

Louisiana Believes

Special Education Advisory Panel

November 3, 2016

Public Comment Procedures

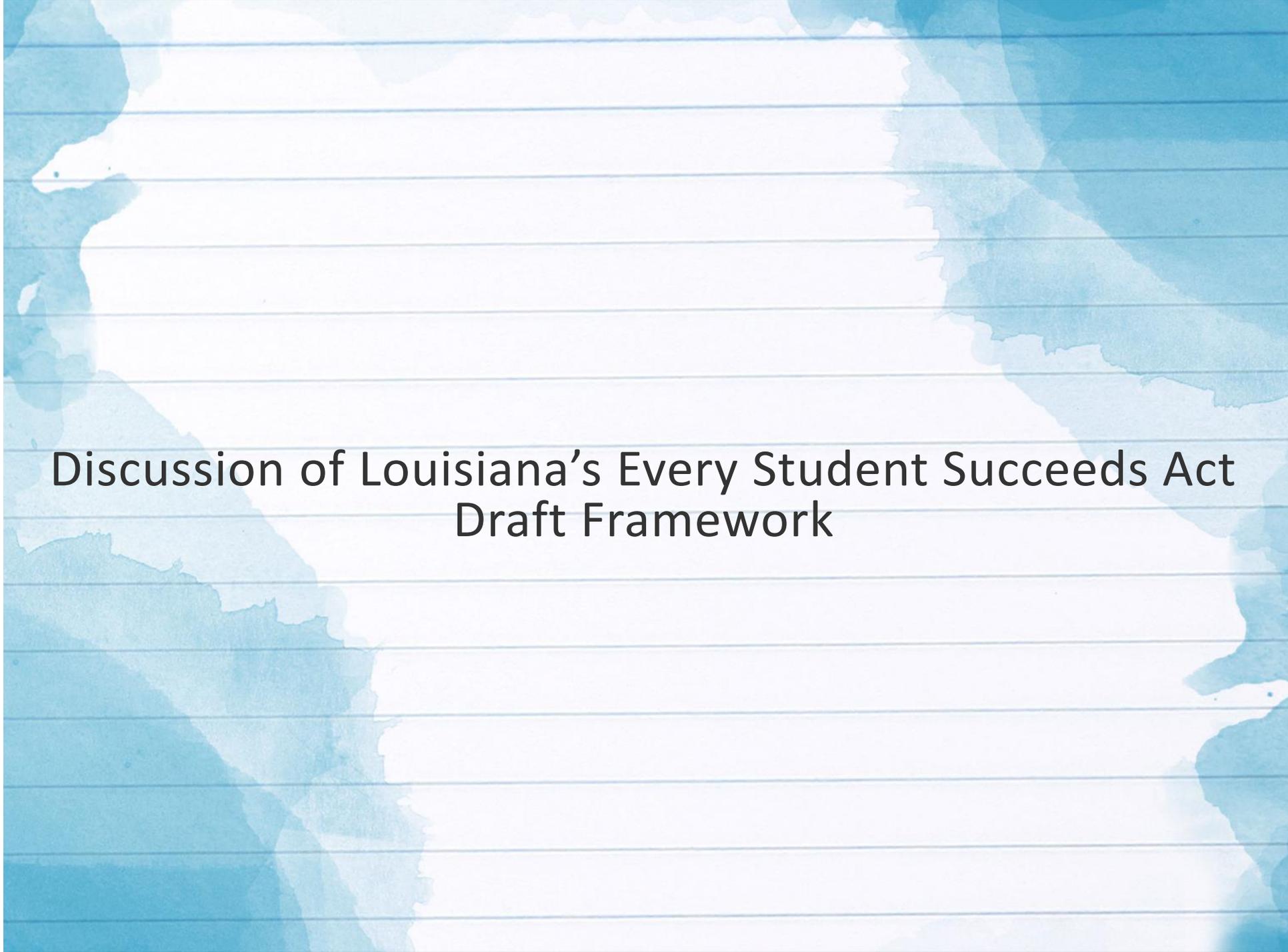
Public Comment Overview

- Comments will be allowed on all agenda items for a maximum of three minutes per person
 - The panel will receive all comments and may engage in further dialogue on the agenda item as a result of the comments received
- A person may only comment once per agenda item unless allowed an exception by the chair
- Comment cards must be submitted to the chair or LDE staff member prior to the vote on the motion
- The order and time of comment is left solely to the chair
- Persons making public comments shall identify themselves and the group they represent, if applicable
- Persons addressing the panel shall:
 - confine remarks to the merits of a specific agenda item before the panel
 - refrain from attacking a panel member's motives
 - address all remarks through the chair
 - refrain from speaking adversely on a prior action not pending
 - refrain from disturbing the meeting

Approval of October 5, 2016 Meeting Minutes

Objectives

- Approve [minutes of October 5, 2016 meeting](#).



Discussion of Louisiana's Every Student Succeeds Act Draft Framework

Draft Framework

- Understand [Louisiana's ESSA draft framework](#)
- Understand opportunities for additional feedback and engagement

Draft Framework Agenda

- I. Louisiana Today
- II. Understanding the Draft Framework
- III. Addressing Key Challenge Areas
- IV. Next Steps

Louisiana's Current Plan

- **Unify** child care, Head Start, and prekindergarten to prepare every student for kindergarten.
- **Align** standards, curriculum, assessment, and professional development that are as challenging for students and educators as any in America.
- **Prepare** every educator under a mentor educator through a professional residency.
- **Create** opportunity for every graduate through Jump Start, Advanced Placement, and other early college pathways to a funded education after high school.
- **Focus** relentlessly on students in persistently struggling schools by transforming those schools and creating new options.

