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Special Education Advisory Panel
March 24, 2021

Public Comment and Participation Procedures

SEAP Member Participation Procedures

Panel members will participate via Zoom and will:
- Ensure their first and last name appear in the participant list to be considered present.
- Have microphones muted unless called upon by the chairperson or speaking.

For accessibility, panel members may also type comments or questions in the chat box. These chats will be treated like verbal comments from panel members.

Public Comment Procedures

Guests may participate via Zoom or observe the meeting live on YouTube. **To provide public comment, members of the public should do one of the following:**
- Electronically raise their hand to request to comment. Upon being recognized to speak by the chairperson, their microphone should be turned on. After speaking, the microphone shall be returned to mute.
- Send the public comment in the Q&A window by clicking "Q&A" and then submitting a question. The chairperson shall read the public comment aloud.
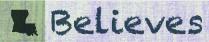
The Panel will only respond to public comment submitted via these means. No other comments will be entered into the record.

Public Comment Procedures

SEAP adheres to formal comment procedures.
- 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.
- 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 do the following:
  - 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.

Approval of Meeting Minutes

Meeting Minutes

Approval of the minutes from the February 3, 2021 meeting:

- https://go.boarddocs.com/la/bese/Board.nsf/files/BYLNQJ610BB2/$file/5.3_AGII_SEAP_0321.pdf

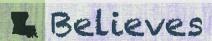# Annual Panel Membership and Meeting Schedule

Panel Membership

The SEAP bylaws outline the following:

- Panel members will serve 3 year terms. Each term begins on July 1 and ends on June 30.
- If a member vacates their position, a new member will fill the vacancy for the remainder of the term of the previous member.
- Appointments will be staggered so that 1/3 of membership rotates off at the end of each year.
- Members shall serve no more than 2 consecutive terms and must reapply at the end of their term.

Membership Rotation

June 2021	June 2022
Brenda Cosse - Parent	Katherine Chenier - Charter Schools Rep
Carla Parrie - Administrator	Kellie Taylor-White - Related Services Rep
Henry Brinkmann - Individual	Kristin McDaniel - Teacher
Jackie Tisdell - Parent	LaTrese LaCour - State Child Welfare Foster Care Rep
Kelly Boyter - Individual	Melissa Bayham - Rep of vocational, community, or business providing transition
Randall Brown - Individual	Parent - Kelly Fleming (10/2022)
Shayla Hilaire - Homeless Rep	Parent - Kristine Hargrave (10/2022)
Sylvia Melancon - Related Services Rep	Parent - Tamara Crane (10/2022)

Interview Process

Per the SEAP bylaws, applications for vacant positions will be posted on the Department website three months before term ends or whenever a vacancy is advertised. Applications will be accepted for thirty days.
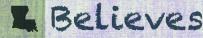
2021 Rotation Timeline

Advertise: April 2021

Interviews: May 2021

Appoint: June 2021

We need one panel member to participate in the interview process with panel co-chairs.

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2021-2022 Meeting Schedule

2021

- Wednesday, June 16 (Retreat)
- Wednesday, July 7
- Wednesday, September 22
- Wednesday, November 17

2022

- Wednesday, January 12
- Wednesday, March 23
- Wednesday, June 15 (Retreat)
- Wednesday, July 6
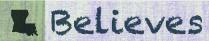- Wednesday, September 21
- Wednesday, November 16

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IDEA Grant Application Process

IDEA Federal Funding Sources

The Individuals with Disabilities Education Act (IDEA) supports students with disabilities through multiple funding sources.

