

Louisiana Believes

**Alternative Education Redesign:
A Model for Student Support and Success**

Objectives

- Describe the goals of Alternative Education (AE) Redesign
- Build knowledge of the AE Redesign core components and guiding principles
- Present the strategies LDOE provided to support school systems implementation of AE Redesign
- Share the new AE authorization and site approval process
- Review modifications in accountability for AE schools

Agenda

- AE Redesign Background and Context
- AE Core Components and Policy Revisions
- AE Redesign Implementation Path Forward
- Modified Accountability for AE schools
- Behavioral Intervention Connections to AE
- Questions and Answers

AE Redesign Background and Context

AE Background and Context: Study Group

- Louisiana Department of Education (LDOE) convened an AE Study Group in Spring 2017 to explore current practice and educational services provided in alternative schools and programs.
- The study group included administrators, AE principals, juvenile judge, curriculum staff, SPED directors, teachers and children's advocacy organizations.
- The Study Group charge was to:
 - Conduct a strategic assessment of current practice and policy;
 - Identify support services and guiding principles available to AE students, educators, and families; and
 - Explore partnerships to enhance and expand the effectiveness of AE.

Alternative Education Redesign Alignment to State Statutes & ESSA

- The guiding principles of the study group's report align to current state statutes for AE schools and programs:
 - R.S. 17:252 – behavior and mental health interventions; data reporting
 - R.S. 17.416.2 – academic, behavioral, and mental health interventions
 - R.S. 17:221.4 – dropout prevention
- The study group also anticipated ESSA, which provides an opportunity to
 - Reconsider the evaluation and performance reporting on alternative schools; and
 - Leverage federal funds to support school systems in their implementation of strong AE redesign plans.

Alternative Education Study Group

The AE Study Group set out to accomplish the following:

- Conduct a strategic assessment of current AE practice and policy;
- Develop a state action plan to define effective alternative education and accountability measures;
- Identify support services and programs available to alternative education students, teachers, and families; and
- Develop partnerships to enhance and expand the effectiveness of alternative services.

Based on a review of AE site data and insights from 70 AE site visits, the study group reached the following conclusions about current AE practices:

- Students are often suspended/expelled from a sending school for minor to moderate infractions;
- Students at many alternative schools do not receive needed academic, behavioral, social and emotional services; and
- AE sites should be evaluated based on their ability to address unique needs of students.

Alternative Education Study Group

The study group report, issued Oct. 2017, provided guiding principles for redesign.

LDOE should prioritize:

- **Appropriate accountability** for AE services and enhanced data reporting by school systems
- Providing **best practice guidance** around effective behavioral intervention
- Opportunities for **high quality professional development** to address comprehensive academic, behavioral and social/emotional needs of students
- Building **communities of support** for educators, students and families

School Systems should prioritize:

- **Effective discipline practice** at the sending school
- Provision of **transitional processes** and supports to AE
- Implementation of academic and behavioral **interventions** to address the students' underlying issues
- **Support services**, as well as core academic and career readiness opportunities for students receiving AE services

AE Core Components and Policy Revisions

Revised Policy Promoting High-Quality AE

Improving AE required substantive policy revisions.

- BESE Bulletin 131 revisions align to the guiding principles of the study group report.
- Policy revisions require a new authorization process to ensure all students have access to high quality services and supports:
 - Transitional Planning and Support
 - Student Learning Plan
 - Behavior Intervention
 - Academic Intervention
 - Specialized Staff Support
 - Educator Engagement