Progress to Date

Louisiana students have achieved record gains in recent years.

- Louisiana fourth-grade students achieved the highest growth among students in all states on the 2015 National Assessment of Educational Progress (NAEP) in reading and the second highest growth in math.
- Since 2014, Louisiana students have made more progress on the ACT than has been made in any other state using the ACT as its high school assessment.
- Louisiana's 2015 high school graduation rate is an all-time high of 77.5 percent.
- Louisiana's class of 2015 Advanced Placement® results showed greater annual improvement than any state other than Massachusetts.

The Federal Role: Targeted Support for Disadvantaged Students

In the United States, the vast majority of education policies are determined at the state and local levels. Federal law establishes minimum requirements in all states, primarily addressing the civil rights of historically disadvantaged student populations.

- **1965:** The federal role in public education expanded dramatically as part of the push to assure civil rights of disadvantaged Americans. The Elementary and Secondary Education Act (ESEA), authorized in 1965, created specific, targeted programs for the poor through Title I. The Act has been reauthorized five times since.
- **2002:** No Child Left Behind (NCLB) Act was a recent reauthorization of ESEA, requiring that schools measure student achievement in uniform ways that intervene in instances of failure to close achievement gaps between disadvantaged students and their peers.
- **2015:** The Every Student Succeeds Act (ESSA) maintains the NCLB requirement that states, districts, and schools maintain uniform measurement, reporting of results, and rating of schools. However, states and districts have greater discretion to design elements of the improvement systems than existed under NCLB.

ESSA Plan Development

- This summer, the Department began a year-long process of developing Louisiana’s ESSA plan to provide targeted support for disadvantaged students.
- From June through August, the Department met with **over 200 organizations and advocacy groups**, and **over 1,000 individuals** to discuss the educational opportunities afforded to Louisiana through ESSA. This process yielded a set of distinct “challenges” included in the draft framework issued in September by the Department. For a full list of organizations and groups, visit the [Department’s ESSA website](#).
- All feedback collected in these meeting was captured in the [ESSA Listening Tour Feedback Report](#) released on September 14, 2016.
- Based on feedback heard during the listening tour, and analysis of statewide student performance, the Department then released a [draft ESSA framework](#) on September 28, to provide the general public with examples of what policies, supports, and resources could be used to provide targeted support for disadvantaged students.

Draft Framework Agenda

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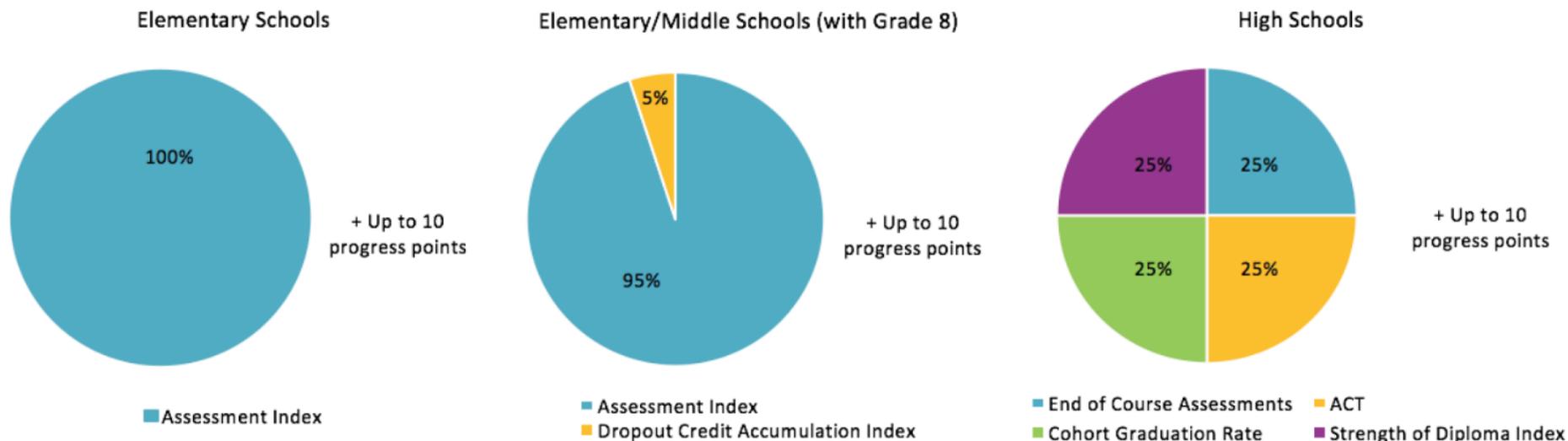
Reviewing the Framework

ESSA requires educators to set goals, monitor progress, and evaluate results. It also requires creating plans that use federal funds to provide targeted support for disadvantaged students. Everything in the draft framework addresses these two functions:

- **Leading indicators:** Qualitative and quantitative measurements that do not use tests but provide early indications that schools are on track to success resolving their most critical issues (goal setting and progress monitoring).
- **Long-term indicators:** Quantitative measurements of student learning, such as performance on assessments, graduation rates, college credit, or workplace credentials (goal setting and progress monitoring).
- **State support:** Specific steps the state will take to assist schools and school systems in creating and implementing ESSA plans (planning).
- **School system plans and school plans:** Actions school and district leaders can take in developing plans for improvement and spending federal funds (planning).
- **Families in ESSA:** Information, guidance, and decisions in which parents should partake in order to assist in each child's growth (involves both plans and goals).

