

Louisiana Believes

**SPED Leader Collaborative
November 2016**

Agenda

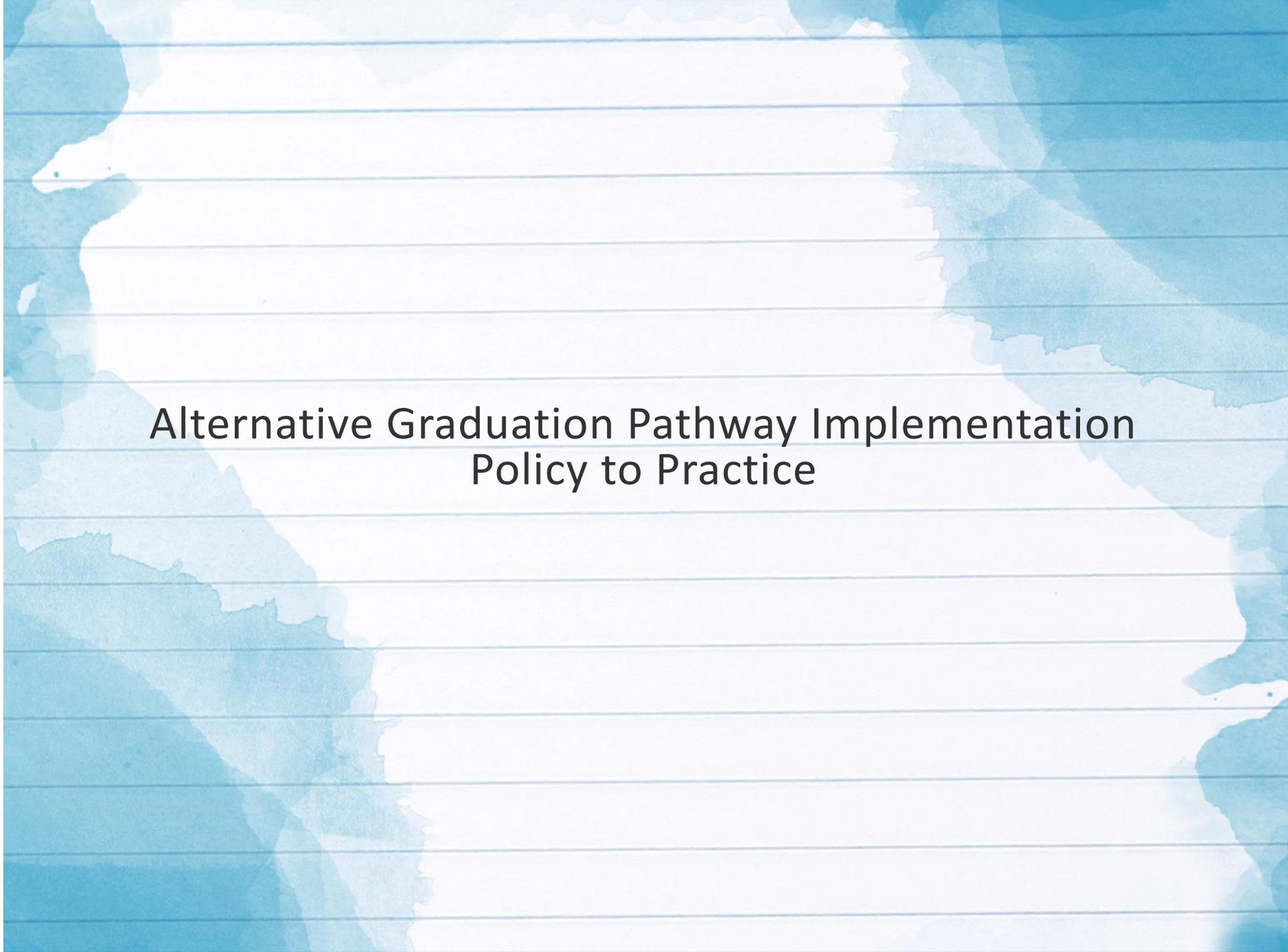
- Future Meetings and Topics
- Alternative Graduation Policy to Practice Discussion
- Extended Standards Review Process
- Next Steps/ Updates

Future Collaborative Topics

Future Collaborative Event Focus

If you are interested in leading part of these discussions please contact specialeducation@la.gov

