Louisiana Believes

Special Education Leader Webinar
November 2018
Agenda + Logistics

I. School System Planning
II. Graduation Pathways
III. Data Systems
IV. Teaching and Learning
V. Measuring Results
VI. Closeout

Logistics
If you are experiencing audio difficulties, please make sure that your speakers are on and that your volume is at a suitable level.

The call will be in the listen only mode to ensure we get through the information. Please type questions into the chat box as we go along.

Dial in by phone: 1-408-638-0968
Meeting ID: 670515231
School System Planning
The Department released an improved planning process for all school systems and schools, including those identified as CIR or UIR, that:

• Unifies school systems’ priorities—The **School System Planning framework** establishes a uniform set of priorities to help school systems create one plan;

• Creates efficient processes—The **Super App** is one application for formula and competitive dollars; and

• Streamlines and accelerates timelines—The **Super App** is submitted and approved on one timeline and provides school systems with federal formula and competitive allocations before the fiscal year begins.
<table>
<thead>
<tr>
<th>Actions</th>
<th>Date</th>
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<tr>
<td>Louisiana School Finder released with 2018 Center and School Performance Scores</td>
<td>November 8</td>
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<tr>
<td>November Supervisor Collaborations focused on 2019-2020 School System Planning Process and Super App</td>
<td>Nov 8, 13, 14, 15</td>
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<td>Schools and centers communicate performance results with families</td>
<td>Winter</td>
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<tr>
<td>Department and Network teams provide technical support to early childhood programs and school systems in completing their improvement plans</td>
<td>Nov 2018-Jan 2019</td>
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<tr>
<td>School systems submit plans in Super App</td>
<td>February 1, 2019</td>
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<tr>
<td>BESE approves competitive allocations and school systems begin implementation</td>
<td>April 2019</td>
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Supporting Center and School Improvement: Communicating Results

The Department released a communications toolkit to support schools and early childhood centers in having conversations with families about this year’s performance scores.

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
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<tbody>
<tr>
<td>Louisiana K-12 accountability system overview</td>
<td>Brief overview of Louisiana’s accountability system, and what is new for this year’s school performance scores</td>
</tr>
<tr>
<td>Louisiana School Finder Flyer</td>
<td>Flyer directing families to the Louisiana School Finder and how to find information on their school/center</td>
</tr>
<tr>
<td>Parent Night Presentations (K-12 and ECE)</td>
<td>Customizable presentations that highlight school/center successes, explain how to navigate Louisiana School Finder, and information on how families can support learning at home</td>
</tr>
<tr>
<td>Animated school and center performance score videos</td>
<td>Videos explaining K-12 school and Early Childhood performance scores, available in Spanish, Vietnamese, and Arabic on the Department’s YouTube channel</td>
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</table>

Additional School Finder promotional tools such as social media graphics, website button, flyer, and poster are available in the “School Finder Toolkit” section of the Principal Support Library.

Contact assessment@la.gov with any questions.
Need additional help? The Department will hold recurring Super App office hours every Monday from 11:00 a.m. - 12:00 p.m. The November 19 meeting information is below:

- Webinar Link: [https://ldoe.zoom.us/j/594569803](https://ldoe.zoom.us/j/594569803)
- Webinar Phone Number: 669-900-6833
- Meeting ID: 594569803

The Department will host a follow-up Super App training webinar focused on allowability of funds on November 27 from 10:00 - 11:30 a.m. Please note that pre-registration is required.

Email [LDOE.GrantsHelpdesk@la.gov](mailto:LDOE.GrantsHelpdesk@la.gov) with additional Super App questions.
Challenge:
- Currently, local educators with expertise in providing effective intervention for struggling students are needed in Urgent Intervention Required (UIR) schools.

Solution:
- To build this capacity, the Department will support a teacher and leader in every UIR school to participate in the Intervention Content Leader program.
- The program will build an understanding of how to best support struggling students through high-quality intervention that is aligned to high quality curriculum.
Intervention Content Leader

The Role

The role of the Intervention Content Leader will be to:

1. Train teachers to use core instruction and intervention time so that every teacher, including themselves, can implement these interventions to ensure that all students can access a high quality curriculum.

2. Support the school leadership to ensure that all teachers in the school use effective intervention strategies.

Please contact believeandprepare@la.gov with questions.
Who should Participate?
Each UIR school must send **both an administrator and a teacher** (ideally Special Education (SPED), English Learner (EL), or ELA/ Mathematics Intervention) to the Intervention Content Leader training.