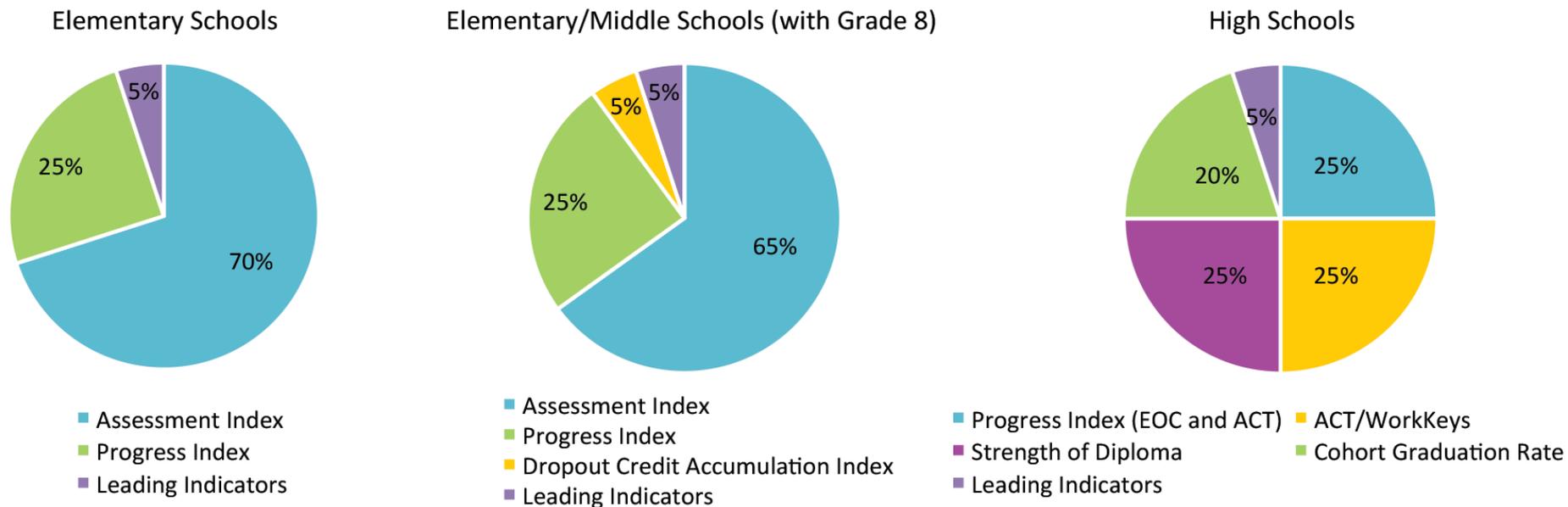
Goals, Monitoring, and Evaluating: Accountability Today

ESSA requires states to maintain accountability systems that evaluate school quality and protect the interests of historically disadvantaged students.



Goals, Monitoring, and Evaluating: Draft Framework Accountability

ESSA requires states to maintain accountability systems that evaluate school quality and protect the interests of historically disadvantaged students.



Planning and Spending for Disadvantaged Students

ESSA requires states, districts, and schools to provide extra services to disadvantaged students. The law requires spending on behalf of these students in two ways:

1. Most federal dollars flow directly through a formula to school systems in an unrestricted lump sum grant.
2. A small amount of federal funding must or can be distributed to LEAs in order to provide targeted support to historically disadvantaged students and their schools.

In order to increase support directly provided to disadvantaged students, Congress increased the percentage of federal funds that can be spent as targeted “set-aside” dollars rather than unrestricted “flow-through” dollars.

Under ESSA, these targeted funds must be used to improve the most struggling schools in the state. They also can be used to provide grants to schools and school systems to provide early college coursework, career preparation, college and career counseling, arts education, foreign language classes, teacher mentoring, and nutrition and health programming.

The state is proposing to use the discretion provided in ESSA to target funding to disadvantaged students because there are current services available (e.g. activities funded by the TIF grant) that not all eligible students are receiving.

Planning and Spending for Disadvantaged Students

The draft framework does not contemplate changing the percentage of federal funds received by Louisiana school systems. It does contemplate targeting funds toward disadvantaged schools and students.

Funding Source	NCLB Targeted Set-Aside Grant	NCLB Unrestricted Flow Through	NCLB Total Funding to LEAs	ESSA Targeted Set-Aside Grant	ESSA Unrestricted Flow Through	ESSA Total Funding to LEAs
Title I – Supporting Disadvantaged Students	7%*	93%	100%	7%-10%**	90%-93%	100%
Title II – Supporting Educators in Low-income Communities	5%	95%	95%	Up to 8%***	92%-95%	95%
Title III – Supporting English Language Learners	5%	95%	95%	Up to 5%	95%	95%
Title IV – Academic Enrichment and Student Support Grants (NEW)	N/A	N/A	N/A	Up to 5%	95%	95%

* In NCLB, this funding was divided into two separate grant programs for LEAs. This percentage reflects the funding in both the 1003a funding reservation and the School Improvement Grants (SIG).

** The LDOE must reserve 7 percent for school improvement grants to LEAs. The LDOE may reserve an additional 3 percent for subgrants to LEAs to provide direct student services.

***The LDOE may reserve up to 5 percent for state activities and an additional 3 percent for subgrants to LEAs for school leadership activities.

