

**STATE PERFORMANCE PLAN / ANNUAL PERFORMANCE REPORT:
PART B**

**for STATE FORMULA GRANT PROGRAMS under the Individuals with Disabilities
Education Act**

**For reporting on
FFY 2021**

Louisiana



PART B DUE February 1, 2023

**U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202**

17 - Indicator Data

Section A: Data Analysis

What is the State-identified Measurable Result (SiMR)?

Louisiana's SiMR focuses on improving student-centered outcomes. Louisiana Believes starts with the premise that all children can achieve high expectations and should be prepared for college or career. The challenges of meeting the needs of diverse learners begin early. When Louisiana improved the LEAP assessment, the gap between students with disabilities and their general education peers was shown to be larger than previously understood. For these reasons, Louisiana is focusing on literacy, a foundational skill necessary for success in all subjects and grades. Louisiana's SiMR is to increase ELA proficiency rates on statewide assessments for students with disabilities in third through fifth grades, in eight school systems (SSIP cohort) across the state.

Has the SiMR changed since the last SSIP submission? (yes/no)

NO

Is the State using a subset of the population from the indicator (e.g., a sample, cohort model)? (yes/no)

YES

Provide a description of the subset of the population from the indicator.

The SSIP cohort remains the same and includes 30 elementary/middle schools in 8 LEAs and specifically looks at the performance of students with disabilities in the cohort. Students in the cohort will change each year with incoming students into 3rd grade and as students move out of 5th grade.

Is the State's theory of action new or revised since the previous submission? (yes/no)

NO

Please provide a link to the current theory of action.

Louisiana's theory of action states that if (a) data-informed decision making, (b) evidence-based literacy practices and (c) continuous leadership development are implemented with fidelity then (a) districts, schools and teachers will be able to continuously analyze and use multiple data sources to assess, plan and track outcomes for students with disabilities in 3-5 grades, (b) educators can implement literacy practices with fidelity for students with disabilities in 3-5 grades, and (c) districts, schools and teachers will have the capacity to enact change focused on improving literacy outcomes for students with disabilities in grades 3-5.

Louisiana's theory of action can also be accessed on page 6 here: https://www.louisianabelieves.com/docs/default-source/students-with-disabilities/state-systemic-improvement-plan-report-2019-2020.pdf?sfvrsn=70a66518_2.

Progress toward the SiMR

Please provide the data for the specific FFY listed below (expressed as actual number and percentages).

Select yes if the State uses two targets for measurement. (yes/no)

NO

Historical Data

Baseline Year	Baseline Data
2013	34.03%

Targets

FFY	2021	2022	2023	2024	2025
Target >=	30.50%	31.50%	32.50%	33.50%	34.50%

FFY 2021 SPP/APR Data

Total Number of Students W/ Disabilities in the Cohort Who Scored Proficient in ELA	Total Number of Students W/ Disabilities in the Cohort Who Took ELA 3-5 Assessment	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
135	510	27.62%	30.50%	26.47%	Did not meet target	Slippage

Provide reasons for slippage, if applicable

While statewide data showed improvement in grades 4-5 ELA assessment results, fluctuation in the cohort numbers can impact our data even slightly, and Louisiana is still addressing learning recovery across the state. Grade 3 ELA continues to be an area Louisiana will address since those students saw impacts from the pandemic in critical years (K-1) for learning to read. Evidence-based practices and structures of support are expected to impact this data positively in the future.

Provide the data source for the FFY 2021 data.

The data source used is LEAP 2025 statewide ELA assessments for grades 3-5.

Please describe how data are collected and analyzed for the SiMR.

Louisiana continues to collect data from a variety of sources. Using the data collection plan, the Department will collect both implementation and outcome data. Outcome measures are collected and analyzed using Louisiana LEAP 2025 annual statewide assessment results. Implementation measures are collected using the K-2 Classroom Support Tool, 3-12 Classroom Support Tool, the Common Planning Time Tool, and Instructional Leadership Team (ILT) Observation Tool which measure high quality curriculum implementation and leader and teacher development/collaboration practices.

Optional: Has the State collected additional data (i.e., benchmark, CQI, survey) that demonstrates progress toward the SiMR? (yes/no)

YES

Describe any additional data collected by the State to assess progress toward the SiMR.