Align AE Site Approval Process

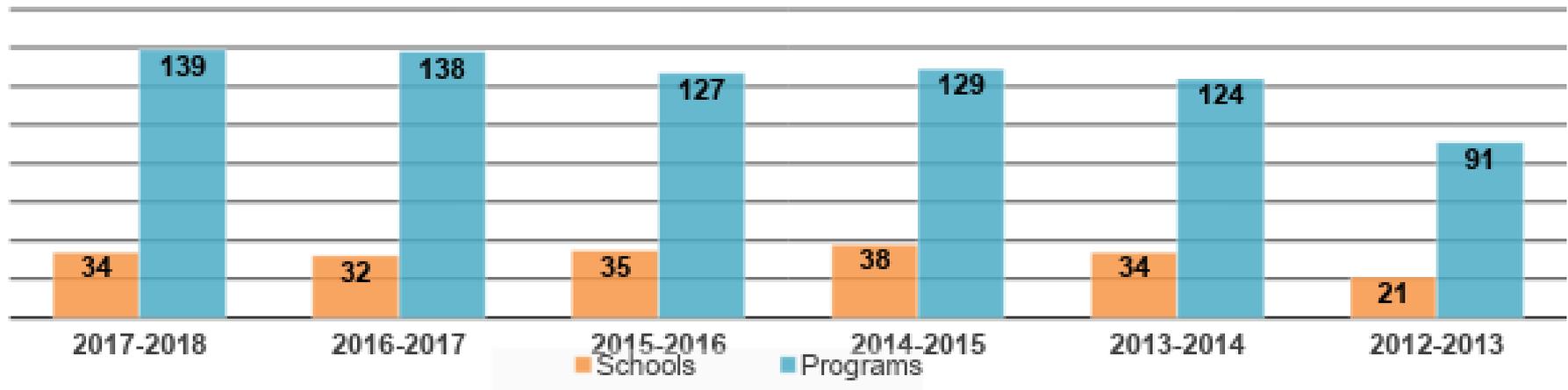
The new authorization process prioritizes school systems providing a comprehensive AE site plan that aligns to state statute:

- **Transitional Planning & Support** – to identify a structure that allows AE sites to receive information from the sending school to support timely student evaluation and planning
- **Behavior Intervention** – to ensure students' access evidence based interventions targeting the underlying cause of referral to AE site
- **Academic Intervention and Student Learning Plan** – to ensure students' have access to appropriate courses and interventions that lead to academic progress
- **Specialized Staff Support** – to identify specialized staffing able to meet the unique needs of students'
- **Educator Engagement** – to ensure educators access professional development that supports the needs of the targeted student population

Annual Designation of AE Sites

In 2017-2018, there were 139 programs and 34 schools providing AE services.

6-Year Trend of School and Program Approval



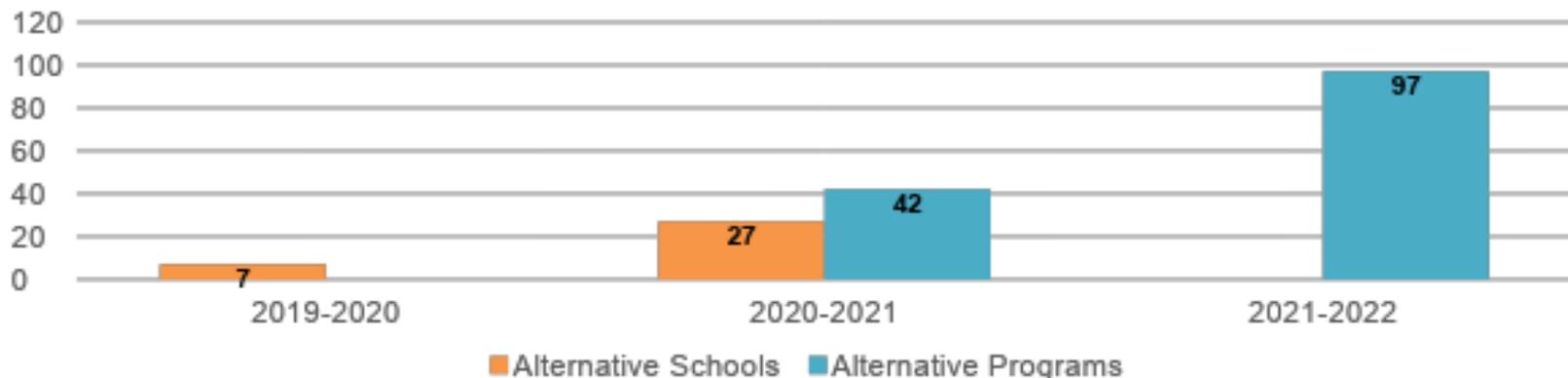
The new authorization process promotes school systems using discipline data to make appropriate decisions regarding the authorization request for a school or program.

Align AE Site Approval Process

A new authorization process will provide three years for school systems to achieve full AE redesign implementation (2019-2022).

