Louisiana Believes

Special Education Advisory Panel Meeting
November 15, 2017

DEPARTMENT of EDUCATION

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 September 27, 2017 Meeting Minutes

Objectives

- Approve minutes of September 27, 2017 meeting
- Review annual report draft

Consideration of a progress update on focus areas for Individuals with Disabilities Education Act (IDEA) funds

Objectives

- Understand progress towards focus areas

Funding Priority Areas

Louisiana believes that all students, even those with the most significant disabilities, deserve an education that prepares them to be independent and successful in life after high school. The IDEA FFY 17 draft grant application prioritizes funding activities and initiatives for the 2017-2018 school year that will support:

1. Building a workforce that is prepared to respond to the needs of all students with disabilities;
2. Developing standards aligned tools and resources that support the growth of students with disabilities and minimizes redundant work across the state;
3. Providing support for understanding and appropriately responding to the unique ways different disabilities manifest in the classroom; and
4. Establishing structures that ensure students have their individual needs identified and appropriately supported provided as early as possible and ensure students experience effective transitions to life after high school.

Necessary Activities

In addition to the priority areas, the IDEA FFY 17 draft grant application includes a plan for activities that the state must conduct to ensure the provision of FAPE is available to students across the state.

Necessary Activities:

- Implement a monitoring and complaint investigation system *
- Support the provision of assessment accommodations and implement an alternate assessment
- Employ staff to provide assistance and support to LEAs
- Support the special education services for students enrolled in programs supported by the special school district
- Provide support and professional learning opportunities for families
- Maintain a Special Education Advisory Panel (SEAP) *

* Indicates that this is a requirement of the IDEA

Louisiana's IDEA 611 Grant Application Timeline

- **December 2016 - March 2017:** Work group meetings and consultation
- **January 25, 2017:** SEAP discussion of funding priority areas
- **March 10, 2017:** IDEA grant draft application posted on LDOE website
- **March 29 - April 30, 2017:** Public comment period
- **May 1 - May 8, 2017:** Final revisions to application based on public comment
- **May 9, 2017:** IDEA Part B 611 grant application finalized and mailed to OSEP
- **Summer- Fall 2017:** Louisiana receives IDEA Part B 611 grant award and begins implementing priorities for the 2017-2018 school year
  - This includes releasing competitive applications for partnerships with the LDOE to implement priorities where appropriate

Focus Area 3 Progress

Providing support for understanding and appropriately responding to the unique ways different disabilities manifest in the classroom		
Activities to date	**Projected Funding**	**IDEA Grant Application Category**
Review of the Louisiana Special Schools	$209,837	M
Total to date	$5,294,837	
Remaining Balance	$883,483	

Other Activities Progress

Necessary Activities		
Activities to date	**Projected Funding**	**IDEA Grant Application Category**
Allocation to the Special School District for the provision of special education services (note: they do not receive MFP funds)	$1,500,000	R
Total to date	$2,150,000	
Remaining Balance	$6,997,944	

Consideration of an update on Louisiana's implementation of the federal regulations for significant disproportionality

Implementation Timeline and Engagement

LDOE will engage with stakeholders to implement the new regulation over three phases to:

1. Define the calculation methodology for significant disproportionality (SD) in the identification, placement, and discipline of students with disabilities, by race / ethnicity
2. Revamp coordinated early intervening services (CEIS) and support LEAs through the transition
3. Include 3 to 5 year olds in identification analysis

WINTER 2016

OSEP issued final rule governing SD and CEIS

LDOE began planning implementation

SPRING 2017

LDOE begins to meet with stakeholders to define new SD methodology and review CEIS; engagement continues throughout

SPRING 2018

LDOE brings changes to Bulletin 1706 to BESE

SUMMER 2018

LDOE submits finalized SD calculation methodology with justifications and changes to policy to OSEP

SPRING 2019

LDOE makes first annual determination of SD using new methodology

LEAs begin using comprehensive CEIS

SUMMER 2020

LDOE includes 3 to 5 year olds in ***identification*** analysis

Significant Disproportionality

The new rule requires States to annually collect and examine data to determine whether significant disproportionality based on race / ethnicity is occurring in LEAs with respect to:

- **Identification** of children as children with disabilities, including identification as children with particular impairments
- **Placement** of children in particular educational settings; and
- Incidence, duration, and type of **disciplinary** actions, including suspensions and expulsions

LEAs found to be significantly disproportionate must set aside 15% of IDEA Part B funds for coordinated early intervening services (CEIS), and employ other remedies.

Guiding Principles

Louisiana's framework to address significant disproportionality should align with key priorities that expand access to opportunities and improved outcomes for **all** students with disabilities. The risk ratio calculation methodology should identify LEAs as significantly disproportionate in the identification, placement or discipline of students with disabilities, by race/ethnicity when:

- LEAs have a **systemic actionable issue**.
- LEAs have a truly **significant issue** requiring urgent and sustained attention to resolve.

The risk ratio calculation methodology should:

- **Maximize stability** so that small changes in population do not lead to wild swings in outcomes.
- Treat LEAs as **equitably** as possible, given their size, considering the limitations inherent in risk ratio calculations.

Taken together, this should help the State to support LEAs to make meaningful change.

