

Louisiana Believes

Proposal for Unique Populations

September 2016 Supervisor Collaborations



Agenda

- The Current State of our Work with Unique Populations
- An Outline of Support for Unique Populations
- Standards Alignment
- Timeline and Next Steps

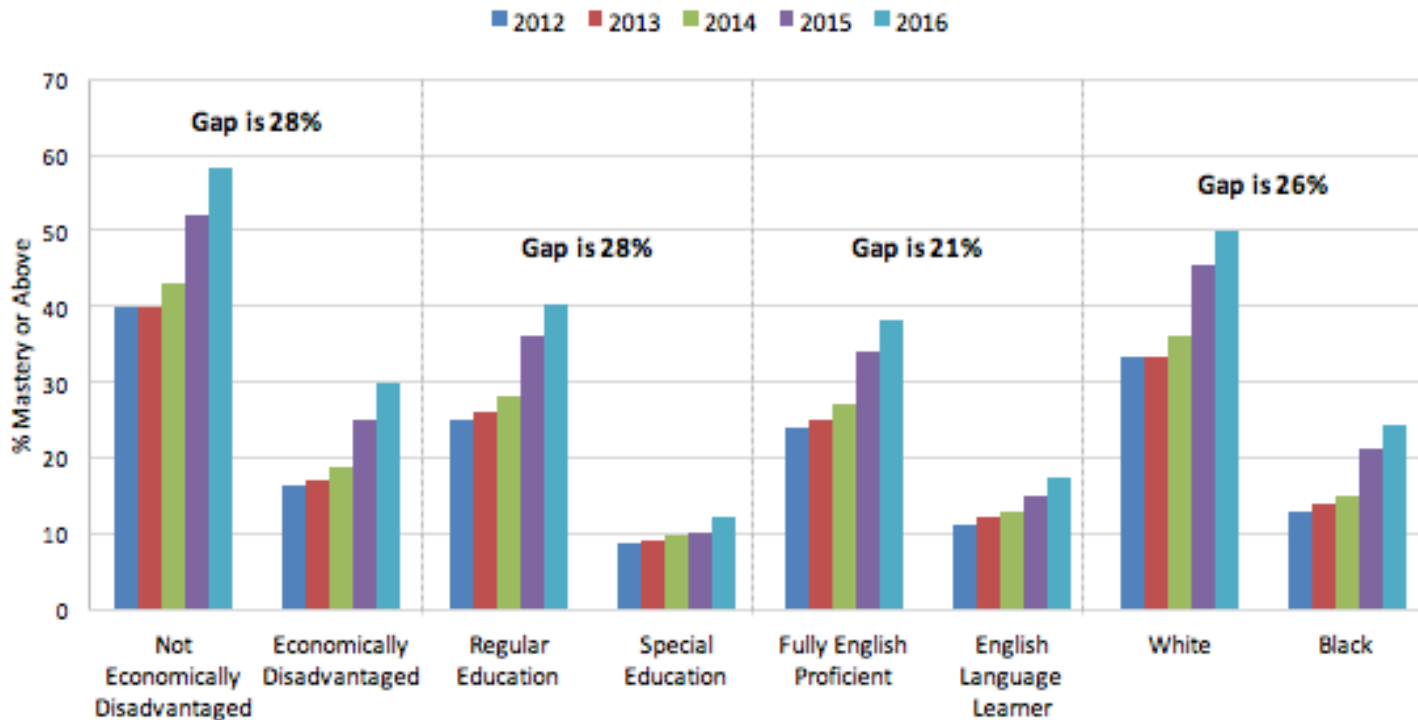
Present Performance

Historically, specific student populations have struggled to reach their academic potential, including

- Students from low SES and minority families
- Students with disabilities
- Students who are learning English as a second language