- An administrator is best positioned to impact schoolwide scheduling, staffing decisions, and redelivery of training schoolwide.
- SPED, EL, and Intervention teachers have strong content knowledge and the pedagogical skills needed to deeply understand and implement intervention strategies at the classroom level.

Seats will be available for non-UIR schools. Prices are published in the *School System Planning Guide*.

Please contact **believeandprepare@la.gov** with questions.
Louisiana believes that all students, including students with the most significant disabilities, should be held to the highest possible grade-level expectations. Over the past three years, much progress has been made to deliver on this belief, including:

- the new Louisiana Connectors standards in ELA, mathematics, and science with instructional resources
- the new aligned LEAP Connect statewide alternate assessment
- an established graduation pathway to a high school diploma for students assessed on an alternate assessment
The Department and school systems across the state have taken action to ensure the alternate assessment is reserved for students with the most significant cognitive disabilities.

### To Date

- Deepened implementation of LEAP Connectors standards and graduation pathway
- Continued development of LEAP Connect assessment in science
- Conducted alternate assessment monitoring
- Launched efforts to verify student eligibility for the alternate assessment in SER

### Upcoming

- Bring policy changes to the state’s criteria for alternate assessment participation (Bulletin 1530) to BESE in December
- Launch a suite of technical assistance, guidance and support for school systems in the Spring and Summer
- Launch a revised waiver process for school systems over 1.0 percent participation in the Summer
ESSA reinforced that only students with the most significant cognitive disabilities may participate in the LEAP Connect alternate assessment.

Further, the US Department of Education requires any state that exceeds 1.0% participation in the alternate assessment to review its definition of students with the most significant cognitive disabilities, and, if necessary, revise.

Current state policy allows students to qualify when there is evidence the disability significantly impacts cognitive and/or adaptive functioning and other elements do not reflect the most recent federal regulations.
Alternate Assessment

Addressing the Challenge

➔ In October, the Department brought together a group of experts from across the state to review current policy, and recommend any needed changes.
➔ On Wednesday, SEAP revised and endorsed policy for Bulletin 1530.
➔ In December, the Department will bring those changes to BESE.

Proposed Solution

1. Remove policy language that allows students to be eligible for the alternate assessment based on adaptive assessment results alone.
2. Add a transition clause so the graduation pathways of current high school students are not impacted.
3. Incorporate language from the most recent federal regulations.
4. Clean up outdated references to old assessments, standards, etc.
Graduation Pathways
Assessment
Webinars in November

A step-by-step demonstration of administering the Constructed Response sample while offering trouble-shooting guidance based on feedback received from the End-of-Test surveys of the spring 2018 LEAP Connect tests.

<table>
<thead>
<tr>
<th>LEAP Connect ELA Constructed-Response Sample, Grades 3-5 Webinar</th>
<th>LEAP Connect ELA Constructed-Response Sample, Grades 6-8 and 11 Webinar</th>
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<tr>
<td><strong>Webinar Date and Time</strong>: November 13 at 3:00 p.m.</td>
<td><strong>Webinar Date and Time</strong>: November 14 at 3:30 p.m.</td>
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<td><strong>Webinar Link</strong>: <a href="https://ldoe.zoom.us/j/990649066">https://ldoe.zoom.us/j/990649066</a></td>
<td><strong>Webinar Link</strong>: <a href="https://ldoe.zoom.us/j/620633169">https://ldoe.zoom.us/j/620633169</a></td>
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<td><strong>Meeting ID#</strong>: 990649066</td>
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The LEAP Connect Online Tools Training (OTT) includes items ELA and math. The purpose of the OTT is to familiarize the **student** and **teacher/TA** with the LEAP Connect assessment.

- The OTT can be accessed through the INSIGHT Portal or through the [LEAP OTT site](#) in Chrome.
The teacher or test administrator must download the *OTT DTA* and *OTT Reference Materials and Writing Stimuli* to use when administering the OTT to the student. These documents are located in eDIRECT under General Information → Documents → LEAP Connect 2018-2019.

- The student should go through the OTT one-on-one with a teacher, ideally the teacher who will administer LEAP Connect to the student.
- The LEAP Connect OTT was designed to be given in the same way as the actual LEAP Connect assessment.
- Answer options for each OTT item are available in the *OTT Reference Materials and Writing Stimuli* documents to support students who use eye gaze or communication boards.
LEAP Connect OTT DTA

Student Screen

Page 1 of question
This item is about fractions.
This rectangle is divided into 2 equal parts.

Page 2 of question
Which circle shows 1 out of 3 parts is shaded?