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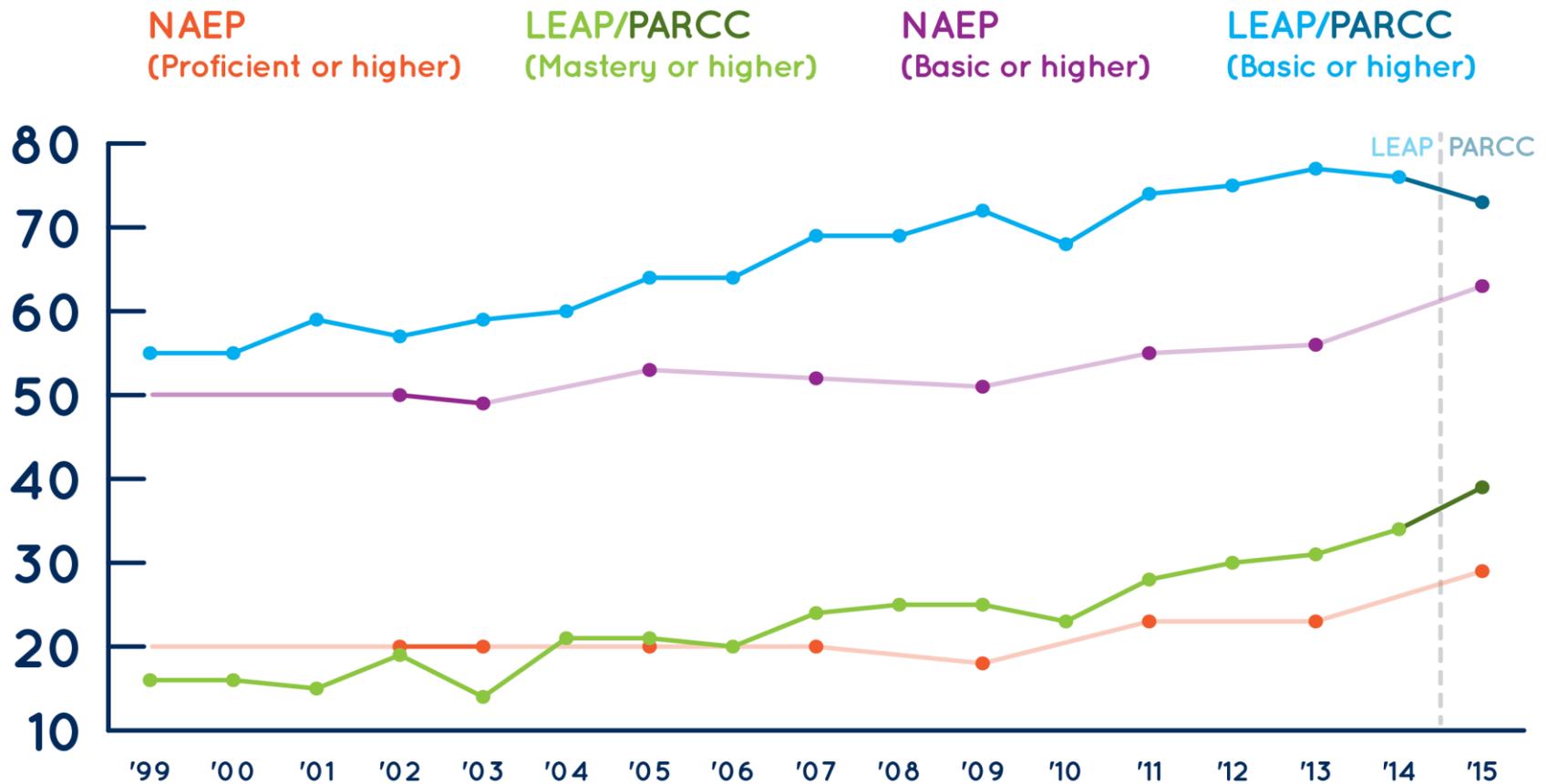
Addressing the State's Top Academic Challenges

The draft framework outlines five major challenge areas in improving student achievement among disadvantaged students that were gleaned from public comment and analysis of student performance and will be addressed through the state's ESSA plan:

- **Challenge 1:** Ensuring students leave high school with the skills needed to succeed in community colleges, universities, or the workplace
- **Challenge 2:** Focus on ensuring academic progress for all students, especially those deeply struggling as expectations continue to rise
- **Challenge 3:** Rewarding, funding, and ensuring access for all students to critical, non-tested experiences essential to their success beyond high school
- **Challenge 4:** Supporting persistently struggling schools by providing them with access to proven academic models for comprehensive or targeted improvement
- **Challenge 5:** Elevating the teaching profession so that it is competitive with others and ensuring existing educators have a clear career pathway for success