	IDEA Part C	IDEA Part B 619	IDEA Part B 611	IDEA Part D
Students Served	Ages 0-3	Ages 3-5	Ages 3-21	N/A
Grant Focus	Formula grant that assists states in providing early intervention services for infants and toddlers	Formula grant targeted specifically at children ages 3-5 with disabilities to provide a FAPE	Formula grant to provide funding for the provision of FAPE for students ages 3-21	Discretionary grant to support research, technical assistance and dissemination, technology, personnel development and parent-training and information centers.
State Agency	LDH	LDOE	LDOE	Anyone who applies
Application Required	Y	N	Y	Y

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IDEA Part B 611 Grant Overview

The IDEA Part B 611 grant award details the amount that must be spent in the following three categories of expenditures:
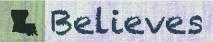
IDEA Flow Through

The State must flow this money directly to Local Education Agencies (LEAs) for the provision of special education services to eligible students. This comprises approximately 87 percent of the total award.

IDEA Set Aside

Set Aside funds are approximately 11 percent of the total grant award and are managed at the state level to support projects that improve outcomes for students receiving special education services. This section requires states to complete a budget outlining how funds will be spent in general categories as part of the application.

IDEA State Admin

The administrative funds are approximately 2 percent of the total grant award. These funds are reserved at the state level to carry out administrative functions of the grant.
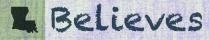
IDEA 611 Set Aside Grant Application Categories

The US Department of Education IDEA grant application requires states to outline how state-level set aside funds will be spent in 15 different categories. Each state is required to devote some set aside funds to a complaint enforcement and monitoring system and has the option of devoting funds in categories that support activities such as

- technical assistance, personnel preparation, and professional development and training,
- high risk fund to address high needs students with disabilities,
- provision of assessment accommodations and an alternate assessment,
- positive behavioral interventions and supports and appropriate mental health services, and
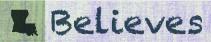- use of technology in the classroom.

The federal fiscal year (FFY) 21 IDEA grant application and a descriptions of projected activities can be found on the Louisiana Believes Special Education Funding page.
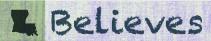
FFY 21 Funding Priority Areas

In addition to the FFY 21 IDEA funding priorities, the upcoming IDEA application will include activities that support the priority areas outlined in the Department's Believe to Achieve Plan. The Department collected feedback from nearly 150 parents of students with disabilities, advocates, teachers, administrators, and others in a survey last month.

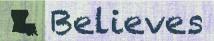| Priority	Agree or Strongly Agree
Ensure every student is on track to a professional career, college degree, or service.	97%
Provide the highest quality teaching and learning environment.	99%
Remove barriers and create equitable, inclusive learning experiences for all children.	93%
Develop and retain a diverse, highly effective educator workforce.	98%
Cultivate high-impact systems, structures, and partnerships.	98%

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Federal IDEA Allocation Update

The American Rescue Package (ARP) was signed into law by President Biden on March 11. As part of this package, significant additional funds are being made available through IDEA Section 611, Section 619, and IDEA Part C grants. To date, the final allocations each state will receive has not yet been released. OSEP has advised states to prepare the application using allocations from the FFY 20 application, and upon receipt of the allocation tables, to insert the most updated information with the application and repost during the public participation timeline. The dollar amounts shown in the Description of Activities may change based on the total allocation received from the federal government. The Department will update this document, along with other application documents, when allocations are received.

IDEA Grant Application Timeline

Timeline	Activity
February 2, 2021	Public survey open on SY21-22 IDEA funding priorities
February 3, 2021	SEAP discussion of application development timeline
January - March 2021	Development of application
February - April 2021	Stakeholder discussions
Early March 2021	Draft application posted
March 24, 2021	SEAP meeting and 30-day public comment period opens
April - May 2021	Final revisions to application
May 7, 2021	Grant application finalized and submitted to OSEP

Believes

IDEA 611 Set Aside Grant Application

IDEA GRANT APPLICATION

Each year, the Department completes an IDEA grant application that outlines the use of IDEA Part B 611 state-level set aside funds. These funds are reserved for a variety of specified activities such as support and direct services, technical assistance and personnel preparation, monitoring and mediation, and improving the use of technology in the classroom.