- Year 1 (2019-2020): Pioneering AE schools will submit an application using the new process and to implement new policy, interventions and strategies
- Year 2 (2020-2021): All remaining AE schools and 30% of AE programs will submit using the new process
- Year 3 (2021-2022): All AE programs will submit using the new process

3-Year AE Redesign Approval Implementation



* Annual scale of implementation is based on number of schools and programs approved by BESE in 2017-2018

AE Redesign Implementation Path Forward

AE Authorization Timeline and Process

Activity	Date
<ul style="list-style-type: none"> • New AE Application released • All school systems must complete one of the three options: <ul style="list-style-type: none"> ○ NEW AE sites must complete revised application ○ Existing AE schools can decide to participate in new authorization process ○ All school systems must confirm existing AE sites 	January 30, 2019
LDOE hosts information webinar on new AE authorization process	February 7, 2019 3:00pm -4:00pm February 12, 2019 9:00am-10:00am
All Applications and school system confirmations due Interviews with LDOE on AE Site applications	March 1, 2019 March 11-15, 2019
LDOE presents BESE with final AE Site List for approval	April 16/17, 2019

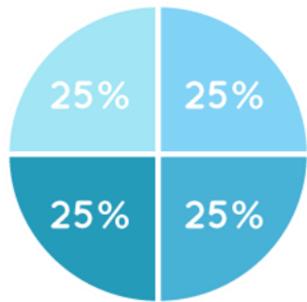
New AE Authorization Application

<https://form.jotform.com/LDOE/AENewChangeVerify>

Modified Accountability for AE schools

AE School Rating Formula

Alternative education schools serve students referred for long-term services and should thus be evaluated based on annual outcomes of students.



High School Accountability

- State Assessment Performance and Progress
- ACT/WorkKeys
- Strength of Diploma
- Graduation Rate

AE High School Accountability

- State Assessment Progress
- Current Year Core Credit Accumulation
- Second Year Dropout/Credit Accumulation
- Credential Attainment

Alternative Elementary/Middle School Accountability would be preliminarily based 100% on state assessment progress, but LDOE will explore other possible metrics.

As the **Interests & Opportunities** indicator (5% of accountability scores) is developed, a model appropriate for inclusion in AE school accountability should also be considered.

LEAP/EOC Student Progress (25%)

The Progress Index measures how well students are progressing towards "Mastery" throughout the school year, regardless of where they started. This measure values the individual progress of every student, and not just their performance at the end of the year.

The progress index is calculated for alternative schools in the same manner as it is calculated for all public schools, but will also include English language proficiency progress for English learners.

In AE schools in 2017-2018, 33 percent of students demonstrated "top growth" on ELA and math assessments, compared to 46 percent of all students statewide. However, AE school performance ranged from above the state average (47 percent) to as low as 9 percent.

Student Progress	Index Point Award
On track to Mastery or Advanced	150
80-99th percentile	150
60-79th percentile	115
40-59th percentile	85
20-39th percentile	25
1-19th percentile	0

Current Year Core Credit Accumulation (25%)

Students attending AE schools receive access to remedial instruction and academic supports to help students earn Carnegie credits and address academic deficiencies.

All students must earn at least 12 core academic (ELA, math, science, and social studies) credits in order to graduate, or approximately 3 core credits per year and 2 credits per semester.

Students are included in the calculation once for each semester they are enrolled at the AE school. For example, a student enrolled on or before October 1 and remaining enrolled through the end of the school year would count twice. Students enrolled only in semester 1 are included once. Schools earn points based on the credits earned in each semester.

Number of Core Academic Credits (One Semester)	Index Point Award
3 or more	150
2.5	125
2	100
1.5	75
1	50
0.5	25
0	0
Dropout	0

Second Year Dropout/Credit Accumulation (25%)

AE schools are responsible for establishing a documented plan coordinated with an Individual Graduation Plan (IGP) for every student to support successful transitions.

The dropout/credit accumulation index measures Carnegie units earned in the school year following enrollment at an alternative school for at least one semester.

In order for students to be included in the calculations, they must be enrolled at least one semester (1 or 2) in the prior year *and* have been considered full academic year at a Louisiana public school for the current school year.

Students in grade 12 in the prior year and students exiting with a diploma or HiSET[®] are excluded from the dropout/credit accumulation calculation.

Number of Carnegie Units	Index Point Award
7 or more	150
6.5	125
6	100
5.5	75
5	50
4.5	25
4 or less	0
Dropout	0

Credential Attainment (25%)

Louisiana's goal for all students is that they graduate from high school prepared for success in post-secondary education and a career in a high wage, high growth sector.

The credential attainment index measures the graduation outcomes for students in the 12th grade *only* (unlike Strength of Diploma in traditional accountability).