Methodology

States must make five key decisions on the significant disproportionality calculation methodology:

	Key Decision	Options	Outcome
1	How many years of consecutive data should we use to make a determination?	1, 2, 3	3
2	What should be the minimum cell size?	5, 10	10
3	What should be the minimum N-size?	10, 20, 30	10
4	What should be the threshold for significant disproportionality?	2.0, 2.5, 3.0	3.0
5	Should we exercise the reasonable progress flexibility?	Yes, No	?

Significant Disproportionality - LEA Example

Faux Parish has: ✔ 3 years consecutive data
✔ minimum cell and N-size 10

Risk Ratio ≥ 3.0

In Faux Parish:	Significantly Disproportionate?
Hispanic students were **4.0** times as likely to be **identified** as students with disabilities compared with all other students.	
African-American students with disabilities were **5.0** times as likely to be **disciplined** with in-school suspensions > 10 days than all other students with disabilities.	
Asian students were **1.5** times as likely to be **placed** in a regular classroom for < 40 percent of the day than all other students with disabilities.	

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African-American students with disabilities were **5.0** times as likely to be **disciplined** with in-school suspensions > 10 days than all other students with disabilities.	Yes
Asian students were **1.5** times as likely to be **placed** in a regular classroom for < 40 percent of the day than all other students with disabilities.	No

Reasonable Progress

Optional; new flexibility for States. If an LEA is above the risk ratio threshold (3.0) but lowering the risk ratio consistently over a three-year period, the State need not find significant disproportionality.

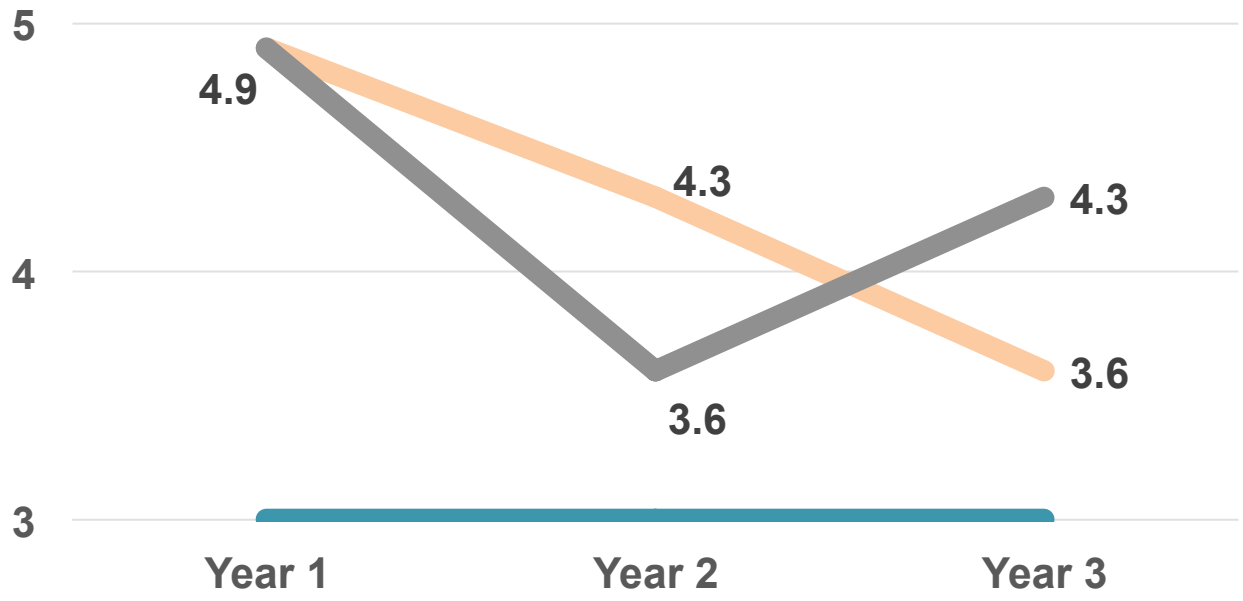
At our July meeting, SEAP asked LDOE to investigate the reasonable progress option.

In October, the Significant Disproportionality / Coordinated Early Intervening Services Workgroup reconvened to review reasonable progress simulations, consider the impact, and make a recommendation.

Reasonable Progress – Example

Faux State has set a risk ratio threshold for identification at 3.0. Faux State has defined reasonable progress to mean a year-to-year decrease in risk ratio of 0.5. Below, LEA 1 would meet the criteria for reasonable progress; LEA 2 would not.

Reasonable Progress?	
LEA 1	Yes
LEA 2	No



Key Decision: Reasonable Progress

Proposal: **Do Not** Exercise the Reasonable Progress Option

LEAs would be flagged as significantly disproportionate if they exceed the risk ratio threshold of 3.0 in the identification, discipline, or placement of students with disabilities, by race/ethnicity. No exception would be granted based on progress towards the threshold.

Reasoning

A. It is a straightforward, understandable rule that establishes **clear expectations** for the field.
B. LEAs with a risk ratio above 3.0 have a **systemic issue, requiring urgent and sustained attention** to resolve. This **maintains the structures and supports** for LEAs to continue to make progress in addressing disproportionality.