Additional reading data from 2021-2022 NAEP results also indicate that Louisiana led the nation in 4th grade reading growth. While many states fell in ranking across the board, Louisiana moved up in overall ranking; in 2019 Louisiana ranked 46th and in 2022 Louisiana ranked 42nd. Also in 2022, Louisiana was #1 in the nation for 4th grade reading growth; Louisiana grew in scale scores while the national overall declined in 4th grade reading. These results are tied directly to our SiMR which encompasses grades 3-5 ELA performance, and Louisiana believes our priority to safely return students to in-person learning as quickly as possible post-pandemic, our statewide learning acceleration initiative, and our statewide literacy initiatives led to these results.

Literacy data from 2021-2022 showed improvement in performance among first, second and third graders over their prior year performance. Student scores at each grade level are reported as either "On or Above Benchmark" or "Below Benchmark." Students who scored "Below Benchmark" are considered "at risk" for reading difficulties according to authors of the reading assessments for our youngest learners. We show improvements are needed for our kindergartners entering with foundational reading skills. 55% of 3rd graders assessed in the fall of 2022 were scoring on or above benchmark, which is the highest since 2018.

The School Improvement Division/Team, which provides support to 49 school systems and 129 schools, conducted 363 classroom observations across Louisiana in K-12 classrooms using the K-2 Classroom Support Tool and the 3-12 Classroom Support Tool. In 2021-2022 the team shifted from solely evaluating curriculum implementation to intentional support of system and school leaders in instructional leadership teams and effective teacher collaboration. Team members also observed 41 common planning sessions using the Common Planning Tool and 69 Instructional Leadership Team meetings using the ILT Observation Tool. In the SSIP cohort schools, the School Improvement Team conducted 35 total classroom, common planning time, and instructional leadership team observations at 8 out of the 30 schools in the cohort.

The data shows that as a state we are making gains in literacy and reading shown on these multiple measures, and Louisiana will continue to focus on intentional structures and initiatives that drive capacity of educators and student growth.

Did the State identify any general data quality concerns, unrelated to COVID-19, that affected progress toward the SiMR during the reporting period? (yes/no)

NO

Did the State identify any data quality concerns directly related to the COVID-19 pandemic during the reporting period? (yes/no)

NO

Section B: Implementation, Analysis and Evaluation

Please provide a link to the State's current evaluation plan.

Louisiana remains committed to the theory of action, logic model and evaluation as interconnected components of the SSIP. In Phase III, the outcomes and data continue to drive our evidence-based literacy practices as well as continued professional development. Our evaluation plan is the same on pages 30-31 of the SSIP for 2019-2020 at this link: <https://www.louisianabelieves.com/docs/default-source/students-with-disabilities/state-systemic-improvement-plan-report-2019-2020.pdf>.

Louisiana's LEAs also had to submit their Louisiana Comeback plans for 2021-2022, which outline their plans for increasing outcomes and recovering learning loss post-pandemic, including supports and outcomes for students with disabilities. Those LDOE approved plans are linked for every school system at louisianacomeback.com.

Is the State's evaluation plan new or revised since the previous submission? (yes/no)

NO

Provide a summary of each infrastructure improvement strategy implemented in the reporting period:

Louisiana Comeback Plans: From catastrophic hurricanes to a global pandemic, Louisiana has faced extraordinary obstacles over the past few years. To ensure our state and our LEAs have intentional strategic plans, the Department required LEAs to submit Comeback Plans in 2021-2022. All LEA plans can be found at louisianacomeback.com, which provides families and communities transparent access.

ELA Grades 3-5 Updated Curriculum/Educator Development: The Department offered the opportunity for systems to pilot updated ELA Guidebooks 3-5 (2022) and/or participate in the ELA Guidebooks 3-5 (2022) Materials Review during the 2021-2022 school year. Caddo and St. Charles parishes participated in the pilot which included the following: 12 schools, 111 teachers, and 3055 students. The pilot consisted of teachers implementing the pilot units, being observed implementing these units, completion of a formal feedback survey, and offering ongoing feedback. Additionally, 13 school systems participated in the ELA Guidebooks 3-5 (2022) Materials Review: Rapides, St. Helena, Bossier, Belle Chasse Academy, Webster, Central Community, St. Tammany, Vermillion, Caldwell, St. Martin, Ouachita, DeSoto, and Iberia. The materials review consisted of teachers and school system leaders who reviewed the pilot materials, participated in roundtable discussions with participating districts, the completion of a formal feedback survey, and participants offering ongoing feedback. Additional information can be found at [https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/ela-guidebooks-3-5-\(2022\)-pilot-feedback.pdf?sfvrsn=6e1f6218_2](https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/ela-guidebooks-3-5-(2022)-pilot-feedback.pdf?sfvrsn=6e1f6218_2).