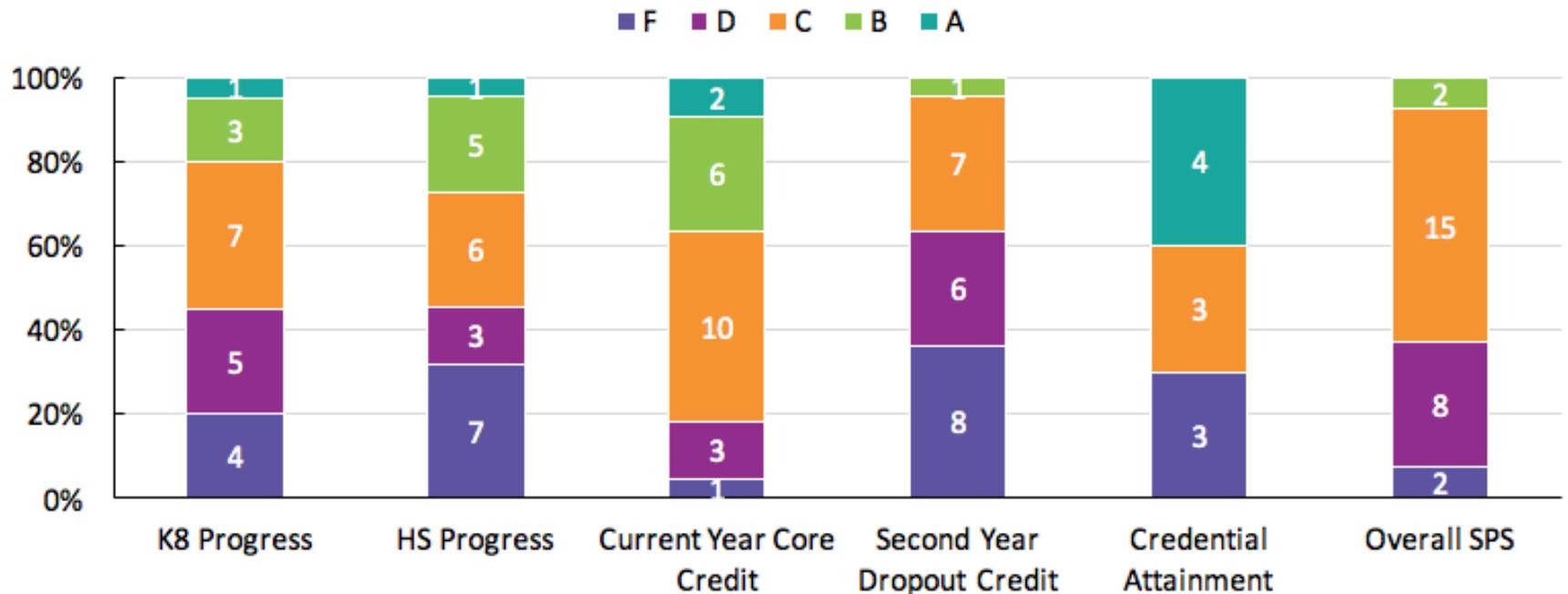
To be included in the credential attainment index calculation, a student must be enrolled in the alternative school on or before February 1 for at least 45 days and be in the 12th grade at the start of the current school year.

Strength of Diploma	Points Awarded
HS Diploma plus AP, IB, JumpStart credentials, CLEP, TOPS-aligned dual enrollment course completion, Associates Degree	110-160
HS Diploma	100
HiSET/GED + JumpStart credential	40
HiSET/GED	25
Non-graduate without HiSET/GED	0

Simulated Alternative School Accountability Formula Results

In preliminary simulations, 63% of AE schools earned a “C” or better, though no schools earned an “A.” The letter grade scale is the same as the regular accountability formula. Results varied by index.

Simulated Alternative School Accountability Formula Results



New Students on Cohort Roster: New Alternative School Accountability Credit Attainment Index

The cohort graduation rosters will include some new students that will need to be checked prior to the calculation of the credential attainment index that will be used in the calculation of the 2019 school and school system performance scores. Requests for changes should be submitted when data are not updated or accurate.

The new credit attainment index measures the outcomes of students in grade 12 in alternative schools, and may also include students in grade 11 with specific exit codes. Some of these students may also be members of the 2017-2018 graduation cohort and will be included in the school system graduation rate.

Rosters will include:

- Students who were enrolled in grade 12 at the beginning of the year and meet the full academic year requirements (same FAY as all other schools) for the alternative school.
- Students who were enrolled in grade 11 at the beginning of the year, meet full academic year requirements, and have exit codes that match the categories in the table (04-diploma; 05-HiSET)

For these students, it will be very important to check for AP, DE, CLEP and Jump Start credentials.