Consideration of an update on the Implementation of the Louisiana Connectors for Students with Significant Cognitive Disabilities

Objectives

- Understand process and timeline implementation of the Louisiana Connectors for students with significant cognitive disabilities
- Understand resources available to families and educators
- Understand next steps

Background

The Louisiana Connectors are the pathways for students with significant disabilities to meet the Louisiana State Standards; they are not learning standards that stand separate and apart from the standard expectations we have for typical students.

The Louisiana Connectors capture the "big ideas" of each content area, while also maintaining alignment to the standard expectations. Each individual Louisiana Connector names the benchmark to be met on the pathway to achieving of the Louisiana Student Standard.

	Former	**Proposed**
Standards	Extended Standards	Louisiana Connectors
Assessment	LAA 1	LEAP Connect: Students with Severe Disabilities

Louisiana Connectors for Students with Significant Cognitive Disabilities

Date	Activity
Fall 2016	Development of LA Connectors for ELA and Math
Winter 2017	Policy Revisions
Winter 2017-Fall 2017	ELA and Math Connectors Resource Development and Training
Spring 2018	ELA and Math LEAP Connect Exam Administered
Winter 2018	Development of LA Connectors for Science
Spring 2018	Policy Revisions
Spring 2018- Fall 2018	Science Connectors Resource Development and Training
Spring 2019	ELA, Math, and Science LEAP Connect Exam Administered

LEAP Connect Exam

In the spring of 2018 students who qualify to take the alternate assessment will begin taking the LEAP Connect exam in English language arts and math.

The LEAP Connect aligns to the Louisiana Connectors for Students with Significant Cognitive Disabilities and consists of selected response and constructed response questions. The questions are written at four levels of complexity (Tiers 1-4) and are designed to follow instructional practices.

More details about participation criteria, standards and complexity levels, reporting, assessment design, and administration can be found in the LEAP Connect Assessment Guide.

Alternate Assessment Participation Waiver

ESSA made changes to alternate assessment participation.

- ESSA limits the total number of students with the most significant cognitive disabilities who are assessed statewide with an alternate assessment to 1.0% of the total number of students in the state who are assessed in that subject.

Previous Law	New Law
1% cap on the percentage of the total tested student population that could count as **proficient** on the alternate assessment.	1% cap on the percentage of the total tested student population that can **participate** on the alternate assessment.

- ESSA establishes a **state** cap, **not** an LEA cap. A state cannot prohibit an individual LEA from assessing more than 1% of its students with an alternate assessment. However, LEAs that exceed the 1% cap must engage in certain activities.

Alternate Assessment Participation Waiver

ESSA provides the opportunity for states to request a waiver from the 1% alternate assessment participation cap. LDOE anticipates that the state will exceed the 1% participation cap in English language arts and math and plans to submit a waiver request. To do this, both the state and LEAs that exceed the cap must take certain actions and meet certain criteria.

Requirements for **LEAs** that exceeded the 1% alternate assessment participation cap

- Submit a justification for exceeding the 1% cap to LDOE
  - Provide assurance that the LEA followed the state's guidelines for participation in the alternate assessment
  - Provide assurance that the LEA will address any disproportionality in the percentage of students in any subgroup taking the alternate assessment

Requirements for **states** that exceed the 1% alternate assessment participation cap

- Make all justifications publicly available (without revealing personally identifiable information)
- Provide oversight to LEAs that exceed the 1% cap
- Submit a waiver to the U.S. Department of Education

Alternate Assessment Participation Waiver

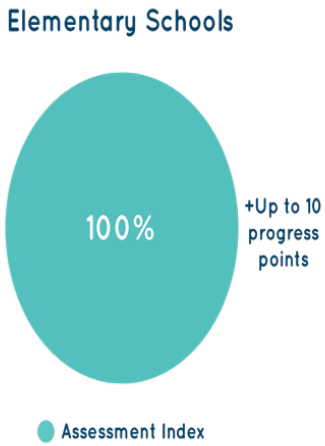
ESSA requires states to submit a waiver request 90 days prior to the alternate assessment testing window. LDOE submitted a waiver request on November 7, 2017.

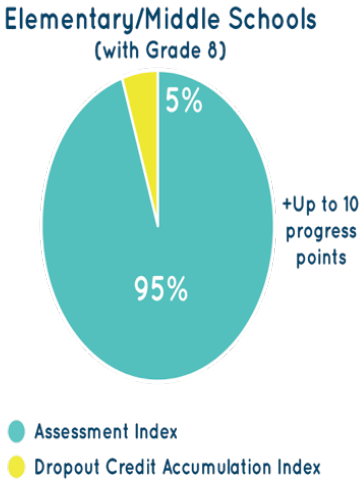
Target Date	Activity
September 27th	LDOE outlines ESSA requirements at SEAP
September 27th	LDOE posts notice of intent to submit a waiver for public comment
October 5th	LDOE hosts Special Education Leaders webinar
October 6th	LEAs receive 1% cap package
October 10th	LDOE conducts webinar for LEAs who must submit a justification
October 21st	Public comment closes
November 7th	LDOE submits waiver to U.S. Department of Education
Fall 2017- Winter 2018	LDOE conducts reviews of any LEA who exceeded the 1% cap

