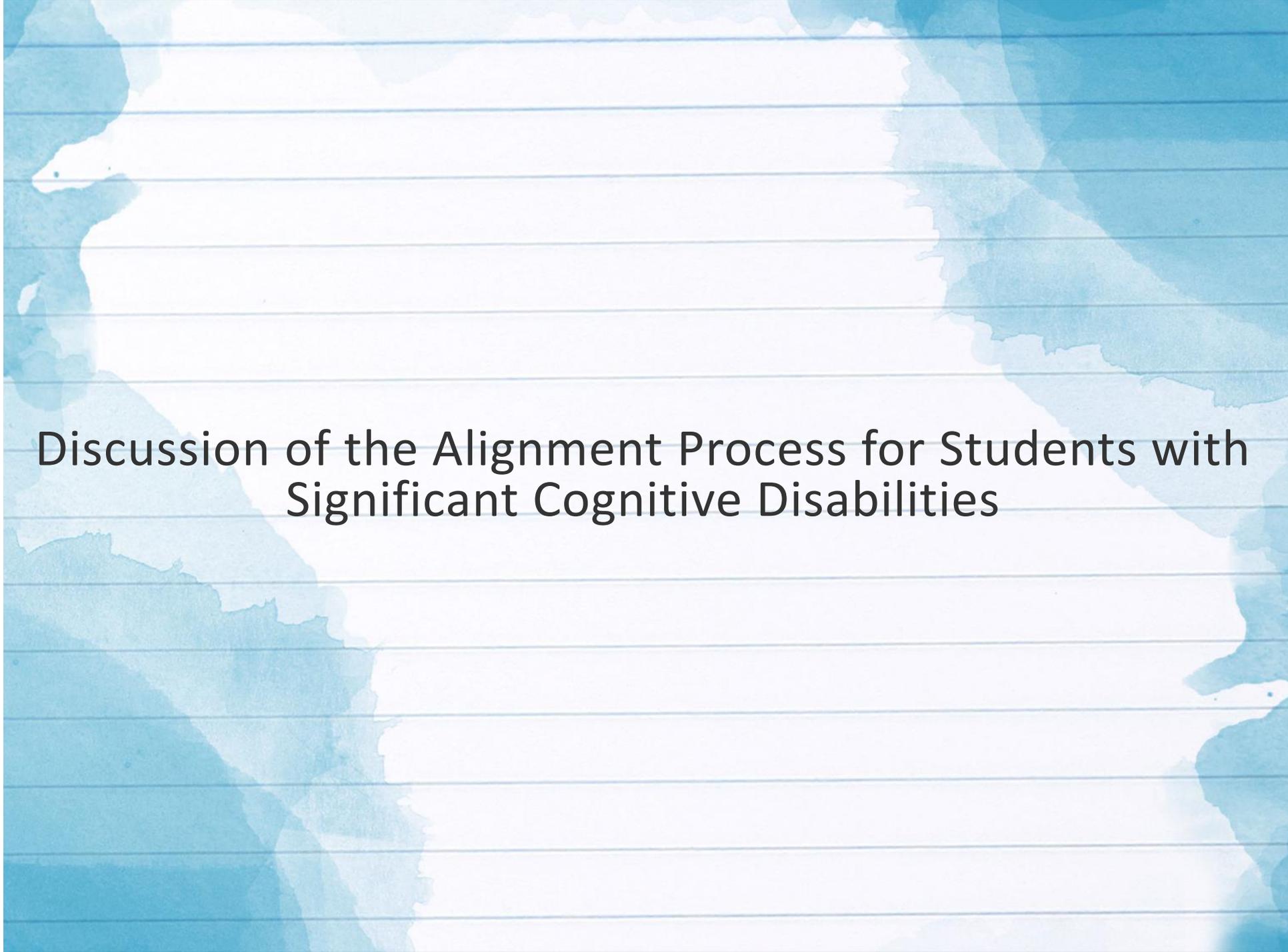
# ESSA Tools and Resources

All information regarding ESSA meetings such as meeting presentations, sign-in sheets and recordings, and plan development can be found at [www.louisianabelieves.com/essa](http://www.louisianabelieves.com/essa).

The following tools have been released to support stakeholder's understanding of ESSA and Louisiana's plan.

- [ESSA Overview](#)
- [Louisiana's ESSA Plan Timeline](#)
- [ESSA Statewide Meeting Presentation](#)
- [ESSA Listening Tour Report](#)
- [ESSA Draft Framework](#)

Please email [essalouisiana@la.gov](mailto:essalouisiana@la.gov) with questions.