Federal fiscal year (FFY) 2021 IDEA grant application development:

- Complete the stakeholder input survey on IDEA funding priorities (available through February 21, 2021).

- Review the FFY 2021 IDEA Draft Grant Application PDF.

- Review the FFY 2021 IDEA Draft Grant Application Project Descriptions PDF. The Project Descriptions are also available in Spanish PDF, Arabic PDF, and Vietnamese PDF.

- Provide public comment on the FFY 2021 IDEA Draft Grant Application through April 23, 2021. The public comment form is also available in Spanish, Arabic, and Vietnamese.
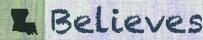
State Systemic Improvement Plan (SSIP) Overview

SSIP: Timeline and Structure

The SSIP is a comprehensive, multi-year plan focused on improving results for students with disabilities. The SSIP is broken up into three "phases", each with specific development and reporting requirements. LDOE reports on progress annually.

Phase I Analyze	Phase II Plan	Phase III Implement + Evaluate
Analyze Current Conditions ● Data Analysis ● Infrastructure Analysis ● Measurable Result ● Theory of Action ● Improvement Strategies	**Develop a Plan** ● Infrastructure Development ● Implementing Evidence- based Practices ● Evaluation	**Report on Progress** ● Activities Planned, Completed, and Adjustments ● Results of Evaluation ● Student-level Outcomes
FFY 2013 Completed and Approved	FFY 2014 Completed and Approved	FFY 2015 Onward Due April Each Year

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SSIP: Theory of Action

The SSIP utilizes a theory of action to ensure all activities lead to intended outcomes.

IF

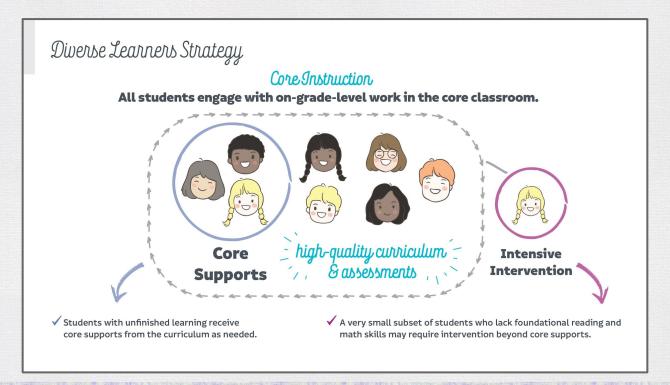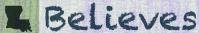| |
|---|
| Data-Informed Decision Making |
| **+** |
| Evidence-Based Literacy Practices |
| **+** |
| Continuous Leadership Development |
| Are Implemented with Fidelity |

THEN

Proficiency rates on statewide ELA assessments for students with disabilities in grades 3-5 will improve.

Believes

SSIP: Theory Into Practice

Diverse Learners Strategy

Core Instruction

All students engage with on-grade-level work in the core classroom.

Core Supports

high-quality curriculum & assessments

Intensive Intervention

✓ Students with unfinished learning receive core supports from the curriculum as needed.

✓ A very small subset of students who lack foundational reading and math skills may require intervention beyond core supports.

SSIP: Theory Into Practice

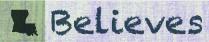|	2018-2019	2019-2020	2020-2021
SSIP Pilot Activities	Pilot Implementation of Diverse Learner Supports	Pilot Foundational Reading Supports	Pilot implementation of high quality intensive intervention materials.
	Development of Intensive Intervention Materials rubric	Identification of high quality intensive intervention programs.	
SSIP Scaled Activities		Scale-out Implementation of Diverse Learner Materials	Scale-out Implementation of Foundational Reading Supports
		Intervention Content Leader	Intervention Content Leader

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2020-2021 SSIP Activities

Pilot Activities:
- Intensive Intervention Pilot (Fall 2020)
  - Pilot intensive intervention materials to address gaps in foundational reading skills
  - Develop guidance for state-wide implementation of intensive intervention materials