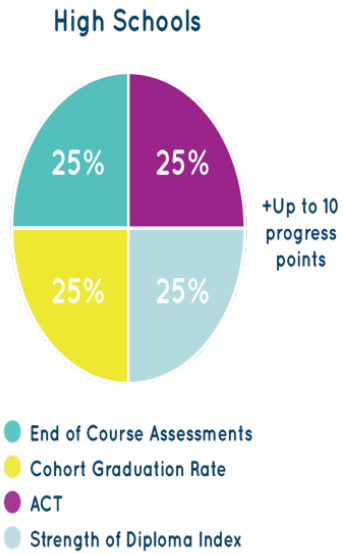
Consideration of a discussion of support for struggling schools

2016-2017 School Performance

Annually, every public school in Louisiana receives a school performance score. The school performance score is reported on a scale from zero to 150, and communicates how well Louisiana schools are preparing students for the next grade-level by looking at student performance on state tests, and other metrics such as graduation rates and college credit attainment.







Struggling Schools

ESSA requires the Department to:

- identify persistently struggling schools;
- award school improvement dollars to school systems that have strong evidence-based plans for improving struggling schools; and
- intervene in schools that do not improve over time.

Currently, **272 schools statewide have struggled persistently and are required to submit an improvement plan to the Department.** These schools are identified in the School Finder as in need of "Comprehensive Intervention" on their academic performance page.

Starting in 2018, schools that struggle with specific groups of students, such as students with disabilities, or with chronic discipline issues, will also be identified in the School Finder, and will be required to submit a plan to the Department for improvement.

Louisiana School Finder

Both school performance scores and early childhood performance profiles are reported this year through Louisiana's new interactive, online tool the Louisiana School Finder.

The Louisiana School Finder provides families with:

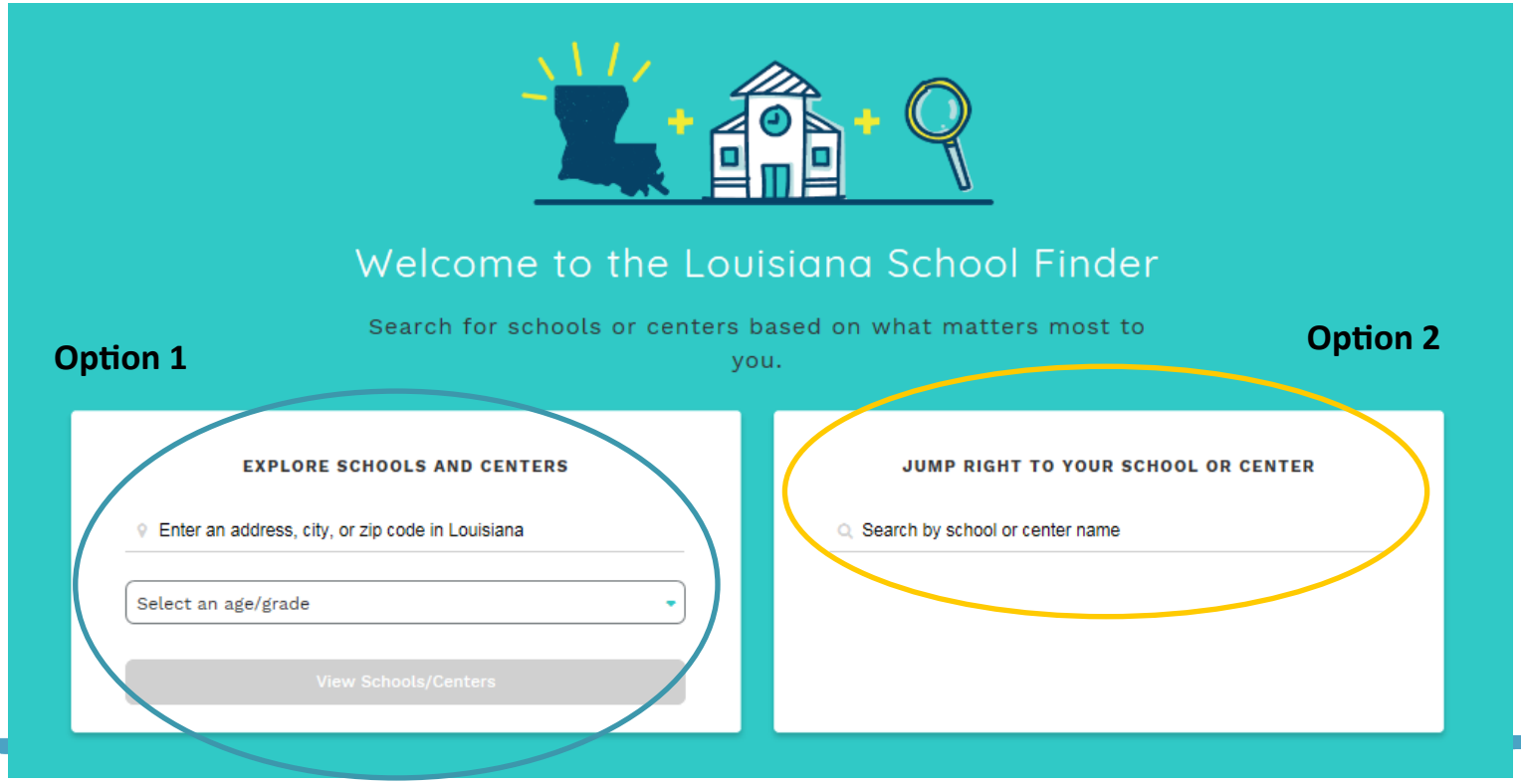
1. **school performance scores and early childhood performance** ratings to show how well schools and centers are preparing students for the next grade-level;
2. **basic information about schools and centers** such as their address, website, hours of operation, licensing information and principal or director's name; and
3. **listings of course offerings, clubs, enrichment and extracurricular activities.**