Present Levels of Performance

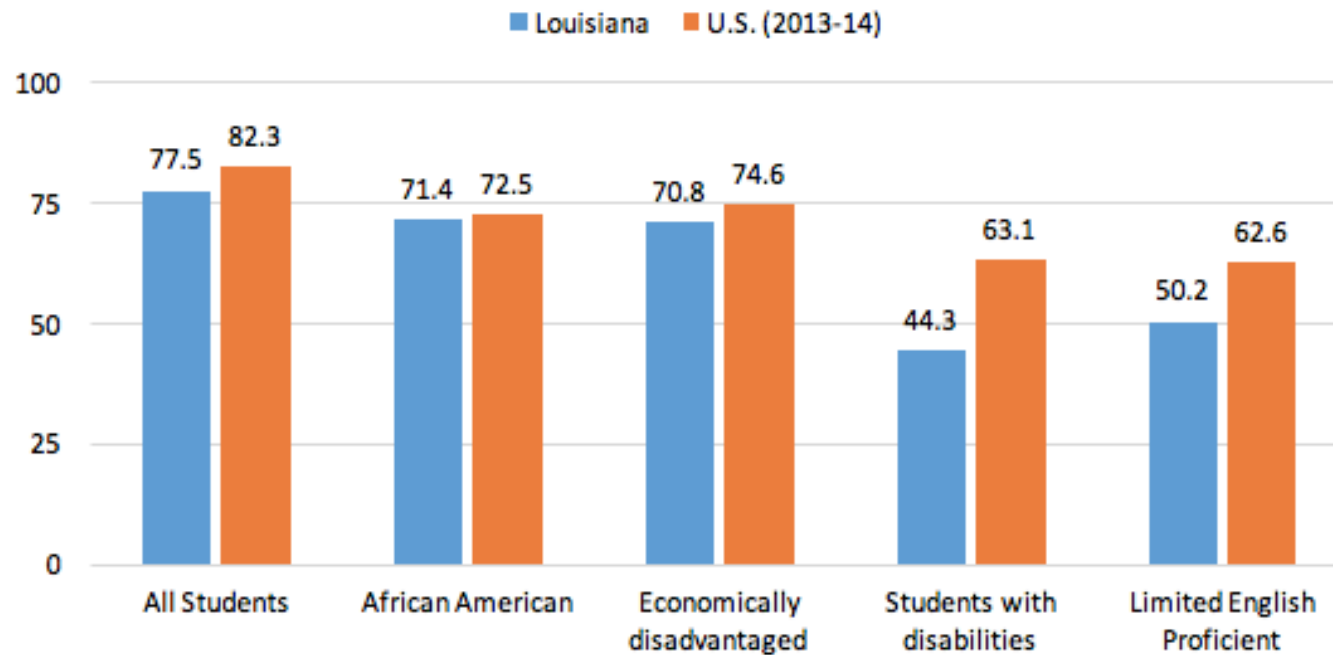
Historically disadvantaged students have disproportionately struggled when measured on expectations, even in demonstrations of a basic level of proficiency. The graphs below show the percent of students scoring Mastery or above on grade 3-8 ELA and math assessments from 2012 to 2016.



Present Levels of Performance

African American students, economically disadvantaged students, students with disabilities and English language learners are all significantly less likely to graduate on time than the average student in Louisiana. Additionally, Louisiana's students with disabilities and English language learners graduate on time at far lower rate than their peers across the country.

Cohort Graduation Rates by Subgroup



Proposed Support

To ensure students have what they need to thrive academically and in life beyond the classroom, the Louisiana Department of Education is proposing a series of support for districts and educators.

The Unique Populations support will target three areas:

- **Identification**
- **Instruction**
- **Targeted support**

Strategy One: Identification

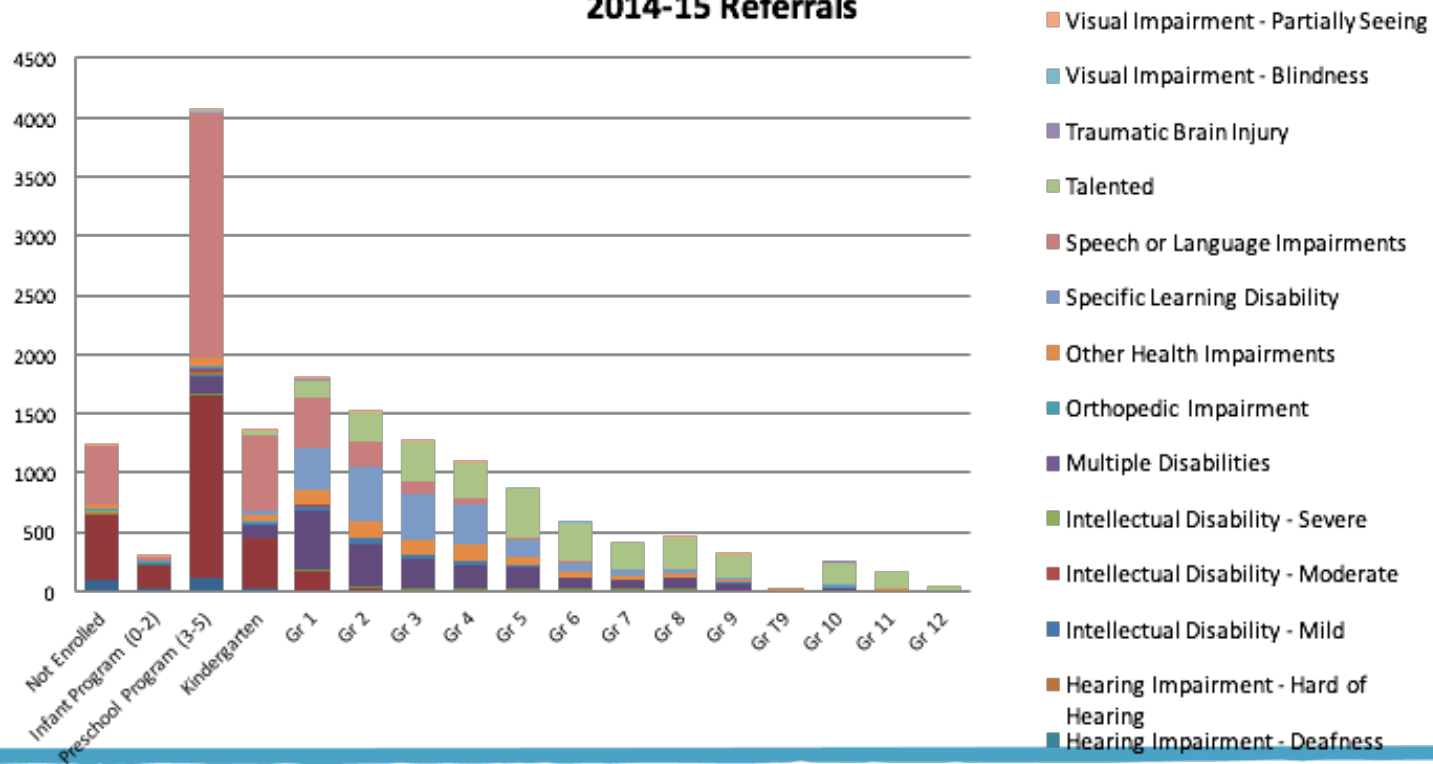
Vision for strong state-wide **identification** of student needs:

From birth to entry into Kindergarten, and then on an on-going basis, all children are monitored for factors that may hinder or delay their ability to thrive academically, including deficits in English language proficiency, developmental milestones, or factors related to school readiness.

Opportunities for Growth - Identification

As shown in the chart below, there is a spike in identification at age three. While identification is robust for this age group, we would expect to see similar spikes in the early years of schooling rather than continuing at high levels through middle and high school.