New Alternative School Accountability DCAI Rosters

Four new alternative school rosters will be posted to the La Data Review system as downloadable roster files. They are provided for information only and there will be no changes submitted for them

- 1. *Simulated Prior Year Student Roster for DCAI:*** These rosters will include students who met the enrollment requirement for the 2016-2017 school year and will include credits for any subject that were reported in STS in 2017-2018. If student was not in a high school grade in 2017-2018, they will not be included in the index.
- 2. *Simulated School Level Result Roster:*** This roster will include simulated prior year results for the alternative school DCAI for all alternative schools in the school system.
- 3. *Current Year Student List:*** These rosters will include students who met the enrollment requirement for the 2017-2018 school year and will be included in the new indices and SPS calculated for alternative schools in 2019. Credits will not be reported on the roster since all credits will not be finalized until the end of the academic year. The school in which the student is currently enrolled will be provided in the rosters.
 - As with the regular school DCAI, students may be in any public or scholarship high school in Louisiana in 2018-2019 and meet full academic year requirements.
 - Dropouts will be counted as zeros regardless of credit count.

New Alternative School Accountability Core Academic Credit Accumulation Rosters

In addition to the new DCAI rosters, four new alternative school rosters will be posted to the La Data Review system related to the core credit accumulation index as downloadable roster files. They are provided for information only and there will be no changes submitted for them.

- 1. *Simulated Prior Year Student Roster for Core Credit:*** These rosters will include high school students who met one or both semester enrollment requirement for the 2017-2018 school year and will include ELA, math, science and social studies credits that were reported for them in STS in 2017-2018 and earned at the alternative school.
- 2. *Simulated School Level Result Roster:*** This roster will include simulated prior year results for the core academic credit index for all alternative schools in the school system.
- 3. *Current Year Student List:*** These rosters will include students who met one or both semester enrollment requirement for the 2018-2019 school year and will be included in the new indices and SPS calculated for alternative school scores in 2019. Credits will not be reported on the roster since all credits will not be finalized until the end of the academic year. The current school will be provided in the rosters.
 - Dropouts will be counted as zeros regardless of credit count.

Behavioral Intervention Connections to AE

Behavior Intervention (BI) Connections to AE

R.S. 17:252 addressed the model master plan for behavior and discipline providing improved mental health services in or through schools

- Improving classroom management using positive behavioral supports and other effective disciplinary tools
- Improving methods and procedures to handling suspension, referral to alternative schools and the use of seclusion and restraint
- Providing for better reporting on school behavior and discipline
- Requires training for educators and administrators on:
 - Classroom management
 - Positive behavioral supports
 - Conflict resolution/Mediation
 - Cultural competence
 - Restorative practices
 - Adolescent development

BI Connections to AE

- The law focuses on supervision of suspended or expelled students in alternative education programs
- In an effort to support the on-time graduation of students who are suspended, expelled, or at high risk for dropping out or entry into the juvenile justice system, interventions and supports must be provided in three areas:
 - Academic
 - Behavioral
 - Mental health

BI Redesign

- As part of Louisiana's ESSA plan, any school identified under Urgent Intervention Required (UIR) for discipline have out-of-school suspension rates more than double the national average for 3-years.
- UIR schools are required to submit a plan to the Department for improvement and an application for funding to support its implementation. The UIR discipline plan will include identification of a high quality partner to assist in implementation of a multi-tier system of support (MTSS) to respond to student behavior.
- MTSS prioritizes alignment of resources and support for students, teachers and staff and includes
 - Universal screening of all students for social and emotional needs,
 - Collaborative data-based decision making to guide more intensive screening and referrals,
 - Evidence based interventions for students that struggle in routine instruction and social-emotional behaviors, and
 - Frequent progress monitoring of interventions to facilitate necessary adjustments.

LDOE Funding and Support

To assist school systems with implementation of the new AE model, LDOE will provide redesign resources and strategies:

- Schools with high rates of out-of-school referrals are eligible for ESSA funding under the Urgent Intervention requirement.
- AE schools with comparatively low student performance are eligible for ESSA funding under the Comprehensive Intervention requirement.
- A Behavioral Intervention Vendor Guide to support school systems identifying high quality partners to support development and implementation of ESSA redesign plans
- A portfolio of evidence based behavioral interventions to assist school systems in selecting a behavioral intervention response that best fits the student population and need
- A portfolio of evidence based social-emotional learning curriculum to support effective behavioral intervention in schools and programs

Q & A

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