www.louisianaschools.com

Louisiana School Finder: School Search

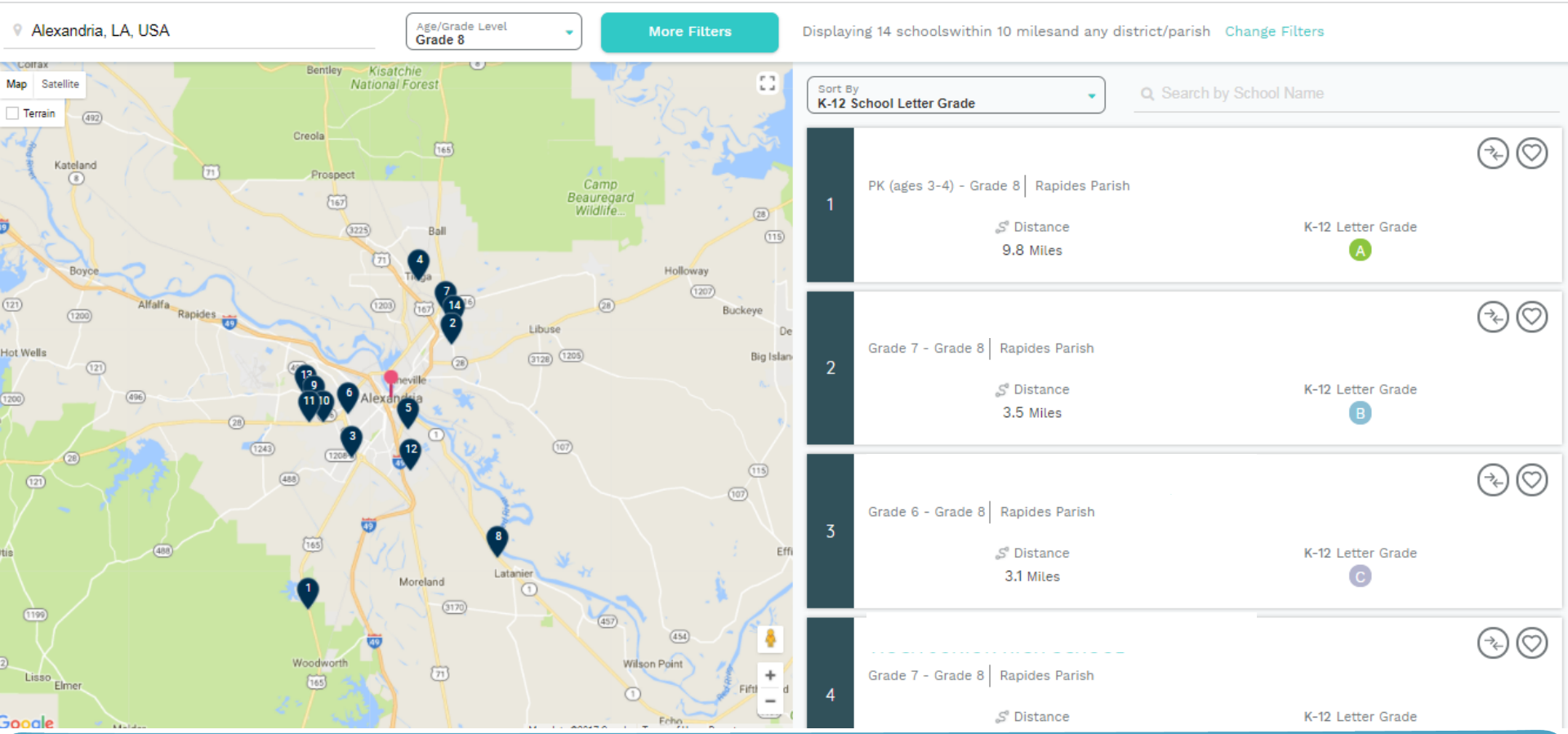
The Louisiana school finder allows families to explore schools and early childhood centers in their area, or an area where they are moving to. They will see two options when searching for schools:

- **Option 1:** Enter your address and select a grade for a broad search of all schools that match that criteria
- **Option 2.** Enter the name of the school you want to view