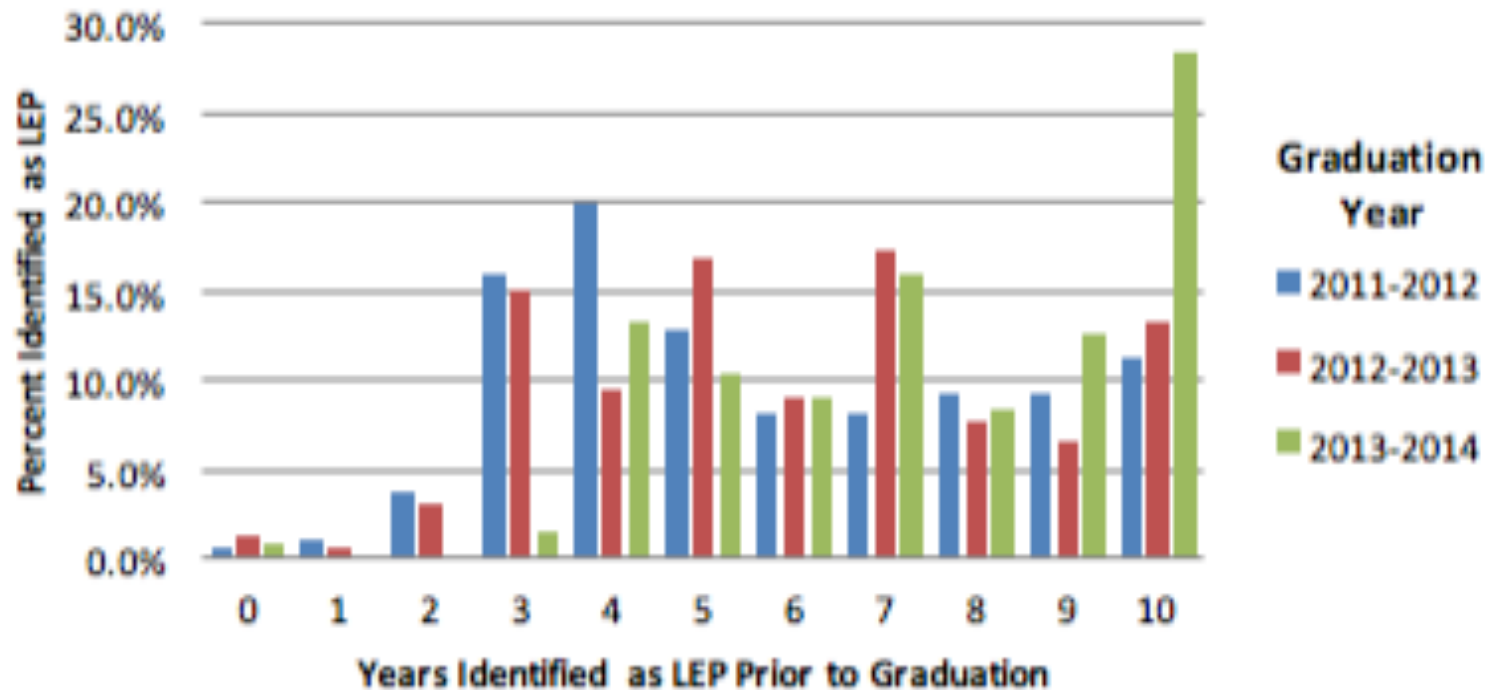
**Individual Evaluation Outcomes by Grade and Exceptionality
2014-15 Referrals**