- [ ]
- [ ]
- [ ]

There is 1 part that is shaded.

District Test Administrator (DTA) Screen

Sample Item 2 – Grade 3
This item is about fractions.
This rectangle is divided into 2 equal parts.

Point to each part.

- [ ]

There is 1 part that is shaded.

Point to the shaded part.

Which circle shows 1 out of 3 parts is shaded?

Point to each option.

- [ ]

[For students with visual impairment, read “A. This is a circle that is divided into three equal parts. One part is shaded.”]

- [ ]

[For students with visual impairment, read “B. This is a circle that is divided into three equal parts. No parts are shaded.”]
LEAP Connect Resources

- **LEAP Connect Assessment Guide**: a guide for teachers to understand the test design, levels of complexity, structure, and sample items.
- **Online Tools Training**: provides students and teachers opportunities to become familiar with the tools available in the online testing platform; available in INSIGHT or here using the Chrome browser.
- **Parent Guide to LEAP Connect**: a guide for parents to understand the LEAP Connect assessment.
- **ELA Guidebooks 2.0 Diverse Learner Guide**: Contains information about using the ELA Guidebooks with diverse learners.
- **The Louisiana Connectors for Students with Significant Disabilities**, which are aligned with Louisiana Student Standards, presents the Louisiana Connectors and represent the most salient grade-level, core academic content in English language arts and mathematics.
- **Essential Elements Cards**, which are a primer for differentiating instruction for students with significant disabilities, break down the instructional task into knowledge and skills, suggested instructional strategies, and possible supports and scaffolds for student learning.
- **Parent Guide to LEAP Connect Score Reports**: a guide for parents to understand the LEAP Connect student reports Also available in Arabic, Spanish, and Vietnamese.
- **specialeducation@la.gov**: email address for content and resources related the LA Connectors.
Data Systems
The **SER IDEA Child Count Statement of Affirmation** was included with the FINAL SIS/SER Oct 1 Validation Report that was dropped on November 2 on DM FTP (Data Validation folder).

Submit the completed form with signatures using the [SIS Oct 1 MFP and SER Oct 1 IDEA Statements of Affirmation Return](#) form link by **November 16, 2018**.
Report Changes: Business Day Table Report

• The 2018 Business Day Table Report calculated September 1 as a business day, although the date fell on the weekend (Saturday).
• The Business Day Table Report has been adjusted to calculate September 1 as a non-business day.
• Please re-run the Business Day Table Report and distribute to your staff.

For SER assistance, contact Bernetta.Sims@la.gov
BESE policy outlines specific criteria a student must meet to participate in the LEAP Connect alternate assessment. IEP teams are responsible for determining if a student should participate in the alternate assessment, based on the state’s criteria.

1. The student has a disability that significantly impacts cognitive function and/or adaptive behavior.

2. The student requires extensive modified instruction aligned with the Louisiana Connectors to acquire, maintain, and generalize skills.

3. The decision to include the student in the alternate assessment is not solely based on certain factors (placement, behavior, English learner status, etc.).
School systems need to ensure cognitive and adaptive evaluation results are captured for all students with disabilities on the following timeline:

**Now**
By January 4, 2019, enter evaluation results to verify eligibility of any student who will take the alternate assessment.

**Over Time**
During the next evaluation, enter evaluation results for all other students with disabilities.

School system must verify eligibility in order for students to take the alternate assessment in Spring 2019.
The Department has updated SER reports to help school systems track progress in documenting evaluation results. The reports, “Evaluation Results -- Alternate Assessment” and “Evaluation Results Summary” and both are now available.

**New** column that shows the number of student who **still need** results entered.

**Revised** column headers to show more clearly (yes or no) whether a cognitive or adaptive assessment was administered.
Reminder: Continue to Document Evaluation Results in SER

School systems can access resources to help IEP teams and pupil appraisal / SER personnel navigate the eligibility and documentation requirements:

- Alternate Assessment Eligible FAQ for IEP Teams
- Evaluation Updates in SER Q&A for School Systems

The Department also added an alternate assessment evaluation result check into the validation reports. The last validation report was disseminated November 2.

The Department will also be reaching out to specific school systems that may need additional support to meet the documentation deadline.
Teaching + Learning
Each year, the Department analyzes the likelihood that students with disabilities from one race/ethnicity will be subject to 1) over identification, 2) restrictive placement, or 3) exclusionary discipline actions relative to students with disabilities from all other races/ethnicities in each school system.