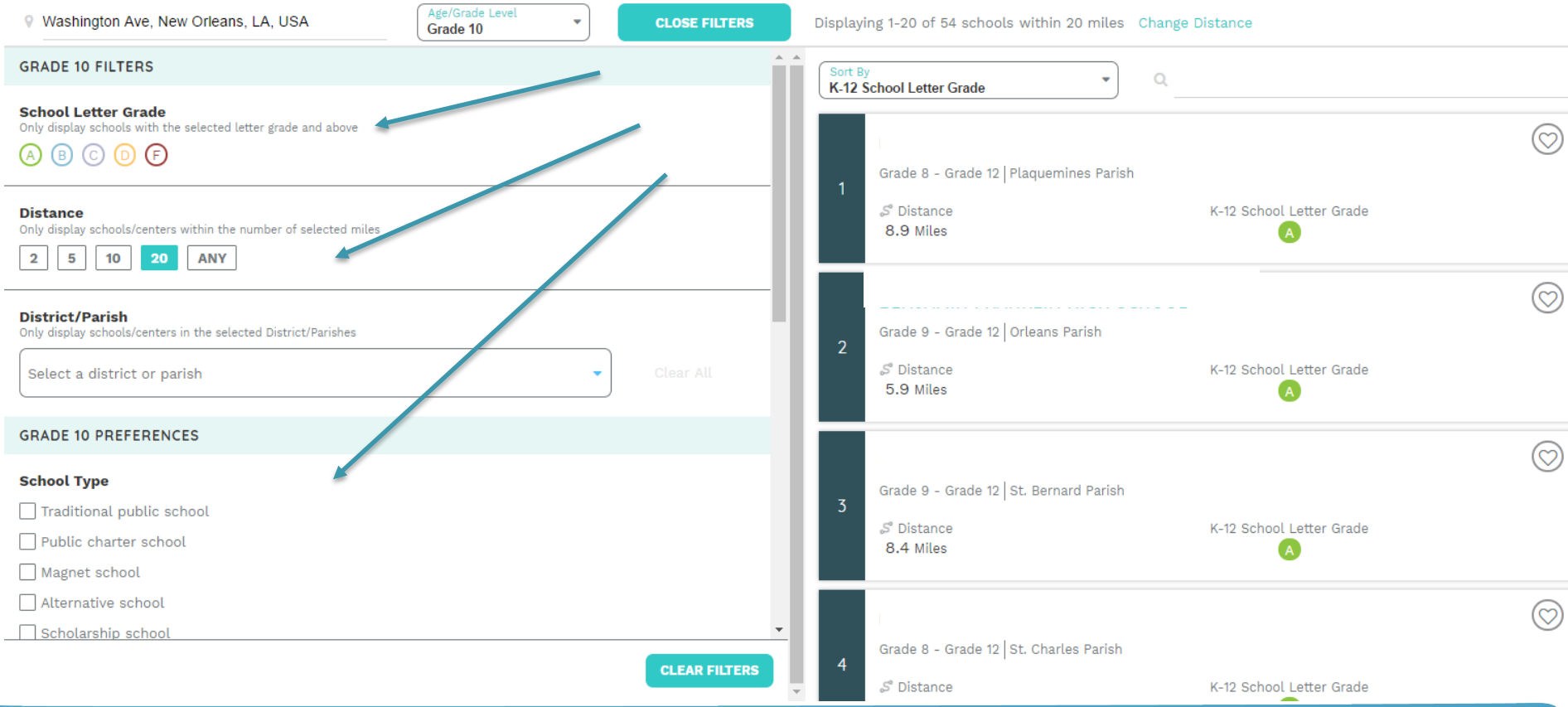
Louisiana School Finder: School Search

If the user selected Option 1, they are then directed to the map and list of schools that match their criteria.



Louisiana School Finder: School Search

Users can select filters and preferences to customize their search.