# Discussion of the Alignment Process for Students with Significant Cognitive Disabilities

# Background

- The Louisiana State Standards were revised in the Spring 2016 and now we are working on aligning the Extended Standards.
- The LDOE completed a comparative analysis of the Louisiana Student Standards, the Louisiana Extended Standards, and The National Center and State Collaborative (NCSC) Core Content Connectors to develop a draft of aligned standards for students with significant cognitive disabilities.

# Alignment Approach – ELA and Math

- The analysis showed that there is some, but not complete alignment between the Louisiana Student Standards and the NCSC core connectors. As a result, the alignment between the Extended Standards required some adjustments.
- Where discrepancies were found, edits were recommended. These edits ensure that the Louisiana State Standards are fully and accurately accessible to all students through the extended standards.

# Approach - ELA

Here is an example of when there was a 1:1 correspondence between Louisiana State Standards and NCSC's Common Core Connectors:

<b>Standards</b>
<b>Grade 3 students:</b>
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
<b>Extended Standards</b>
3.RI.j1 Identify signal words that help determine what the text structure is in an informational text.
3.RI.j2 Describe the connection between sentences and paragraphs in a text.

# Approach - Math

Here is an example of when there was a discrepancy between Louisiana State Standards and NCSC's Common Core Connectors:

Standards
<b>Grade 2</b>
2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
Extended Standards
3.ME.1a1 Tell time to the nearest 5 minutes using a digital clock.

# Approach - Math

Here is an example of when there was a discrepancy between Louisiana State Standards and NCSC's Common Core Connectors (high school):

Standards	Extended Standards
<b>Algebra I</b>	
A1: N-RN.B.3 Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	H.NO.2b1 Explain the pattern for the sum or product for combinations of rational and irrational numbers.
A1: N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	H.ME.1a1 Determine the necessary unit(s) to use to solve real-world problems. H.ME.1a2 Solve real-world problems involving units of measurement
A1: N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.	
A1: N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	

# Branding

- Historically, the learning expectations for students with significant cognitive disabilities have been defined as the Extended Standards and the Louisiana Alternate Assessment Level 1 (LAA1). Is this still the appropriate name?

<u>Standards</u>	<u>Assessment</u>
<b>Current</b>	
Extended Standards	LAA 1
<b>Proposed</b>	
Louisiana Learning Connectors	LEAP Connect

# Timeline and Engagement Process

<b>Timeline</b>	<b>Overview</b>	<b>Objective</b>
<i>July</i>	<i>Initial stakeholder discussions</i>	<i>Discuss process, timelines, and guiding principles with stakeholders</i>
<i>August</i>	<i>Alignment proposal</i>	<i>Work with stakeholders and experts to determine alignment approach</i>
September-October	Public comment/ survey period	Solicit public feedback on proposal
November	Finalize proposals	Review public feedback (in-person, virtual opportunities) and finalize proposals
December	Alignment and alternate assessments finalized and recommended to BESE	Adopt proposal

# Act 303 (2016) Update

## Act 303 Requirements

*“A person who is no longer enrolled in a public school but was identified as a student with an exceptionality as defined in R.S. 17:1942(B), except a gifted or talented student, and who previously failed to receive a high school diploma or was denied graduation solely for failing to meet the exit examination requirements pursuant to State Board of Elementary and Secondary Education rules, regulations, or policy may petition the city, parish, or other local public school board to determine if he is eligible to receive a high school diploma pursuant to this Paragraph. A petition shall be submitted to the local school board by December 31, 2017.”*

# Former Students Actions

## Eligibility

- Must have been identified as a student with a disability receiving special education services from a Louisiana public school
- Denied graduation solely for failing to meet the exit examination requirements

## Action

- Petition the city, parish, or other local public school board to determine if he is eligible to receive a high school diploma
- By December 31, 2017

# District Actions

## Districts will:

- Receive petition (deadline is December 31, 2017)
- Determine eligibility of student
- • Print diploma and transcript
  - Use local supply of blank diplomas and locally issued transcripts
  - Do not enter student information into SIS or STS
- • Submit the following to the designated DOE personnel:
  - Student Count: Number of diplomas issued
    - Submission dates: January 30, 2017, July 30, 2017 and January 5, 2018
    - to Rebecca Hanberry at [rebecca.hanberry@la.gov](mailto:rebecca.hanberry@la.gov)
  - Diploma Requests: completed diploma request forms
    - Only if blank diplomas are needed
    - to Zoa Bain at [zoa.bain@la.gov](mailto:zoa.bain@la.gov)

# State Actions

DOE will:

- Record student count
- No later than January 31, 2018, report total number of diplomas issued by district

Submit Questions to:

Rebecca Hanberry  
rebecca.hanberry@la.gov  
225-342-9512

# IEP/IAP Updates

# Support & Resources: Forms

Features on the assessments fall into three categories: **Features for All, Accessibility Features, and Accommodations.**

- Features for All are available to all students through the online platform and for paper-based testing.
- Accessibility features are available to all students – with some features provided automatically and other features which must be activated. These are documented on the Personal Needs Profile (PNP) for planning and documentation purposes. Guidance on activating features for testing will be available in the eDIRECT User Guide.
- Accommodations are available to students with an IEP, IAP, or LEP.