The Department is releasing significant disproportionality results on **November 16th**. Identified districts are required to set aside 15% of their IDEA funds for coordinated early intervening services (CEIS) in Super App for 2019-2020 school year. For results and more information, click here.
Save-the-Date:
2019 Behavioral Intervention Summit

School system administrators, school principals, counselors and behavioral interventionists are invited to the 2019 Behavioral Intervention Summit on January 30, 2019. The summit will be held at the Raising Cane’s River Center in Baton Rouge.

This summit will provide professional development on new Department behavioral intervention resources - evidence-based behavioral interventions, Social and Emotional Learning (SEL) curriculum; implementation of a Multi-Tier System of Support (MTSS); and the new Alternative Education authorization process.

Registration is open now through January 2, 2019.

For more information, email behaviorintervention@la.gov.
Behavior Intervention Resources

New resources will be available this month for school system administrators, school principals, counselors, and behavioral interventionists in the realm of behavior intervention.

To assist school systems with implementation of the new alternative education model and to assist schools with high rates of out-of-school referrals labeled as Urgent Intervention Required, the Department will release three resources to provide evidence based intervention strategies and behavioral intervention partners:

- A *Behavioral Intervention Vendor Guide* with vetted partners to support implementation of a Multi-tier system of supports, along with fidelity measures;
- A portfolio of evidence based *Social-Emotional-Learning (SEL) curriculum* and programs to support effective behavior intervention (BI) in both traditional schools and alternative sites; and
- A portfolio of evidence based *behavior and behavioral health interventions* to support Tier 1, 2 and 3 responses under a Multi-tier system of supports.

All resources will be released this month and are available on the Department’s website using the links above.

For more information, email *behaviorintervention@la.gov*.
The **2019 PD Vendor Guide** was released on November 1. It identifies vendors who specialize in helping school systems and schools with designing and implementing a cohesive academic system focused on high-quality curriculum, professional development, and assessment.

Updates to this guide include:

- a table of contents organized by curriculum, making it easier for school systems to identify all vendors providing training on their selected curriculum;
- specific call-outs for trainings that target approaches to support students who have been identified as SPED or EL; and
- sample year-long partner plans to help school systems plan initial and ongoing support for teachers.

School systems should use the updated **PD Vendor Guide** for School System Planning.

Please contact [louisianacurriculumreview@la.gov](mailto:louisianacurriculumreview@la.gov) for more information.
Measuring Results
Each year, the Division of Statewide Monitoring monitors school systems as part of the federally required annual performance report (APR).

APR outreach packages were provided in October to school systems that are non-compliant or disproportionate to these requirements, including:

- Indicator 3: Discrepancies in suspension and expulsion rates by race / ethnicity
- Indicators 9 and 10: Disproportionate representation in special education by race / ethnicity
- Indicator 11: Compliance with child find evaluation timelines
- Indicator 12: Compliance with Part C to Part B transition timelines

School systems should take any required actions outlined in their packages. Responses are due back to monitoring by **November 30**.

For assistance, contact Iris.Jones@la.gov
Closeout
Summary: Key Actions

✓ Access your school system’s significant disproportionality results here
✓ Attend LDOE Grants Help Desk weekly Super App office hours on Mondays from 11a.m. - 12p.m.
✓ Attend the Office of Federal Support webinar on “Allowability for Formula Funds” on November 27 from 10a.m. - 11:30a.m.
✓ Submit monitoring results by November 30
✓ Register for the Behavior Intervention Summit by January 2

Note: Our December 6 Special Education Leader webinar will be canceled. Our January SPED Leader webinar is being rescheduled to January 10 at 2p.m.
## 2018-2019 School System Planning Calls: Register [HERE](#)

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<td>December 5</td>
<td>March 13</td>
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<td>October 3</td>
<td>January 9</td>
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<td>November 7</td>
<td>February 6</td>
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## 2018-2019 Collaborations

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<td>Sept 10, 13, 17, &amp; 19</td>
<td><a href="#">See School System Support Calendar for Details</a></td>
<td>Supervisors &amp; Teacher Leaders</td>
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<td>Nov 8, 13, 14 &amp; 15</td>
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<td>Supervisors</td>
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<tr>
<td></td>
<td>Jan 28, 30, 31 &amp; Feb 5</td>
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<td>Supervisors &amp; Principals</td>
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<td>March 11, 12 &amp; 15</td>
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<td>Supervisors</td>
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<td>Supervisors, Principals, Teacher Leaders</td>
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LDOE has a series of weekly newsletters to keep you informed. Of particular interest,

For School Districts - click [here](#) to subscribe

For Charters - click [here](#) to subscribe