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



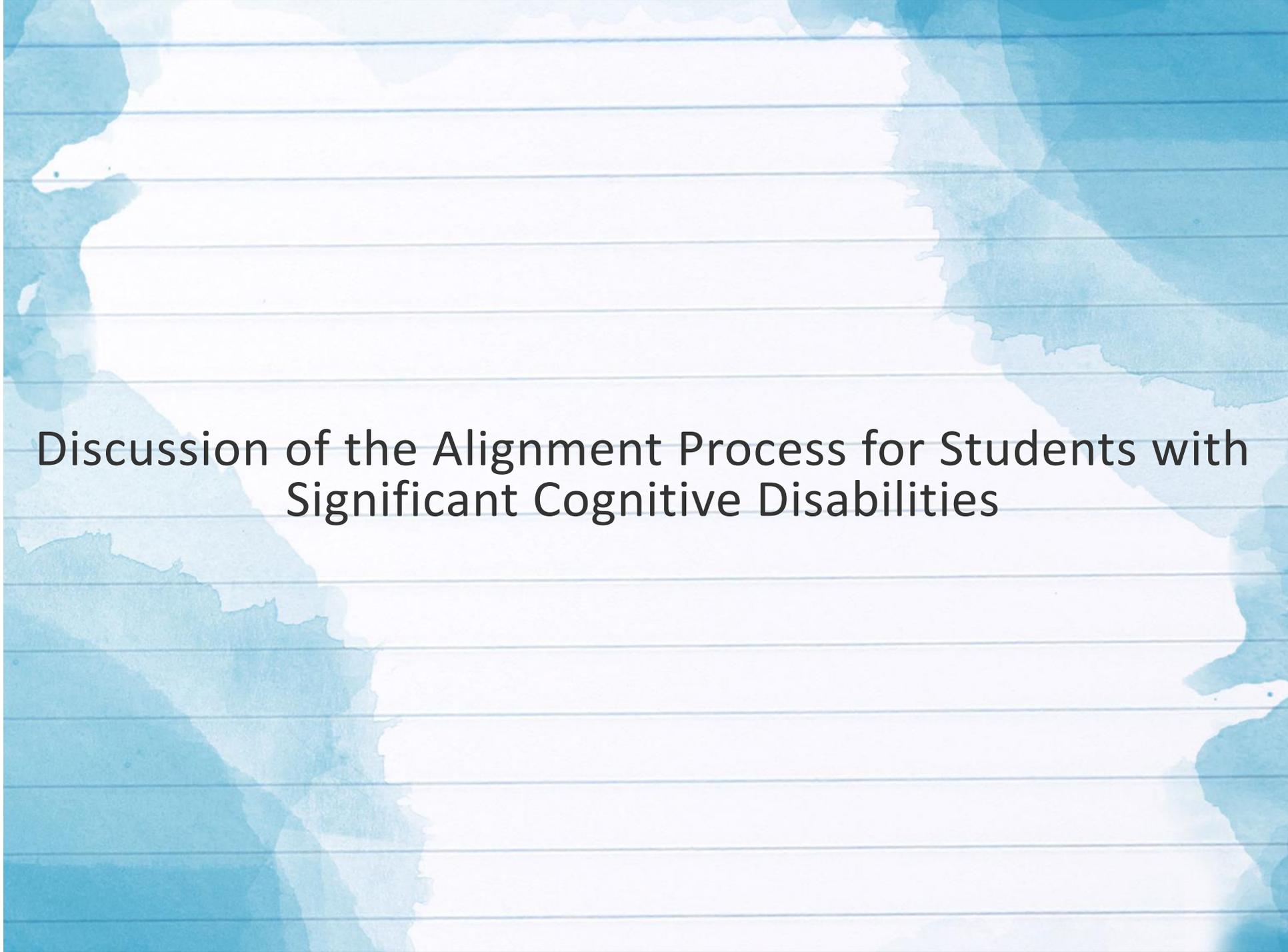
Alternative Graduation Pathway Implementation Policy to Practice

Policy to Practice: Implementing Alternate Pathways

- Topic 1: Training different stakeholders
 - Caddo Parish Schools will discuss
 - Initial training steps
 - Action steps related to training for Act 833
 - » Who was trained?
 - » When was the training?
 - » How often was training conducted?
 - Training for the pathway for students assessed on LAA1
 - What training looks like now
 - On-going training efforts
 - Next steps

Policy to Practice: Implementing Alternate Pathways

- Topic 2: Creating a successful path for eligible students
 - St. Tammany Parish Schools will discuss
 - Six Steps for Implementation
 - Determine eligibility
 - Data analysis
 - Planning for the IEP: Drafting goals and objectives
 - The IEP team meeting
 - Monitoring student progress
 - Awarding of Carnegie Unit
 - Student examples



Discussion of the Alignment Process for Students with Significant Cognitive Disabilities

Context

- The Louisiana Department of Education (LDE) is continuing to support districts, schools and teachers who work with students with significant disabilities. In the coming few years, the LDE plans to deepen the resources and support available in order to ensure success for all students.
- As part of this work, the LDE is aligning the Extended Standards for students with significant cognitive disabilities to the newly-revised Louisiana Student Standards.

Louisiana Connectors: Branding

Historically, the learning expectations for students with significant cognitive disabilities have been defined as the Extended Standards and have been measured by the Louisiana Alternate Assessment Level 1 (LAA1). The new proposal includes revising the name of both the standards and the corresponding assessment.