In addition, in Fall 2022, the ELA content leader professional development modules for grades 3-5 were updated and released to reflect the revisions that were made to ELA Guidebooks 3-5 (2022). The modules were revised to assist educators in gaining the knowledge, content expertise, and skills to successfully instruct and leverage the ELA Guidebooks 3-5 (2022) curriculum. By the end of the modules, participants will be able to do the following:

- understand the ELA Guidebooks 3-5 (2022) curriculum, its content pedagogy approach, and how to effectively use it,
- describe the knowledge and skills needed to read and write to the level expected of students, and
- identify how the ELA Guidebooks 3-5 (2022) unit lessons build the knowledge and skills needed for students to be successful on the unit assessments, which measure the grade-level standards.

Literacy Coach Expansion: In 2021-2022, Louisiana wrote and published a Comprehensive Literacy Plan, which includes intentional literacy goals, key pillars and literacy best practices, and the Department began a Reading Revival Campaign. Moving forward in next steps from our Literacy Coaching Pilot of 2020-2021, in 2021-2022, the Department added a requirement that CIR elementary schools employ a literacy coach. The Department continued to offer free, required Science of Reading professional development for all K-3 administrators and educators in our state, and added a K-2 literacy content leader track to our content leader cohorts.

Teacher Leader Summit in May 2022, a gathering of approximately 4,000 school system leaders, school leaders and teacher leaders, was a fully in-person event that celebrated "Making A Comeback." The event included more sessions geared toward supporting students with disabilities than ever before. Objectives of this annual event include improving the everyday practice of Louisiana leaders and educators, providing opportunities for collaboration and sharing best practices, introducing high-quality strategies, resources, and professional development and fostering an empowering, engaging and inspiring culture among educators. Sessions geared toward the objective of our SiMR include a series of grades 3-5 sessions on the new ELA Guidebook units "ELA Guidebooks 3-5 Overview of Updates," "ELA Guidebooks 3-5 Evaluation Plan Participant Guide," "ELA Guidebooks 3-5 Evaluation Plan," and "ELA Guidebooks 3-5 Using Core and Optional Activities." Additional sessions included "Accelerate ELA," "Building Knowledge in ELA Units," "Science of Reading," "Using IEPs to Support Daily Instruction" and many more.

The School Improvement Team continued to support many LEAs in 2021-2022, and the team refocused on the School Improvement Best Practice strategy to provide targeted, differentiated support to school systems by supporting and coaching system and school leaders on Instructional Leadership Teams and Teacher Collaboration. The Division of School Improvement supports the Department's priority to cultivate high-impact systems, structures and partnerships by providing differentiated and targeted school improvement support to system leaders in the implementation of the Department's school improvement best practices in schools identified as Comprehensive Intervention Required (CIR) and Urgent Intervention Required - Academics (UIR-A). This work focuses on the sustainability of school improvement by providing system leaders with the tools and knowledge to ensure both the implementation and continual improvement of best practices at the school level through high-quality coaching and feedback. During 2021-2022, the division signed agreements with 49 systems to support 129 selected schools in the implementation of Instructional Leadership Team (ILT) Support and/or Teacher Collaboration (TC) Support. School Improvement Support Specialists (SISS) consulted with system leaders to determine needs and set goals for each targeted site. These SISS conducted 473 paired observations with system leaders of ILT meetings, TC meetings, and K-12 classroom instruction and coached these system leaders

to deliver high-quality feedback to school leaders. Progress at each system/school was monitored using walkthrough tools specific to the best practice observed and the resulting data was used to inform subsequent coaching visits. 71% of Comprehensive Intervention Required (CIR) Schools receiving Best Practice Support increased students scoring Mastery and above by an average of 3%. In addition, 49% of supported schools increased their School Performance Score by at least 3 points. A focus on these intentional structures is designed to support schools in adopting the essential components that drive professional and student growth and will continue during the 2022-2023 school year.