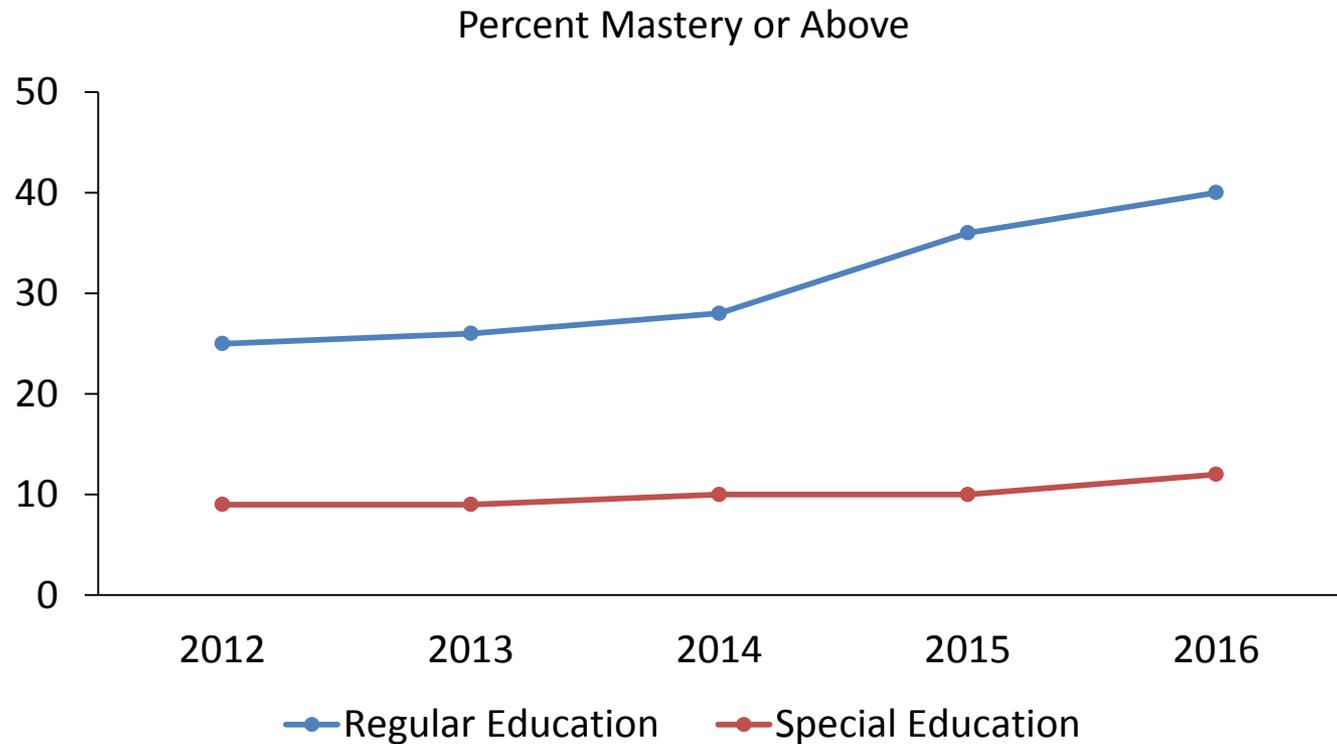
Challenge 1: Mastery of Fundamental Skills

As expectations have increased, so has student performance.



Challenge 1: Mastery of Fundamental Skills

As expectations have increased, so has student performance. However, the gap between students with disabilities and their peers has grown.



Challenge 1: Mastery of Fundamental Skills

Category	Draft Framework
Leading Indicators	<ul style="list-style-type: none">• Qualitative: A comprehensive system of improvement that includes a process for regular, facilitated review of student learning using the results yielded by standards-aligned, formative assessments across grade levels.• Quantitative: Measurable, increased exposure to standards-aligned assessments and professional development, increased learning time, and decreased time administering wasteful or misaligned assessments.
Long-Term Indicators	<ul style="list-style-type: none">• From elementary through high school, students will demonstrate “mastery” of core academic content in order to ultimately achieve:<ul style="list-style-type: none">- A statewide high school graduation rate of 90 percent by 2025;- An average ACT score of 21 by 2025; and- Postsecondary success as indicated by completion of university or technical credentials.• These goals are reflected in the accountability system by what it means to earn an "A" in each index. The proposed "A" targets would shift in 2017-2018, but in order to ensure fairness as schools transition and to avoid denigrating school systems, the "curve" transition policy will remain in place.
State Support	<ul style="list-style-type: none">• Reducing testing: one-week per student for state testing, and removing duplicative high school tests• Provide schools with a series of “check-up” tests that are aligned to the standards
School & School System Plans	<ul style="list-style-type: none">• Schools set annual goals that align with each element of the accountability system
Families in ESSA	<ul style="list-style-type: none">• Enhanced reporting and guides for parents that detail specific reading, writing, mathematics, science and critical thinking skills in which students excelled or struggled

Challenge 2: Academic Progress for Students with Disabilities

On average, high achieving schools excel on student-level growth, but the ranges indicate that there are strong and weak growth results across each letter grade band.

Growth targets are established using a value-added model, which asks “Knowing this student’s unique background, how well would we typically expect him/ her to do on this test?”

Today, Louisiana has “A” schools where only 10 percent of students with disabilities exceed growth targets. Louisiana also has “F” schools where 71 percent of students with disabilities exceed targets.

2015 Letter Grade	Students with Disabilities % Exceeding Growth Target	Students with Disabilities Range of % Exceeding Growth Target
A	54%	10% - 88%
B	49%	6% - 90%
C	49%	13% - 93%
D	46%	10% - 90%
F	34%	17% - 71%
Total	49%	6% - 93%

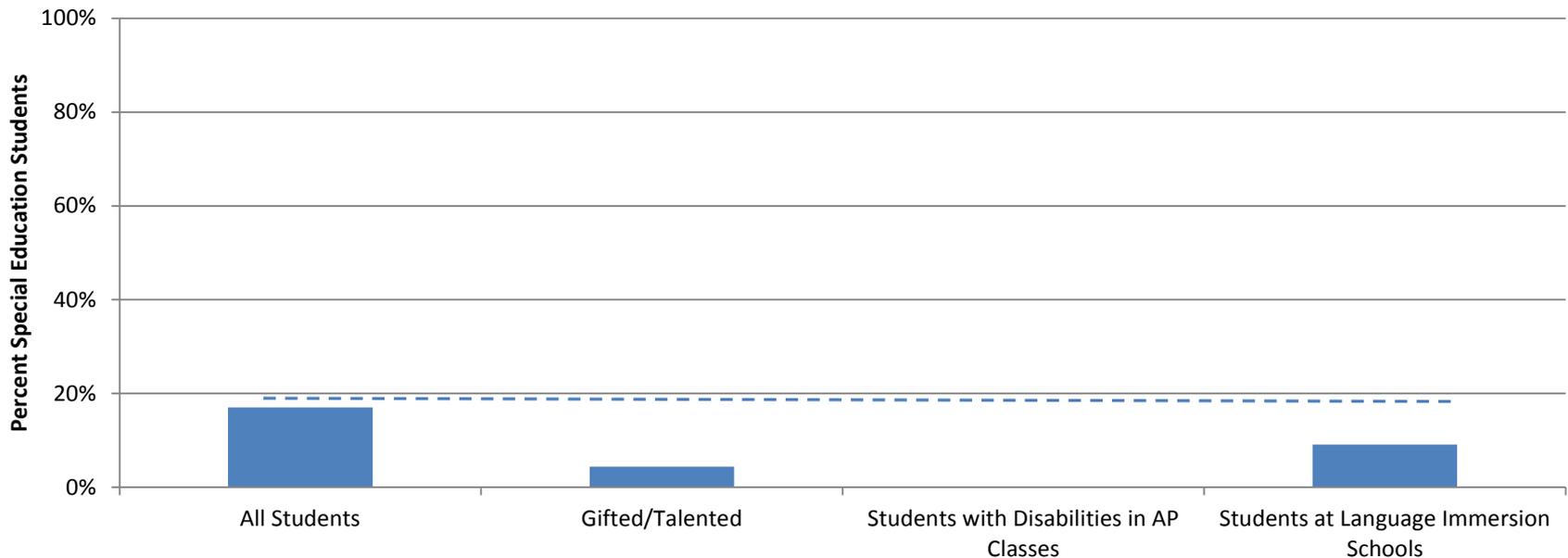
Challenge 2: Academic Progress for Students with Disabilities

