

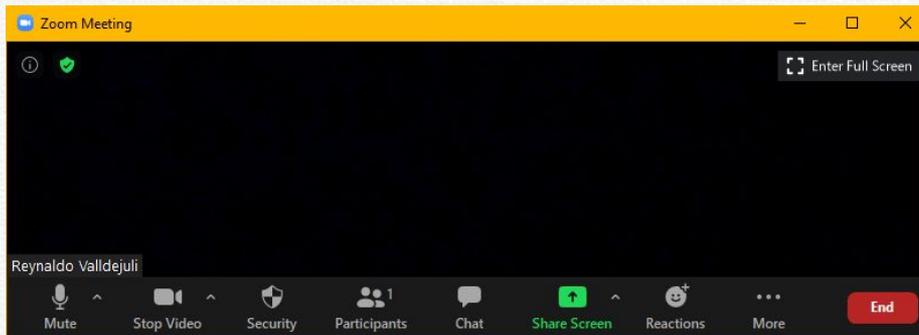
# VISION for SUCCESS



Alternative Education Leaders  
Community of Practice  
March 8, 2023

# Zoom Meeting Preparation

- Please make sure your phone or computer is muted to minimize background noise.
  - To do this, hover over the bottom left-hand side of your screen and click “Mute.”
- Please make sure you have turned off your camera to save bandwidth and prevent any connectivity issues.
  - To do this, hover over the bottom left-hand side of your screen and click “Stop Video.”
- Please submit questions during the presentation in the “Chat” function located on the bottom of your screen.



**NOTICE: In accordance with the Americans with Disabilities Act, if you need special assistance at this meeting please contact [Idoecommunications@la.gov](mailto:Idoecommunications@la.gov).**

## Celebrations/ Challenges:

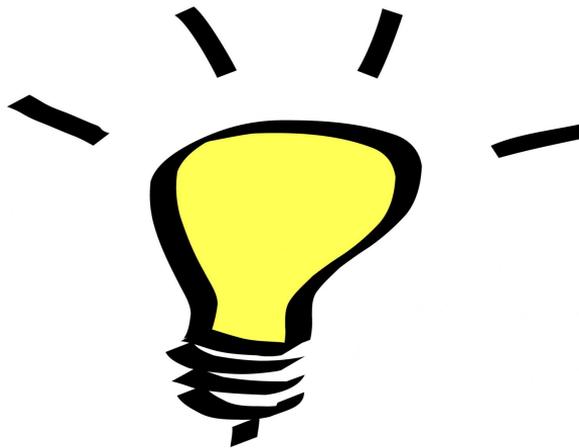
General Feedback regarding implementation of plans centered on instructional rubric implementation focused on SWD (classroom walkthroughs; observations/ feedback; etc.)



# Alternative Education (AE) Spotlight

*Congratulations on being designated as a Top Gains School!*

★ *Red River Academic Academy*



## Purpose/ Need

Although a reduction can be noted in the number of students placed in alternative sites as a result of suspension when comparing 2021-2022 school year discipline rates to the 2018-2019 school year, data shows that **the demographic profile of students at alternative education sites has not significantly changed and remains disproportionate when compared to statewide enrollment.**

- Economically Disadvantaged
- African American
- Male
- 504/ Students With Disabilities



# Meeting Outcome

By the end of the meeting, AE Leaders will have identified opportunities for program enhancement to support vulnerable populations

## Agenda:

- Engage in conversations centered on two major student subgroups
- Reflection Activity
- Next Steps
- Upcoming Events
- Questions & Feedback



# Economically Disadvantaged

- Schools with a subgroup performance equal to “D” or “F” for 1 year are labeled as Urgent Intervention Needed - Academics (UIN). Likewise, schools with a subgroup performance equal to “F” for 2 years are labeled **Urgent Intervention Required - Academics (UIR-A)**.
- A consistent pattern has been that many schools receive one of these labels as a result of performance regarding **Students who are labeled as Economically Disadvantaged**.
- According to the 2021-2022 AE data, a trend of disproportionality is seen in the percentages of Students labeled as Economically Disadvantaged attending Alternative Education Sites when compared to their peers.



# The Five (5) R's

1. Relationships
2. Resources
3. Register
4. Rules
5. Rigor



## Small Group Discussion:

*Based on the information discussed, what leader actions can I take to support student academic growth and success of the student groups discussed?*



# African American

- Schools with a subgroup performance equal to “D” or “F” for 1 year are labeled as Urgent Intervention Needed - Academics (UIN). Likewise, schools with a subgroup performance equal to **“F” for 2 years are labeled Urgent Intervention Required - Academics (UIR-A)**.
- A consistent pattern has been that many schools receive one of these labels as a result of performance regarding **African American Students**.
- According to the 2021-2022 AE data, a trend of disproportionality is seen in the percentages of African American students attending Alternative Education Sites when compared to their peers.



# Teacher Evaluation Tools (Instructional Rubrics)

**Teacher Knowledge of Students:** “Teacher practices regularly incorporate student interests and cultural heritage”

**Motivating Students:** “The Teacher constantly organizes content so that it is personally meaningful and relevant to students”

**Activities and Materials:** “Activities and Materials are relevant to students’ lives”

**Engaging Student in Learning:** “Students take the initiative to modify a learning task to make it more meaningful or relevant to their needs”



# 7 Tips for Culturally Responsive Teaching

- Activate students' prior knowledge
- Make learning contextual
- Consider classroom setup
- Form relationships
- Discuss social and political issues
- Tap into students' cultural capital
- Incorporate popular culture



## Small Group Discussion:

*Based on the information discussed, what leader actions can I take to support student academic growth and success of the student groups discussed?*



## Apply/ Evaluate

### **Next Steps:**

*Meet with ILT to review data centered on **one or both of the student groups discussed** at your site. Engage in a formal meeting with your staff to discuss implications. Tie conversation instructional rubric implementation.*

### **Bring Back(s):**

*-General feedback regarding implementation of plans centered on instructional rubric implementation (celebrations/ challenges)*



# VISION for SUCCESS



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April 5, 2023

# Questions & Feedback

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