Describe the short-term or intermediate outcomes achieved for each infrastructure improvement strategy during the reporting period including the measures or rationale used by the State and stakeholders to assess and communicate achievement. Please relate short-term outcomes to one or more areas of a systems framework (e.g., governance, data, finance, accountability/monitoring, quality standards, professional development and/or technical assistance) and explain how these strategies support system change and are necessary for: (a) achievement of the SiMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up.

Louisiana continues to carry out a multi-layered approach to driving improved student outcomes for students with disabilities. The Louisiana Comeback plans required by each LEA, which required LDOE approval, allowed LDOE to ensure high-yield strategies were being implemented across the state to address attendance and well-being, learning acceleration and recovery, and professional learning. The Super App school planning process is still utilized and is aligned to the state's priorities, allowing spending to also be directed toward Louisiana priorities. The planning process continues to allow school systems to use data in planning, budgeting and implementation in alignment with key priorities. This operating cycle continues each year. This level of state and local governance and planning led to improved outcomes, learning recovery and our growth in literacy, in ELA mastery and in NAEP results.

Louisiana is also committed in its structures to embed supports for students with disabilities and ownership of outcomes across all offices in the Department. Specifically related to our SiMR, the Department has continued work to embed supports for diverse learners in its ELA Guidebook curriculum, ensuring quality standards, with feedback and development from Louisiana educators. This work resulted in increased achievement in ELA in Louisiana across the board and more schools and educators using our high-quality ELA Guidebook curriculum.

Our educator development structures include Content Leader and Teacher Leader initiatives that impact LEAs and sustainability by developing cadres of talented teacher leaders each year who develop the knowledge and skills to lead and coach other teachers in their LEAs and schools. The School Improvement Team also conducts similar technical assistance and support in some of our most struggling schools throughout the state intended to provide LEA and school leaders with curriculum implementation and educator development knowledge and skills that allow them to scale that support throughout their schools. Our SPED Fellow Academy, which launched cohort two in 2021-2022, is a year-long, comprehensive development program for novice special education leaders across the state. The fellowship provides in-person training, coaching, and a community of practice that will instill the knowledge and skills the next generation of leaders need to lead and sustain change to improve outcomes for students with disabilities.

Louisiana's intense literacy strategy and increase in professional development and literacy coaches across Louisiana is allowing for literacy and reading recovery in our elementary grades demonstrated by our fall reading report.

Monitoring and technical assistance efforts of the School Improvement Team led to 71% of Comprehensive Intervention Required (CIR) Schools receiving Best Practice Support increasing students scoring Mastery and above by an average of 3% in 2021-2022. In addition, 49% of supported schools increased their School Performance Score by at least 3 points.

Did the State implement any new (newly identified) infrastructure improvement strategies during the reporting period? (yes/no)

YES

Describe each new (newly identified) infrastructure improvement strategy and the short-term or intermediate outcomes achieved.

The Department relocated the Office of Special Education into Office of Teaching and Learning: In January 2022, the Department intentionally placed the Office of Special Education within the Office of Teaching and Learning. Immediately, the Department modeled the collaboration required in LEAs to improve outcomes for all students, a model that brings academic content, literacy, school improvement and special educators together. The decision places students with disabilities at the center of our teaching and learning strategy in Louisiana.

Literacy Field Employees: The Literacy Team hired several field employees to provide regional literacy training and technical assistance and to provide technical support to literacy coaches that are now required in elementary schools across Louisiana. Additional literacy support has impacted literacy growth in our state and immediately increased support and capacity of our educators impacting literacy outcomes.

Provide a summary of the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next reporting period.

Louisiana uses a multi-layered approach to implementing specific structures and best practices intended to increase outcomes for all students, including students with disabilities. Louisiana Comeback Plans will ensure intentional strategic planning and alignment of funds to improve priority areas for LEAs. Guidance from the SEA throughout the year supports this success.