Category	Draft Framework
Leading Indicators	<ul style="list-style-type: none"> • Qualitative: A plan for appropriate and high-quality screening, research-based interventions and remediation practices, and continued monitoring until the student is exited. • Quantitative: Significant progress in achieving early and accurate diagnosis and significant progress in successful completion of English Learners (EL), special education, and transitional 9th grade services.
Long-Term Indicators	<ul style="list-style-type: none"> • Student growth accounts for 25% of a school’s rating in order recognize and incentivize growth for all students. • Each subgroup of students in a given school will receive its own performance score and rating so that achievement gaps are addressed with urgency.
State Support	<ul style="list-style-type: none"> • Schools needing “targeted” support for student subgroups will develop plans for improvement and be supported through curriculum, assessment and professional development resources, and/ or external expert partners • Grants for “targeted support” will be provided to schools in amounts of up to \$50,000 annually.
School & School System Plans	<ul style="list-style-type: none"> • Districts will submit plans that include performance goals for subgroups of struggling students in every school, and identify district- and school-level approaches to identifying and diagnosing student specific needs, and identifying approved outside partners to support the process.
Families in ESSA	<ul style="list-style-type: none"> • The state will provide parents accurate and instructive reports on individual student skills throughout a child’s public education process

Challenge: Access to Enriching Experiences

In order for students to be successful in school and in life, it is important that their individual needs and interests be met. Louisiana students need affordable access to advanced coursework, the arts, foreign language options, and other experiences that can be life-changing for children.

However, gaps still exist in the opportunities provided to students with disabilities to enroll in enrichment courses or ones that address their unique interests or needs.