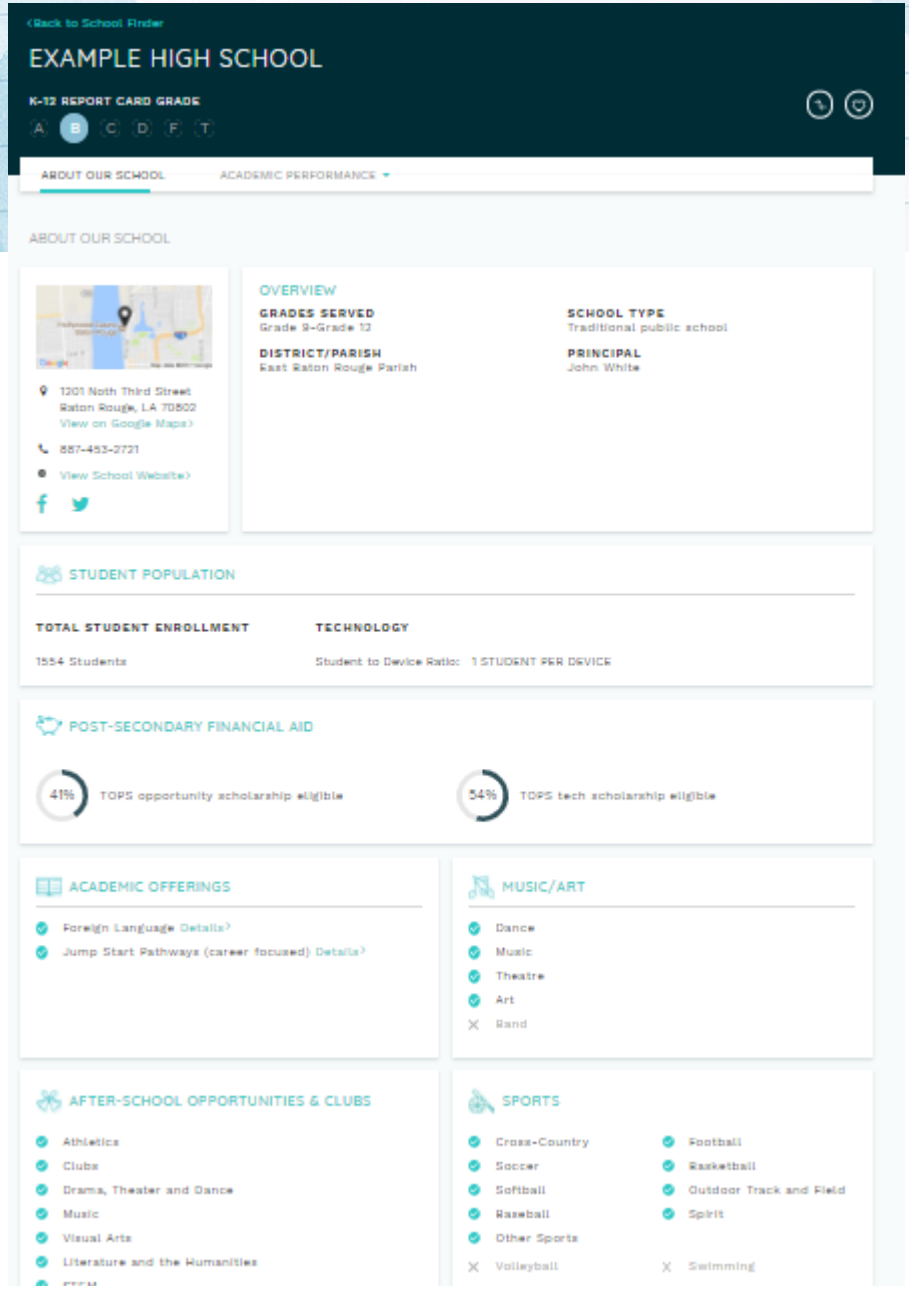


Louisiana School Finder: School Performance

Once a user has selected a school, they will be provided with the following information.

- **About Our School:** school contact information, hours of operation, principal or director name, transportation information, before and after school options, and school offerings (academic, enrichment, athletic, and extracurricular)

- **Academic Performance:** data on how well a school or center is preparing students for the next level of study, including each metric used in calculating school performance scores or early childhood performance profiles



Here is the view of the “About Our School” tab.

K-12 REPORT CARD GRADE

A B C D F T

ABOUT OUR SCHOOL | ACADEMIC PERFORMANCE

OVERALL PERFORMANCE

WHAT IS THIS SCHOOL'S OVERALL LETTER GRADE?

2016-2017 LETTER GRADE

B

HOW IS THIS OVERALL LETTER GRADE SCORED?

2016-2017 SCHOOL PERFORMANCE SCORE

90.2

A	B	C	D	F
100-150	85-99.9	70.0-84.9	50-69.9	0-49.9

The school performance score summarizes how well a school is preparing all of its students for the next level of study. For elementary schools, this score is based on students' mastery of key content for their grade level, and their successful transition into 9th grade for schools with 8th grade students. For high schools, this score also measures graduation rates and how well schools are preparing students for college and a career. Schools that are K-2 configurations have accountability data based on a paired school, designated by its district.

Watch a video on how this is measured

Here is the view of the “Academic Performance” tab.

HOW HAS THIS SCHOOL PERFORMED OVER TIME?

2016-2017 OVERALL PERFORMANCE	A 108.3
2015-2016 OVERALL PERFORMANCE	A 107.4
2014-2015 OVERALL PERFORMANCE	A 109.7

HOW DOES THIS SCHOOL'S SCORE COMPARE TO ITS SCHOOL SYSTEM'S SCORE?

2016-2017 OVERALL SCHOOL PERFORMANCE	A 108.3
2016-2017 OVERALL SCHOOL SYSTEM PERFORMANCE	A 102

See this school system's full report card ›

HOW IS THIS SCHOOL PERFORMING ON PERFORMANCE SCORE METRICS?

STUDENT PERFORMANCE

View Details

STUDENT PROGRESS

View Details

HOW IS THIS SCHOOL PERFORMING IN OTHER AREAS?

BREAKDOWN BY STUDENT GROUPS

TEACHER WORKFORCE

Student Performance

IS THIS SCHOOL PREPARING STUDENTS TO MASTER GRADE-LEVEL CONTENT?

STUDENTS SCORING GOOD/EXCELLENT ON END-OF-COURSE EXAMS	82%	View Details

IS THIS SCHOOL PREPARING HIGH SCHOOL STUDENTS FOR COLLEGE AND CAREER?

GRADUATION RATE What is this measure?	82%	View Details
GRADUATES EARNING CREDENTIALS What is this measure?	40%	View Details
COLLEGE ENROLLMENT RATE What is this measure?	63%	View Details
PERCENT OF STUDENT SCORING AT LEAST A 21 ON THE ACT OR GOLD ON WORKKEYS What is this measure?	52%	View Details
ACT COMPOSITE	21	View Details

Breakdown by Student Groups

HOW IS THIS SCHOOL PREPARING SPECIFIC GROUPS OF STUDENTS FOR THE NEXT LEVEL OF STUDY?