Educator Development: The Department recognizes the critical role that school leadership teams serve in supporting educators in making data informed decisions and in supporting the implementation of evidence-based practices. The Department will release a

Professional Learning Roadmap and will reinstate LDOE facilitated School Support Institutes to provide additional training to school system instructional leadership teams (ILT) in synthesizing data and supporting educators in the implementation of high-quality curriculum. The expanded Content Leader initiatives will work together with the School Support Institutes to develop leaders at multiple levels of the school system who can enact change to improve outcomes for students with disabilities in grades three through five and even earlier with the K-2 Literacy Content Leader structure. Continuous leadership development improves teaching and facilitates and promotes lifelong learning. While our Content Leader and Teacher Leader structures will continue, Louisiana is launching supports for new educators entering the field and will include a specific affinity group for new special educators entering the field. The intent will be to support new special educators entering the field, to support them in their craft and to retain them for years to come.

Literacy Field Employees: The literacy team will continue to provide “road shows,” and support in LEAs with writing literacy goals, monitoring progress and implementing high quality foundational literacy programs. These field staff will also serve to support the many literacy coaches across the state, which will lead to better literacy outcomes for children with disabilities. The special education team will also begin work alongside the literacy team to support children with dyslexia in our state.

School Improvement Team Efforts: The School Improvement Team will continue to provide differentiated support on best school improvement practices in LEAs across the state. Planning will also begin around supporting schools who persistently struggle, including more targeted intervention and support.

List the selected evidence-based practices implement in the reporting period:

High quality instructional materials with embedded diverse learner supports
Literacy support
Accelerating Learning and High Quality Intervention
High Quality Summer Learning Programs
Leading Inclusive Special Education Programming Guidance

Provide a summary of each evidence-based practices.

High quality instructional materials with embedded diverse learner supports:
Louisiana continues to intentionally expand efforts and embed diverse learner supports within high quality instructional materials. Louisiana's ELA Guidebooks 3-5 (2022) curriculum helps all students read, understand, and express their understanding of complex, grade-level texts, build students' understanding and knowledge through text sets, compelling questions, and integrated reading and writing activities. Louisiana released new ELA Guidebooks grades 3-5 units in May 2022 and began training at the Teacher Leader Summit. ELA Content Leaders across the state were provided updated training to deploy the updated curriculum across the state in every LEA.

Louisiana's Literacy Team continue to support literacy across the state providing support on writing literacy goals, developing and releasing literacy interventions, supporting professional development and creating family literacy resources. Louisiana now has over 300 trained literacy coaches and 16 regional literacy specialists across the state in elementary schools. Resources for K-3 literacy support such as sound wall resources, phonological awareness cards, and dyslexia resources were released. The Literacy Intervention and Foundational Toolkit (LIFT) kit for grades 2 and up and the Foundational Instruction for Reading Excellence (FIRE) kit for grades 3-5 were released. Family literacy resources and grab-and-go activities were also released. Our comprehensive literacy plan can be found at https://www.louisianabelieves.com/docs/default-source/literacy/louisiana-comprehensive-literacy-plan.pdf?sfvrsn=500c6418_6.

Accelerate is Louisiana's Pre-K-12 Tutoring Strategy, designed for school systems to implement equal access tutoring at-scale in order to achieve significant results for all students. Grounded in the most impactful research-based practices, Accelerate is a just-in-time, pre-teaching model that addresses unfinished learning by building knowledge and connecting it to skills in current lessons. In 2021-2022, an Accelerate Pilot was launched that required pilot participants to implement the Accelerate tutoring strategy and accompanying materials in their schools. Pre-K-12 ELA and math tutoring materials were updated in 2021-2022 and continue to be used in tutoring, intervention and summer learning programs in many schools. In 2021-2022 the Department released Staffing and Scheduling Guidance, with specific supports for students with disabilities, to ensure equal access to intervention and schedules that provide students with the extra time needed to recover learning. Staffing and Scheduling Guidance can be found at https://www.louisianabelieves.com/docs/default-source/academics/staffing-and-scheduling-guidance.pdf?sfvrsn=f5776618_20.

Summer Learning Guidance released in 2021 was expanded in 2022 and the most struggling schools in Louisiana were issued a requirement to provide summer learning to students. The guidance focused on structures and elements of a summer program, resources for implementing elements, staffing and scheduling considerations, sample schedules, checklists for action steps and funding information. Webinars were provided to LEAs to implement high quality summer learning programs. Guidance can be found here: https://www.louisianabelieves.com/docs/default-source/academics/summer-learning-program-guidance.pdf?sfvrsn=9f5a6618_18.