Scale Activities:
- Teacher Leader Summit (May 2021)
  - Support the implementation of Diverse Learner Supports
  - Support the implementation of Foundational Reading Supports
- Intervention Content Leader Redesign (Fall 2020)
  - Build expertise of ELA teachers to effectively use resources to ensure students achieve mastery of grade-level standards

K-2 Accountability

Landscape of K-2 Achievement Data

- Louisiana ranks **48th in the nation** among states on 4th grade NAEP Reading and Math assessments on the percentage of students scoring proficient or better.
  - In 2019, 26 percent of 4th grade students scored Proficient or better on NAEP Reading, compared to the national average of 34 percent.
  - In 2019, 29 percent of 4th grade students scored Proficient or better on NAEP Math, compared to the national average of 40 percent.
- On 2019 LEAP 2025 assessments, **46%** of 3rd graders scored Mastery or better on ELA and **43%** of 3rd graders scored Mastery or better on Math.
- Across all literacy screeners, **40.4%** of Kindergarteners scored on or above level in the fall of 2020.
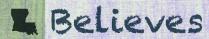
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K-2 Accountability Priorities

Louisiana's accountability system (1) informs and focuses educators through clear expectations for student outcomes; and (2) provides objective information about school and site quality to parents and other community stakeholders.

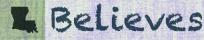In developing tools to measure K-2 performance, Louisiana seeks to:

- Define a cohesive set of expectations for teachers and school systems birth to grade 2
- Utilize a limited, coherent and efficient set of tools to monitor outcomes across school systems and schools
- Provide maximum consistency across grade levels to support ease of use by educators
- Reflect the academic goals of K-2 in the way that schools are measured

Operational Goals of K-2 Accountability System Development

1. **Design a K-2 accountability** system that is aligned ot the Department's Academic Strategy and state standards, and bridges ECE and 3-12 accountability to create a cohesive birth through 12th grade system
2. Pilot, refine, and scale K-2 accountability to reach full implementation by no later than 2022-2023, with ratings and stakes attached released by no later than by Fall 2023
3. Design and implement an **improvement strategy aligned to ratings** that drives literacy achievement for children in K-2 classrooms.

The LDOE's Office of Teaching and Learning has identified potential lenses through which to measure K-2 success in the accountability system, including **Measures of Instructional Quality** and **Measuring Student Literacy.**

Proposed K-2 Accountability System

CLASS®

School Performance Scores

K-2 SPS:
- Literacy
- CLASS®
- Interests & Opportunities
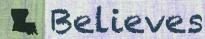
Student Literacy Indicator Proposal

- Administer a Literacy Indicator to K-2 students at beginning of year, middle, and end of year (Grade 3 students will use the new literacy indicator only at the beginning of the year to streamline the existing literacy screening process required by state law and BESE policy)

- The beginning of year administration will be used to diagnose student needs. The middle of the year administration should be used to monitor student progress. Both of these administrations will serve to support student needs throughout the school year. The end of year administration will be secure and results will be used in accountability.

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Student Literacy Accountability Proposal

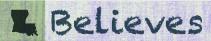Measure both performance and growth:

- **Performance:** For grades K-2 based on end-of-year indicator
  - Will generate a composite score at the end of each year for grades K, 1, and 2 that would indicate whether a child is on track for reading on grade level.
- **Growth:** For grades 1-2 only based on end-of-year indicator
  - Based on progress made from end-of-year screener from prior year to end-of-year screener in current year

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Student Literacy Indicator RFP Background

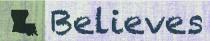The Department will release an RFP in the coming weeks.