	Former	Proposed
Standards	Extended Standards	Louisiana Connectors
Assessment	LAA 1	LEAP Connect

Louisiana Connectors: Format

- The draft Louisiana Connectors documents for math and English are formatted so that the Louisiana Connectors are located side-by-side with the corresponding Louisiana Student Standard.
- Each individual Louisiana Connector names the benchmark to be met on the pathway to achieving of the Louisiana Student Standard.
- If a Louisiana Connector is not present in the document, this indicates that the learning expectations did not appear in the NCSC Learning Progressions Framework which identified the core content of each grade. As a result, there are no corresponding Louisiana Connectors for such standards.

Louisiana Connectors: Coding

The coding for the Louisiana Connectors reflects those of the Louisiana Student Standards and adds two appendages: an “LAC” to indicate that this is a Louisiana Connector and an additional tag (e.g. “a, b, c...”) that shows the breakdown of the LSS into the corresponding skills under the Louisiana Connectors. Public feedback indicates that “LAC” should be changed to “LC”

Louisiana Student Standard ELA Grade 9	Draft Louisiana Connectors (LAC)
<p>RL.9-10.1 Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>LAC.RL.9-10.1a Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose, or theme within a text.</p> <p>LAC.RL.9-10.1b Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text.</p>

Approach

- 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

Additionally, direct mentions of “writing” and “speaking” were replaced with “communicating” and “permanent product” (when used as a noun)

Grade 3 Louisiana Student Standard:

- Write opinion pieces on topics or texts, supporting a point of view with reasons; introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

Grade 3 NCSC Content Connector:

- Introduce the topic or text within persuasive writing by stating an opinion.

Grade 3 Louisiana Content Connector:

- Produce an opinion piece which introduces the topic or text they are communicating about and states an opinion.

BESE Policy Documents

To ensure full alignment between the Louisiana Student Standards and the Louisiana Connectors, content and format revisions are necessary in Bulletin 127

Part CXLI. Bulletin 127—LEAP Alternate Assessment, Level 1 (LPAA 1) Extended Standards

Chapter 1.	General Provisions.....	2
§101.	Introduction	2
§103.	Purposes of the Extended Standards Handbook	2
§105.	Extended Standards Development.....	2
§107.	Conclusion	3
§109.	Definitions	3
Chapter 3.	English Language Arts	3
Subchapter A.	General	3
§301.	Introduction	3
§303.	Definitions	4
§305.	Elementary School—Third-Fourth Grades	5
§307.	Middle School—Fifth-Sixth Grades; Seventh-Eighth Grades	5
§309.	High School—Ninth-Twelfth Grades.....	5

BESE Policy Documents

To ensure full alignment between the Louisiana Student Standards and the Louisiana Connectors, content and format revisions are necessary in Bulletin 127

Part CLXIX. Bulletin 141—Louisiana Student Standards for English Language Arts

Chapter 1.	Introduction.....	1
§101.	Introduction	1
Chapter 3.	Kindergarten	1
§301.	Reading Literature	1
§303.	Reading Informational Text.....	1
§305.	Reading Foundations	1
§307.	Writing.....	2
§309.	Speaking and Listening	2
§311.	Language	2

Timeline and Engagement Process

- September 21, 2016- Work Group Meeting
- October 5, 2016- Special Education Advisory Panel Discussion
- October 18, 2016- Public Comment Begins
- November 1, 2016- Alignment Overview Webinar from 2:30-3:30
- November 3, 2016 – Alignment Overview Webinar from 2:00-3:00
- November 7, 2016- Work Group Meeting
- November 16, 2016- Special Education Advisory Panel
- November 18, 2016- Public Comment Closes
- November 21, 2016- Work Group Meeting
- December 6, 2016- BESE Considers Proposal
- Winter 2017- Summer 2017- Resource Development and Training

Resource Development and Training Discussion

The shared goal of the NCSC partners is to ensure that students with the most significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. The [wiki and the materials hosted here](#) help educators accomplish the NCSC goals by supporting instruction aligned to the Common Core State Standards (CCSS).

The materials on the wiki can also be used in states that are not using the CCSS. Much of the content that is covered on the wiki will also appear in other Mathematics and English Language Arts state standards.

What tools, resources, and training will be most helpful for implementing the Louisiana Connectors?

Next Steps/ Updates

Updates

- Spending updates for flood impacted districts

Next Steps

- Webinar: December 8, 2016 and January 12, 2017
- Supervisors Regional Collaborative:
 - Baton Rouge- December 9, 2016
 - Jefferson- December 12, 2016
 - Lafayette- December 13, 2016
 - Ruston- December 15, 2016
- SEAP and Leader Collaborative: January 25, 2016