Inclusive Special Education Programming Guidance: School systems often face unique and complex challenges in improving outcomes for students with disabilities. Addressing these challenges is multifaceted and requires leaders who can effectively coordinate programming within and across departments and schools to increase access to inclusive learning opportunities for students with disabilities. In January 2022, the Department began releasing a series of guidance materials for Leading Inclusive Special Education Programs. Each guidance document covers a critical topic for special education programming. Following the release of each guidance document, a webinar is available to school systems to support implementation. School system leaders are encouraged to review the guidance materials and attend webinars in partnership with special education leaders. An example of the

guidance can be seen here: [https://www.louisianabelieves.com/docs/default-source/students-with-disabilities/guidance-for-leading-inclusive-special-education-programs---cultivating-high-quality-teaching-and-learning-aligned-to-louisiana's-vision-for-success-\(june-2022\).pdf?sfvrsn=86906218_6](https://www.louisianabelieves.com/docs/default-source/students-with-disabilities/guidance-for-leading-inclusive-special-education-programs---cultivating-high-quality-teaching-and-learning-aligned-to-louisiana's-vision-for-success-(june-2022).pdf?sfvrsn=86906218_6)

Provide a summary of how each evidence-based practice and activities or strategies that support its use, is intended to impact the SiMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (e.g. behaviors), parent/caregiver outcomes, and/or child /outcomes.

Each of the evidence-based practices are aimed at providing comprehensive support for educators in all grades, but specifically ELA educators in grades 3-5. Our 3-5 ELA Guidebook updates will strengthen and embed diverse learner supports and intentional writing supports into the curriculum which will directly impact their achievement on aligned statewide assessments used to measure the SiMR. Strategic literacy best practices will continue to be refined and implemented to support literacy development such that students in grades 3-5 will be on grade-level and increase outcomes in ELA. Family literacy tools were also released that increased parents' capacity to support their children at home. Louisiana must start in the foundational years to comprehensively impact this outcome. Our tutoring and intervention strategies will provide students with disabilities the extra time they need in an equitable way to increase outcomes; the support for educators around these strategies ensure they have the capacity to implement data-driven interventions for students. The Summer Learning Guidance will help LEAs plan and implement effective, accessible summer learning, especially targeting Mathematics and ELA instruction, aimed at addressing accelerating learning for all students following the pandemic. This layered approach to implement SSIP strategies is intended to increase student achievement.

Describe the data collected to monitor fidelity of implementation and to assess practice change.

Data from 2021-2022 NAEP results indicate that Louisiana led the nation in 4th grade reading growth. While many states fell in ranking across the board, Louisiana moved up in overall ranking; in 2019 Louisiana ranked 46th and in 2022 Louisiana ranked 42nd. Also in 2022, Louisiana was #1 in the nation for 4th grade reading growth; Louisiana grew in scale scores while the national overall declined in 4th grade reading. These results are tied directly to our SiMR which encompasses grades 3-5 ELA performance, and Louisiana believes our priority to safely return students to in-person learning as quickly as possible post-pandemic, our statewide learning acceleration initiative, and our statewide literacy initiatives led to these results. Additionally, state LEAP ELA assessment results are collected and analyzed.

Literacy data from 2021-2022 showed improvement in performance among first, second and third graders over their prior year performance. Student scores at each grade level are reported as either "On or Above Benchmark" or "Below Benchmark." Students who scored "Below Benchmark" are considered "at risk" for reading difficulties according to authors of the reading assessments for our youngest learners. We show improvements are needed for our kindergartners entering with foundational reading skills. 55% of 3rd graders assessed in the fall of 2022 were scoring on or above benchmark, which is the highest since 2018.

The School Improvement Division/Team, which provides support to 49 school systems, conducted 363 classroom observations across Louisiana in K-12 classrooms using the K-2 Classroom Support Tool and the 3-12 Classroom Support Tool. The classroom observation tools help observers determine to what extent the teacher is using and delivering a high-quality curriculum, the degree to which students are actively engaged, whether the teacher is actively monitoring student learning and providing feedback. The Common Planning Time Tool assist observers with determining if teachers are planning using high-quality materials and if they are planning for student supports and anticipating student needs. Efforts of the School Improvement Team led to 71% of Comprehensive Intervention Required (CIR) Schools receiving Best Practice Support increasing students scoring Mastery and above by an average of 3% in 2021-2022. In addition, 49% of supported schools increased their School Performance Score by at least 3 points.