- The RFP requires that the literacy indicator will calculate a reading composite score upon administration of the battery of literacy measures.
- The literacy indicator will be constructed to yield valid and reliable test results while reporting student performance and measuring growth.
- The RFP requires the indicator to be accessible for use by the widest possible range of students, including but not limited to students with disabilities and English Learners. An alternate screener for students with significant cognitive disabilities is being explored.
- The RFP requires the contractor to produce a literacy indicator that can be administered in a web-based delivery platform. This may be a student or group of students taking the screener on the computer or a teacher administering the screener in a one-to-one setting and entering student responses into the delivery platform (portal).

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Student Literacy Indicator RFP

The literacy indicator will include multiple measures of literacy resulting in subtests scores and an overall composite score. Below is a sampling of the minimum literacy measure(s) to be included at each grade level.

Kindergarten	First Grade	Second Grade	Third Grade
Phonological Awareness (e.g., initial word fluency) Letter Naming Fluency Letter Sound Recognition	Phonological Awareness Phonics (e.g., nonsense word fluency) Oral Reading Fluency	Oral Reading Fluency Comprehension	Comprehension

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Instructional Quality

- Use the CLASS® tool to measure instructional quality in K-2 classrooms.
- Every K-2 classroom would be observed using the CLASS® tool once in the fall and once in the spring by a certified local observer.
- A certain percentage of classrooms would additionally be observed by a certified third-party CLASS® observer. Third-party observations that differ significantly from local observations would replace local observations. Systems demonstrating irregular scoring patterns may additionally be observed by third party observers.
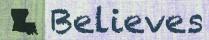
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PK-3 CLASS® Research Findings

- Students demonstrated stronger reading comprehension and literacy skills at the end of third grade if they had more years of better teaching. While all students benefited from access to more effective teachers, it was most critical for students who entered kindergarten with low literacy skills. (Vernon-Feagans et al., 2019)
- First-grade children who experienced higher overall interaction quality in kindergarten were more likely to score well on tests of sight words and decoding skills than first-graders who were in classrooms with less effective interactions. (Lee, P., & Bierman, K.L., 2016)

K-2 CLASS® Pilot Participation

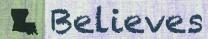| K-2 CLASS® Pilot					
	2016-2017	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**
Total # of School Systems	5	22	26	29	24
Total # of Schools	15	37	73	84	105
# of K Classrooms	35	80	280	331	361
# of First Grade Classrooms	-	-	-	32	104
# of Second Grade Classrooms	-	-	-	-	64

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Initial Findings from K-2 CLASS® Pilot Participants

- Collaboration between pre-K and kindergarten teachers increased significantly, with teachers sharing how they are using their curriculum to improve teacher-student interactions,
- For one school system, the percentage of incoming first grade students reading on or above grade level increased from 42% to 54% between Fall 2018 and Fall 2019 as measured by DIBELS.
- For one school system, within nine months of starting CLASS®, most kindergarten teachers achieved the LDOE's equivalent of "high proficient" on the tool according to both local and third party observations.
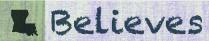
Proposed Structure of K-2 Accountability Formula

Index	Description	Grades Included	Possible Weight
Literacy Achievement Index	Measures degree to which students are on track for their grade level on literacy *Note:* Also includes English Learner Progress on ELPT	K-2	25%
Literacy Growth Index	Measures progress from prior year End-of-Year assessment to current year End-of-Year assessment	1-2	25%
CLASS® Index	Measures quality of teacher-student interactions using the CLASS® rubric	K-2	45%
Interests & Opportunities Index	Measures access/variety/quality to enrichment opportunities via course enrollment and a survey	K-2	5%

K-2 Accountability Timeline

School Year	Major Events
2020-2021	-Literacy indicator RFP released -Continue K-2 CLASS® Pilot
2021-2022	-Selection and pilot of literacy indicator -Large-scale K-2 CLASS® pilot
2022-2023	Learning Year for Literacy Indicator and CLASS® Observations
2023-2024	Full Implementation of K-2 Accountability at scale with stakes

Believes

Follow-Up and Next Steps