The Accessibility and Accommodations Manual and Overview along with the Personal Needs Profile (PNP), Limited English Proficient (LEP), Individual Accommodations Plan (IAP), Individualized Education Program (IEP), and Unique Accommodations forms can be located in the [Assessment Library](#).

# Accommodations Forms Update

For the past three years guidance has been given on the transition to online assessments and the addition of online components on accommodations forms.

The updated [PNP](#), [LEP](#), [IAP](#), and [IEP](#) forms have minor updates that include new features and clarifications. The Summary of Updates to Accommodations Forms guidance document can be located [here](#). All updated forms can be found in the [Assessment Library](#).

The EOC Fall 2016 deadline to finalize IEP, IAP, and LEP accommodations prior to fall EOC administration is October 28.

# LEP Form, PNP, and IAP Updates

## Limited English Proficient (LEP) form:

- New Feature: Math assessment available in Spanish for EOC

## Personal Needs Profile (PNP):

- New Feature: High school now included
- Clarification: Math assessment specifies read aloud for grades 3-8

## Individual Accommodations Plan (IAP):

- New Features
  - Option to select more than one disability in Academic/Learning characteristic section
  - Statewide Assessment Accommodations includes online section for all content areas and symbols for access for all, accessibility features, and accommodations
- Clarifications
  - Codes for disabilities aligned to SIS
  - Disruptive Mood Dysregulation Disorder language corrected
  - Bottom of page one includes, “If no accommodations are necessary, go directly to part J”.

# IEP Form Updates

## Individualized Education Program (IEP) Form:

- New Features
  - Information for alternate assessment and alternate pathway to a diploma
  - Statewide Assessment Accommodations includes online Social Studies column for grades 3-8 and a paper option for Science
  - Statewide Assessment Accommodations includes symbols for access for all, accessibility features, and accommodations for EOC
- Clarification
  - Language clarified in Consent for Services section on Placement page

\*The IEP printed form is identical to the online version.

# DTCs, STCs, and Special Education Coordinators

District Test Coordinators are responsible for logistics, test security, and training. Many of the responsibilities rely on a strong partnership with Special Education Coordinators to ensure a smooth district wide assessment administration. The DTC role includes:

- Partnering with the Special Education and Section 504 coordinators to ensure that student information in online data systems reflect the correct accessibility features and accommodations required for testing
- Training school test coordinators, district special education directors/supervisors, district Section 504 coordinators, district student information system coordinators, and principals

School Test Coordinators are responsible for school based logistics, test security, and training. STCs must collaborate with school level special education personnel and teachers to ensure the accommodations are properly administered. The STC role includes:

- Making arrangements for a location to test students with certain accommodations or in the case of untimed tests, students who need time beyond that scheduled to complete testing
- Compiling a list of students approved for accommodations, with the accommodations they are to receive, and providing a list of such students in a testing group to individual test administrators
- Supervising test administrators who must transfer student answers from large-print, braille, or other accommodation formats to a scorable answer document

# Support & Resources: Continuous Support

Continuous support is provided through the weekly newsletters and is available when seeking specific information or assistance about assessments and accountability.

## ***Office Hours and Monthly Calls***

- Every Tuesday at 1:00 PM
- Webinar Link: <https://louisianaschools.adobeconnect.com/dtc/>
- Enter the meeting room as a guest and provide your name.
- Call-In Information: (646) 307-1380; meeting room #951155484

## ***Assessment@***

- All stakeholders are encouraged to email assessment and accountability questions and/or concerns to [assessment@la.gov](mailto:assessment@la.gov).

## ***Assessment Hotline***

- District-level staff may call the Assessment Hotline at **844-268-7320** if they have assessment and accountability questions that require immediate assistance.

# Next Steps

- Meet with DTC to formulate communication and training plan for district and school level personnel.
- Add DTC monthly calls and office hours to your calendar.
- Email [assessment@la.gov](mailto:assessment@la.gov) if you are interested in being part of the Accommodations Advisory process which will guide decision making for the 2017-2018 school year.

Next Steps/ Updates

# Updates

- SER
- Seclusion and Restraint
- Graduation Waivers