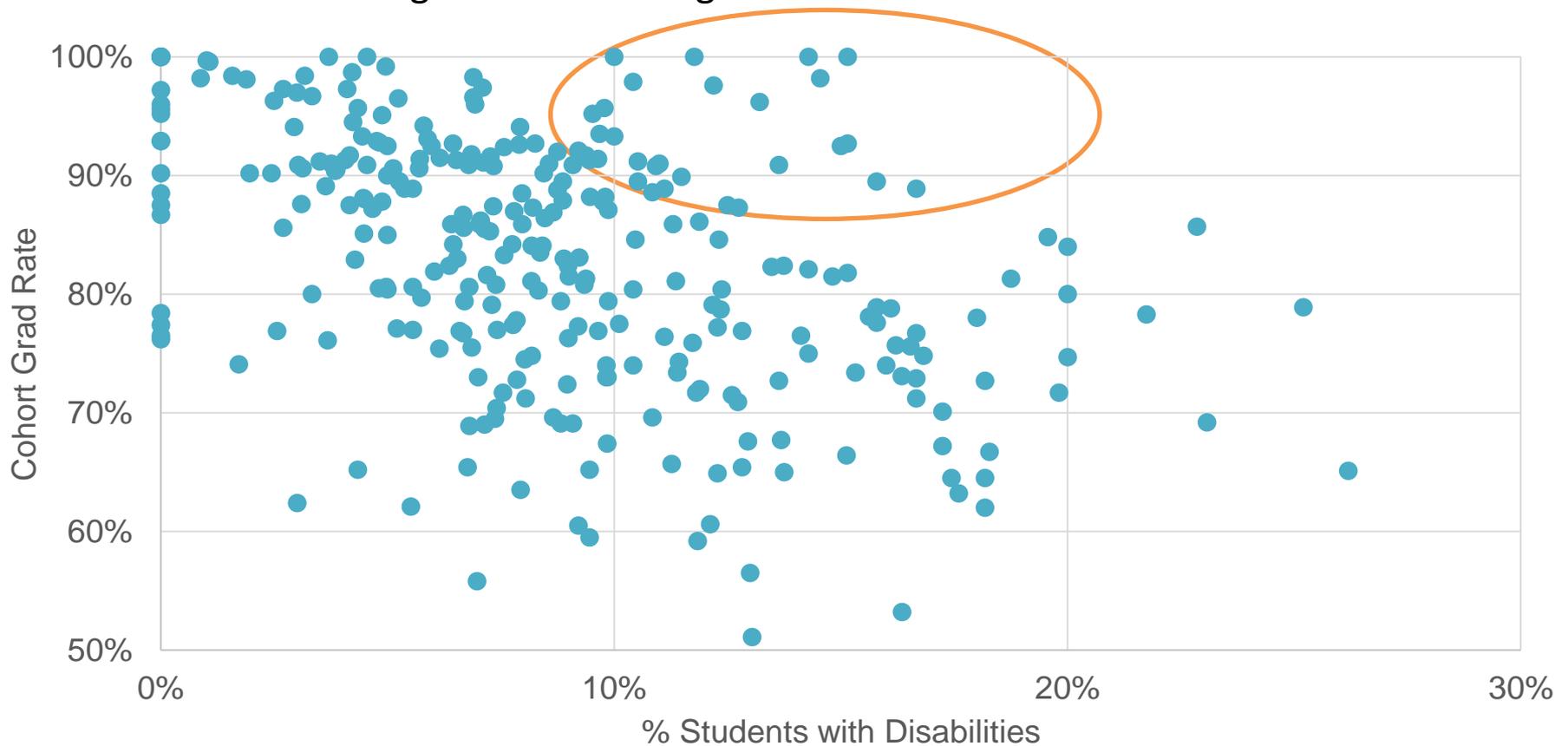


Challenge 3: Fair Access to Enriching Experiences for Students with Disabilities

Category	Draft Framework
Leading Indicators	<ul style="list-style-type: none"> Elementary and middle schools will plan for systemic improvement and demonstrable progress school-wide and in subgroups in access to high-quality arts or foreign language coursework, reduction in out-of-school discipline, reduction in chronic absenteeism, and access to daily, high quality physical activity and nutritional options. High schools will plan for systemic improvement and demonstrable progress school-wide and in subgroups in access to a wide range of Jump Start pathways and early college coursework, reduction in out-of-school discipline and chronic absenteeism, and attainment of financial aid and post-secondary placement.
Long-Term Indicators	<p>Louisiana will provide to schools and school systems an annual series of reports on the postsecondary success and economic productivity of their graduates as a group, as well as increased postsecondary success recognition within the accountability system (e.g., associate degree in high school)</p>
State Support	<p>Louisiana will continue to bolster state support through BESE policies or legislation for non-traditional coursework and experiences (e.g., arts, STEM, Jump Start)</p>
School & School System Plans	<ul style="list-style-type: none"> School districts will be able to use federal funds to support plans to expand access to critical courses and experiences. Louisiana will set aside statewide Title I funds so that schools can provide families with choices of expansive arts, early college, and career courses, as well as counseling and health services, through the Direct Student Services (DSS) program created by Congress.
Families in ESSA	<p>Schools choosing to participate in DSS will be able to apply for competitive funding for courses and experiences not otherwise offered at the school that parents seek for their students. Courses and experiences will align with the specific goals they are working on to address the needs of low achieving students.</p>

Challenge 4: Support for Persistently Struggling Schools

While some high schools serving large percentages of students with disabilities struggle to graduate students on time, many schools with 10-20% special education populations have graduation rates exceeding the state average.



Challenge 4: Support for Persistently Struggling Schools

Category	Draft Framework
Long-Term Indicators	<ul style="list-style-type: none"> • Any school rated 'F' based on results in either of the two preceding school years will be determined as in need of comprehensive support. • Schools unable to make progress after comprehensive support has commenced will be eligible for significant state monitoring. • If these strategies do not work, schools rated an 'F' for four consecutive years will become eligible for inclusion in the Recovery School District.
State Support	<ul style="list-style-type: none"> • Louisiana will write its approach for comprehensive support in partnership with school systems and external organizations. • The Department will first issue an RFI from school improvement providers in order to identify and catalogue those with a strong track record of school improvement. • Then it will invite qualified groups to meet with Louisiana school systems likely to have schools on the comprehensive support list to brainstorm on ideas for improvement. • Finally, it will solicit thoughts from school system leaders on the models and organizations they believe are most promising for persistently struggling schools and include them in the draft ESSA plan.
School & School System Plans	<p>School systems and schools in need of comprehensive support will build a plan for school turnaround in partnership with one or more of the organizations that have demonstrated a track record of success in supporting school improvement.</p>
Families in ESSA	<p>Louisiana's annual reporting will help parents to determine whether a school is academically high-achieving and whether students in the school typically make significant academic progress. Those families in schools rated 'F' will continue to have access to alternative educational options.</p>

Challenge: Strengthening the Educator Profession

- A strong education profession begins with **teachers who are prepared for their first day in the classroom.**

- In a 2014 survey of over 6,000 educators, 50 percent of teachers with one to five years of experience reported that they were not fully prepared for the realities of the classroom in their first year of teaching.

- In 2015-2016, 14.3 percent of first-year teachers left their teaching assignment.
- In 2015-2016, 12 percent of secondary math and science classes and 19 percent of special education classes in Louisiana public schools were taught by out-of-field teachers.
- From 2012 to 2015, 16 percent of teachers with six to ten years of experience—those who have a strong instructional base upon which to build—left the profession in Louisiana.
- Forty-five percent of departing teachers from 2012 to 2015 received effective or higher ratings according to objective measures of student achievement (transitional student growth data).