Opportunities for Growth - Identification

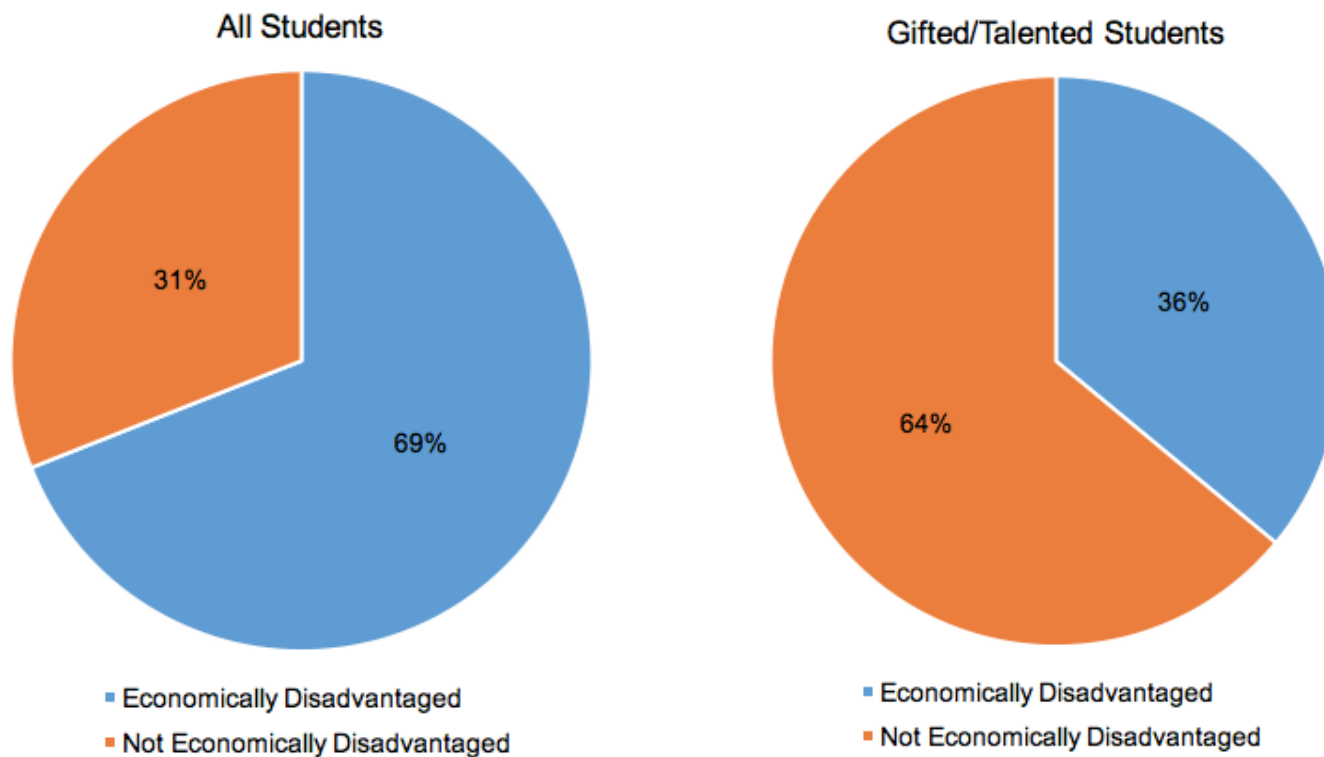
An examination of our last three graduation cohorts suggests that once a student is identified as LEP, that classification remains with the student throughout their school years. The variation in the number of years the student was identified as LEP coincides with the number of years the student has been in our system.

LEP Identification Prior to Graduation



Opportunities for Growth - Identification

Students who are identified as Gifted or Talented are more than twice as likely to come from a home that is not considered low-income.



Identification - Proposed Activities

The DOE is considering the following support related to **identification**:

- Provide deeper guidance and support to leverage Child Find through a pilot that encourages partnerships with schools and communities
- Align universal screeners and provide guidance and training to ensure early identification
- Modify identification and exiting processes for ELLs
- Develop data monitoring system for all of the above

Strategy Two: Instruction

Vision for **instruction** for students with unique needs:

Within regular classrooms, all students receive high-quality, scientifically-based instruction provided by qualified personnel to ensure that academic difficulties are not due to inadequate instruction.

The DOE is considering the following support related to instruction:

- Align unique population standards and assessments to the Louisiana Student Standards to ensure access for all
- Re-release the ELA guidebooks to include instructional tools for struggling students and ELL students
- Provide guidance and on-going professional development in areas such as standards-based, data-driven, and differentiated instruction
- Work through Believe and Prepare to ensure aspiring teachers have access to quality training and support

Strategy Three: Targeted Support

Vision for **targeted support** for students with unique needs:

Students not meeting their academic potential receive targeted support appropriate for their unique learning needs.

The DOE is considering the following support related to instruction:

- Develop multi-tiered system of support with aligned ESSA resources for all students who struggle
- Provide guidance and ongoing professional development on strategies for meeting unique learning needs
- Develop data monitoring system for all of the above

Standards Alignment

In spring 2016, the State of Louisiana identified the most salient standards of each grade level in Math and English Language Arts.

Our current work is to align Extended Standards for English language learners and students with significant disabilities so they can access Louisiana's Student Standards and access that learning.

Example: Standards Alignment Process

Timeline	Overview	Objective
July	<i>Initial stakeholder discussions</i>	<i>Discuss process, timelines, and guiding principles with stakeholders</i>
August	<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

Closing

Please continue to send your thoughts and feedback to the Department as we build supports for districts and educators.

Jamie Wong (jamie.wong@la.gov) or Beverly Diaz (beverly.diaz@la.gov)