This is how percentiles are calculated

0 (Lowest Performing) 50 (Average Performing) 100 (Highest Performing)

ECONOMICALLY DISADVANTAGED

50

For this group, the school performed better than **92%** of all Louisiana schools.

WHITE

50

For this group, the school performed better than **76%** of all Louisiana schools.

HOW IS THIS SCHOOL PERFORMING IN PREPARING STUDENTS OF COLOR?

This is how percentiles are calculated

0 (Lowest Performing) 50 (Average Performing) 100 (Highest Performing)

HOW DIVERSE IS THIS SCHOOL'S STUDENT POPULATION?

AMERICAN INDIAN OR ALASKAN 0%

ASIAN 0%

BLACK/AFRICAN AMERICAN 6%

HISPANIC/LATINO 2%

Teacher Workforce

TEACHER WORKFORCE

WHAT IS TEACHER WORKFORCE?

Teacher workforce provides information on the school's teacher workforce, including teacher qualifications, teacher diversity, and the extent to which teachers choose to continue teaching at the school year to year.

Watch a video on how this is measured.

HOW STRONG IS THE TEACHER WORKFORCE IN THIS SCHOOL?

CLASSES TAUGHT BY APPROPRIATELY CERTIFIED TEACHERS 86% View Details

TEACHER RETENTION RATE 75% View Details

TEACHER ANNUAL ATTENDANCE RATE Coming in 2018

HOW DIVERSE IS THIS SCHOOL'S TEACHER WORKFORCE?

American Indian or Alaskan	0%
Asian	0%
Black/African American	9%
Hispanic/Latino	2%
Native Hawaiian/Pacific Islander	0%
White	89%

Discipline & Attendance

DISCIPLINE & ATTENDANCE

WHAT IS DISCIPLINE AND ATTENDANCE?

Discipline and Attendance provide information on how well this school is ensuring that students are in classrooms and learning daily.

Understanding attendance and discipline policies Watch a video on how this is measured

HOW IS THIS SCHOOL ENSURING THAT STUDENTS ARE IN THE CLASSROOM AND LEARNING DAILY?

STUDENTS MISSING FEWER THAN 15 DAYS OF SCHOOL

Why 15 days?

85%

View Details

STUDENTS WITH ZERO OUT-OF-SCHOOL SUSPENSIONS

81%

View Details

Sharing Results with Families

Schools and early childhood centers across the state will hold parent nights following the release of 2016-2017 results in order to have conversations with families about school/center performance and improvements.

To support school and center leaders in this process, the Department has released the following resources:

- **Animated school performance score videos** that explain each metric in the Louisiana School Finder related to K-12 school and Early Childhood performance
- **Customizable Parent Night Presentations (**K-12 and ECE**)** for principals and center directors to use in parent nights that will highlight school/center successes, explain the purpose of new Louisiana School Finder system and the data included in it, and how families can support learning at home
- **School Finder Promotional** Flyer directing families to the Louisiana School Finder and how to find information on their school

All resources can be found in the Principal Support Toolbox and on the School and Center Performance page.

Our Vision for Louisiana

Louisiana will continue to raise the bar for students so that by 2025, an A-rated school is one where the average student has:

fully mastered core content,

is ready for the next level of study, and

is given access to the same opportunities as their peers across the country.

Reaching this bar will require that school systems create and implement strong plans to address areas of concern, including directing additional resources and support to those schools who struggle the most. Schools will also be rewarded for improving student performance throughout the school year.

Support for K-12 Schools

The Department will offer the following resources to support struggling schools and schools systems.

- School Redesign grants to support school systems as they build and execute plans to improve their struggling schools

- Additional coordinated funding to support 2018-2019 academic planning such as Striving Readers Comprehensive Literacy subgrants and Direct Student Services providing increased access to college and career coursework and opportunities

- Targeted resources to support schools and teachers with struggling students (e.g. Supporting Students with Disabilities: Strategies for Success Guidebook)

Guidebook

The "Supporting Students with Disabilities: Strategies for Success Guidebook" outlines research based practice and pinpoints strategies essential for ensuring the achievement of students with disabilities:

- **Identify disabilities early and accurately**
- **Provide high-quality instruction to support students with disabilities in achieving ambitious IEP goals**
- **Strengthen instruction with specialized supports and related services**
- **Coordinate effective transition planning and implementation**

Follow-up/ Next Steps

Special Education Community Meetings

Date	Time	Location
November 28	10am-12pm	Louisiana Purchase Room 1201 N 3rd St Baton Rouge, LA 70802
November 29	9am-11 am	W.D. Smith Career Center 200 18th St. Lafayette, LA 70501
November 29	2pm-4pm	Central AT Center LA Special Education Center 5400 Coliseum Blvd Alexandria, LA 71303
November 30	9am-11am	Northwest AT Center Bossier Instructional Center 2719 Airline DR Bossier City, LA 71111
December 1	12pm- 2pm	Paul Emenes Building 822 S. Clearview Pkwy Harahan, LA 70123

Exceptional Lives Louisiana

Exceptional Lives Louisiana will be forming a community advisory panel to get routine feedback on their work. If you are interested in participating please email specialeducation@la.gov