Louisiana's indicator 5 data also indicates that the majority of our students with disabilities are in inclusive settings receiving high quality content instruction, which impacts students' ability to master grade level content expected on the state LEAP assessments.

Describe any additional data (e.g. progress monitoring) that was collected that supports the decision to continue the ongoing use of each evidence-based practice.

NAEP reading results, our fall literacy data, and the School Improvement observational data are all used to provide additional progress monitoring.

Provide a summary of the next steps for each evidence-based practices and the anticipated outcomes to be attained during the next reporting period.

High quality instructional materials with embedded diverse learner supports: 3-5 ELA Guidebooks implementation support will continue and will include additional professional development sessions at Teacher Leader Summit 2023. Additionally, in the spring of 2023 Louisiana will release adoption plans and guidance for three best instructional practices for students with disabilities: high quality core instruction, extra time to learn, and content strong educators. All of these research-based best instructional practices will lead to improved outcomes for students with disabilities.

Literacy support: Continued professional development around the science of reading will continue and Louisiana will extend opportunities for that professional development for middle school special educators, interventionists and literacy specialists who support students with disabilities who may struggle to read beyond the foundational years. Additional intervention resources will be released for grades 3-5 and high school resources for older students who struggle to read.

Accelerating Learning and High Quality Intervention: Following the Accelerate Pilot, much more emphasis will be placed on high

quality intervention that accelerates learning for students with disabilities. The 2023 Teacher Leader Summit theme will be around accelerating learning.

High Quality Summer Learning Programs: Updated guidance on summer programs will include a specific recommendation of at least 5 weeks of programming. This will provide supports for our students with disabilities and help to further accelerate learning and help close achievement gaps.

Leading Inclusive Special Education Programming Guidance: Additional inclusive education guidance documents will be released based on feedback from special education advisors and leaders across our state and based on feedback from LEA leaders and educators.

Does the State intend to continue implementing the SSIP without modifications? (yes/no)

NO

If no, describe any changes to the activities, strategies or timelines described in the previous submission and include a rationale or justification for the changes.

While Louisiana will continue the implementation of the strategies outlined, the SEA will begin stakeholder engagement to reassess the SiMR cohort model and its support of all students with disabilities in Louisiana.

Section C: Stakeholder Engagement

Description of Stakeholder Input

Louisiana has developed a comprehensive vision for the future of education in our state—Louisiana Believes. The driving force of this vision is that every one of Louisiana's children should be on track to a college degree or a professional career. Louisiana regularly seeks input from a broad set of stakeholders when establishing policy, regulation, or implementation strategies. Louisiana's Special Education Advisory Panel (SEAP) is key in the development of the State Performance Plan and Annual Performance Report (SPP/APR) and SSIP; this group is the driving force for our target setting process and data analysis. SEAP includes representation from the following: parents, special education administrators, teachers, institutions of higher education, transition providers, individuals with disabilities, homeless liaison, related service provider, private schools, foster care representative, and juvenile or adult correction representative. Our panel selection committee also includes a diversity component on the selection rubric to ensure diverse representation on our advisory panel, of which more than 50 percent are parents or individuals with a disability.

Internal Review

The LDOE's Division for Diverse Learners reviewed historical data and LDOE policies, procedures, and practices; and collaborated with internal teams to develop targets that were rigorous and attainable.

External Stakeholder Feedback

The Division for Diverse Learners developed and executed an SPP/APR target setting engagement strategy to solicit broad stakeholder feedback on the FFY 2020 - FFY 2025 targets. The LDOE developed a State Performance Plan / Annual Performance Report Target Setting webpage on the Louisiana Believes website. The webpage contains an overview document with an explanation of each indicator, historical data for each indicator, and tables to clearly identify whether or not the State met targets for each indicator. After review of the overview document, a target setting survey was available for stakeholders to provide input on targets. No adjustments were made to targets for FFY 2021.