Challenge 5: Strengthening the Educator Profession

Category	Draft Framework
Leading Indicators	<ul style="list-style-type: none">• Qualitative: Evidence that demonstrates a system of talent cultivation, from aspiring educators through administrative leadership. Such a plan will include a means of inducting educators into the profession through partnership with preparation providers, identifying effective teachers for leadership roles within schools, and a system of identifying and cultivating the next generation of administrative leadership.• Quantitative: Evidence of a functional talent pipeline may include resolution of hiring shortage areas; the number of effective educators identified and trained as mentors; reduced percentages of uncertified or out-of-field teachers, particularly in high-need schools; retention and promotion of highly effective teachers and leaders.
Long-Term Indicators	<ul style="list-style-type: none">• The Educator Workforce Report will provide school system and school leaders with detailed information on the distribution of effective educators, their tenure status, their compensation, and the opportunities for advancement that await them.
State Support	<ul style="list-style-type: none">• Certifications and funding to support stipends for teacher residents and mentor teachers.• Doubling the number of Louisiana Teacher Leaders and increasing access to superintendent and principal fellowships.
School & School System Plans	Title II plans will provide a means for school systems to report on their approach to strengthening their educator pipeline and identify evidence that will be used to gauge success.
Families in ESSA	Louisiana will continue to report on teacher results at the school and district level. Parents and community members will also have access to information about the extent to which students in schools with high percentages of economically disadvantaged students or students of color are taught by qualified, effective teachers.

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Framework Engagement Timeline

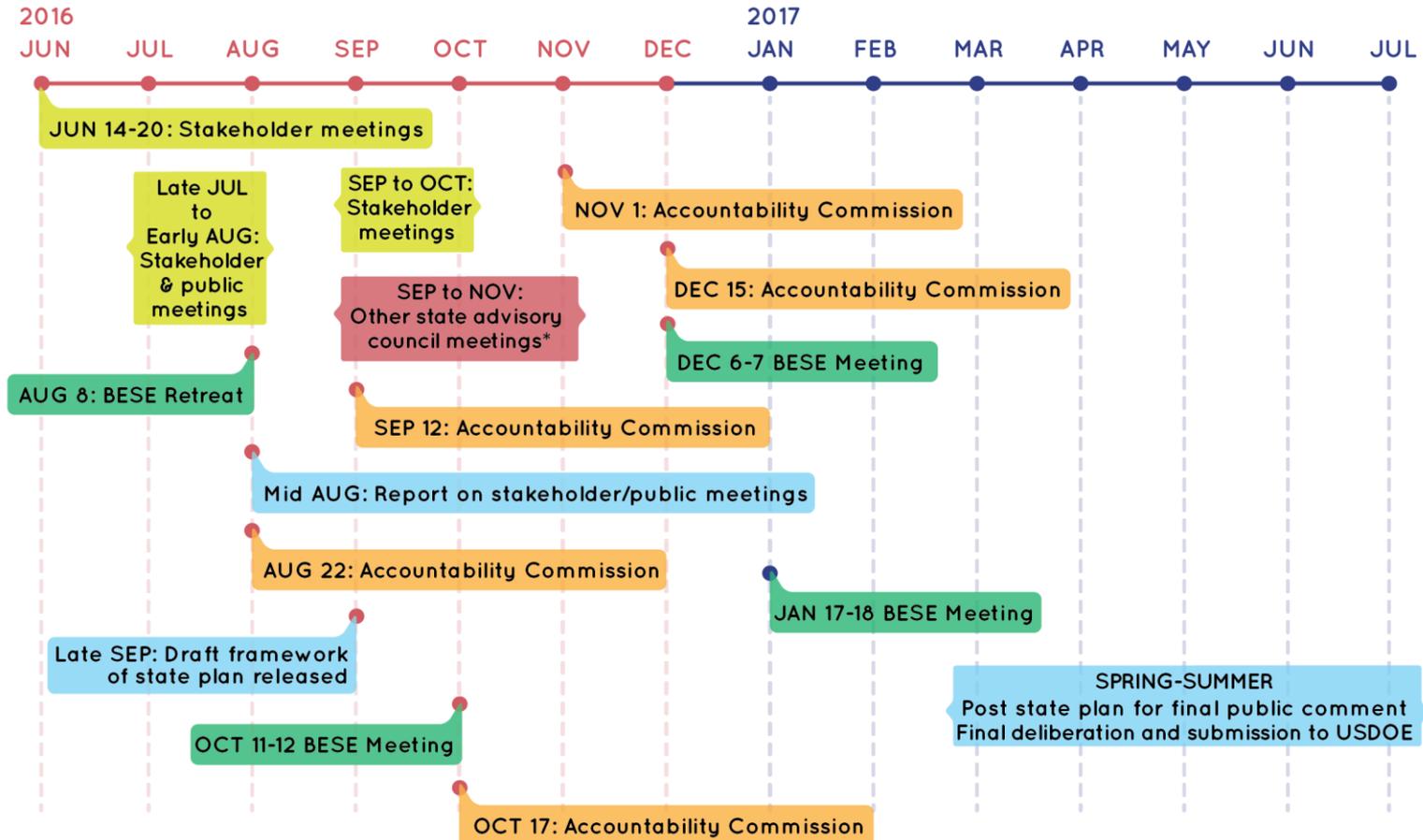
The draft framework is available on the [Department's website](#), and the public is invited to submit feedback in one of two ways:

1. Share your thoughts and ideas in today's meeting. All feedback will be part of the public record.
2. Email thoughts and ideas directly to the Department at essalouisiana@la.gov;

Upcoming Public Meetings

Date	Meeting	Location
November 1	Accountability Commission	Baton Rouge
November 1	Public Feedback Meeting	Bossier City
November 2	Superintendents' Advisory Council	Baton Rouge
November 4	Public Feedback Meeting	New Orleans
November 7	Public Feedback Meeting	Opelousas
November 16	Special Education Advisory Panel	Baton Rouge
November 16	Early Childhood Advisory Council	Baton Rouge
December 5	Accountability Commission	Baton Rouge
December 6-7	BESE Meetings	Baton Rouge

ESSA State Plan Development Timeline



*Special Education Advisory Panel, Superintendents Advisory Council, Early Childhood Care, and Education Advisory Council, Workforce Investment Council, and more.

Next Steps