SEAP Integration

The LDOE informed the SEAP on the target setting process and SSIP at two separate meetings. LDOE provided an overview of each indicator along with historical data to SEAP members who provided input. SEAP's structure also allows for public comments, which were exercised at the meetings, providing external stakeholder feedback. Again, SEAP's primary membership is parents and individuals with disabilities.

The LDOE set targets based on feedback, historical data, and whether previous targets set were met. LDOE will continue to monitor data, targets, and changes to Indicator methodology, and may revise targets in the future, as necessary. Any revisions will incorporate stakeholder feedback, including, but not limited to, SEAP. No revisions were made to targets for FFY 2021.

Louisiana also partners with the Louisiana Association of Special Education Administrators (LASEA) to get valuable input on state policy and strategy and to build capacity and increase intentional communication with the local administrators. The Louisiana Developmental Disabilities Council was also engaged around our state's targets, data and progress and that council is also comprised of parents of individuals with disabilities and individuals with disabilities.

Describe the specific strategies implemented to engage stakeholders in key improvement efforts.

Throughout 2021-2022 many stakeholder groups were engaged, experts, state commissions, educators and parents. This broad engagement was an improved stakeholder engagement effort that focused on more frequent, detailed input and included the following:

Special Education Advisory Panel (SEAP)
Related Services Advisory Commission (new commission)
Superintendent's Teacher Advisory Council (which includes special educators)

Early Literacy Commission
Teacher Leader Advisors
Families Helping Families
Exceptional Lives Louisiana
Louisiana Developmental Disabilities Council
Governor's Office of Disability Affairs
Louisiana Association of Special Education Supervisors

Parents and parent-advocates are also often consulted by the State Superintendent, State Director and executive staff to provide input on key improvements.

Surveys are also used to solicit improvement ideas from parents, administrators and educators.

Were there any concerns expressed by stakeholders during engagement activities? (yes/no)

YES

Describe how the State addressed the concerns expressed by stakeholders.

Stakeholder feedback and input is valued at all levels of engagement. Concerns expressed during 2021-2022 were primarily focused on staff shortages and learning recovery post-pandemic. Louisiana has deployed several strategies to quickly address staffing shortages. Louisiana launched a Recruitment and Retention Taskforce last year, which has made many recommendations. Several targeted at special education staffing shortages have included launching a paraeducator to teacher model, helping to fund paraeducators to obtain degrees and become educators, and Louisiana invested ESSER dollars to pay for special education coursework and certification for educators. The latest workforce data indicates that special education certification is no longer in the top three needs in our state for certification and data also shows we have increased the number of certified educators of color. Additionally, our accelerate learning strategy and specific best practices included in our SSIP are aimed specifically at learning recovery.

Additional Implementation Activities

List any activities not already described that the State intends to implement in the next fiscal year that are related to the SiMR.

All activities have been included.

Provide a timeline, anticipated data collection and measures, and expected outcomes for these activities that are related to the SiMR.

Louisiana believes that if (a) data-informed decision making, (b) evidence-based literacy practices and (c) continuous leadership development are implemented with fidelity then (a) districts, schools and teachers will be able to continuously analyze and use multiple data sources to assess, plan and track outcomes for students with disabilities in 3-5 grades, (b) educators can implement literacy practices with fidelity for students with disabilities in 3-5 grades, and (c) districts, schools and teachers will have the capacity to enact change focused on improving literacy outcomes for students with disabilities in grades 3-5. Louisiana's theory of action can also be accessed on page 6 here: https://www.louisianabelieves.com/docs/default-source/students-with-disabilities/state-systemic-improvement-plan-report-2019-2020.pdf?sfvrsn=70a66518_2.

https://louisianabelieves.com/docs/default-source/assessment/2022-2023-assessment-calendar.pdf?sfvrsn=4de36518_2

Describe any newly identified barriers and include steps to address these barriers.

As Louisiana identifies barriers, stakeholders are consulted and solutions are put into place. For example, the infrastructure improvement to relocate the special education office within the Office of Teaching and Learning addresses a long-time need to break down silos separating academics from special education. Any additional barriers will be proactively addressed.

Provide additional information about this indicator (optional).

17 - Prior FFY Required Actions

None

17 - OSEP Response

17 - Required Actions