



ESEA FLEXIBILITY

Renewal Form

LOUISIANA



November 4, 2015

OMB Number: 1810-0581

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RENEWAL FORM

SECTION I: COVER SHEET, WAIVERS, ASSURANCES AND CONSULTATION

Each SEA must remove the Cover Sheet, Waivers, and Assurances pages from its currently approved ESEA flexibility request. It must replace those pages with the completed Cover Sheet, Waivers, and Assurances pages from this form as part of its renewal request.

COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: John White, State Superintendent of Education	Requester's Mailing Address: Louisiana Department of Education P.O. Box 94064 Baton Rouge, LA 70804-9064
State Contact for the ESEA Flexibility Request Name: Bridget Devlin Position and Office: Policy Director, Office of Policy & Governmental Affairs. Contact's Mailing Address: Louisiana Department of Education P.O. Box 94064 Baton Rouge, LA 70804-9064 Telephone: 225.342.3600 Fax: 225.342.0195 Email address: Bridget.Devlin@la.gov	
Chief State School Officer (Printed Name): John White	Telephone: 225.342.2573
Signature of the Chief State School Officer: X 	Date: 11/4/15
The State, through its authorized representative, agrees to meet all principles of ESEA flexibility.	

WAIVERS

By submitting this updated ESEA flexibility request, the SEA renews its request for flexibility through waivers of the nine ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements, as well as any optional waivers the SEA has chosen to request under ESEA flexibility, by checking each of the boxes below. The provisions below represent the general areas of flexibility requested.

- 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a school-wide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that

section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*.

7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools that meet the definition of "reward schools" set forth in the document titled *ESEA Flexibility*.

8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

10. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

11. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA's State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools.

12. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on

that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not otherwise rank sufficiently high to be served under ESEA section 1113.

13. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver in addition to waiver #6 so that, when it has remaining section 1003(a) funds after ensuring that all priority and focus schools have sufficient funds to carry out interventions, it may allocate section 1003(a) funds to its LEAs to provide interventions and supports for low-achieving students in other Title I schools when one or more subgroups miss either AMOs or graduation rate targets or both over a number of years.

If the SEA is requesting waiver #13, the SEA must demonstrate in its renewal request that it has a process to ensure, on an annual basis, that all of its priority and focus schools will have sufficient funding to implement their required interventions prior to distributing ESEA section 1003(a) funds to other Title I schools.

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14. The requirements in ESEA sections 1111(b)(1)(B) and 1111(b)(3)(C)(i) that, respectively, require the SEA to apply the same academic content and academic achievement standards to all public schools and public school children in the State and to administer the same academic assessments to measure the achievement of all students. The SEA requests this waiver so that it is not required to double test a student who is not yet enrolled in high school but who takes advanced, high school level, mathematics coursework. The SEA would assess such a student with the corresponding advanced, high school level assessment in place of the mathematics assessment the SEA would otherwise administer to the student for the grade in which the student is enrolled. For Federal accountability purposes, the SEA will use the results of the advanced, high school level, mathematics assessment in the year in which the assessment is administered and will administer one or more additional advanced, high school level, mathematics assessments to such students in high school, consistent with the State’s mathematics content standards, and use the results in high school accountability determinations.

If the SEA is requesting waiver #14, the SEA must demonstrate in its renewal request how it will ensure that every student in the State has the opportunity to be prepared for and take courses at an advanced level prior to high school.

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ASSURANCES

By submitting this request, the SEA assures that:

- 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of ESEA flexibility, as described throughout the remainder of this request.
- 2. It has adopted English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the State's college- and career-ready standards. (Principle 1).
- 3. It will administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii) no later than the 2015–2016 school year. (Principle 1)
- 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- 7. It will annually make public its lists of reward schools, priority schools, and focus schools prior to the start of the school year as well as publicly recognize its reward schools, and will update its lists of priority and focus schools at least every three years. (Principle 2)

If the SEA is not submitting with its renewal request its updated list of priority and focus schools, based on the most recent available data, for implementation beginning in the 2015–2016 school year, it must also assure that:

- 8. It will provide to the Department, no later than January 31, 2016, an updated list of priority and focus schools, identified based on school year 2014–2015 data, for implementation beginning in the 2016–2017 school year.
- 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4).
- 10. It has consulted with its Committee of Practitioners regarding the information set forth in its ESEA

flexibility request.

11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs. (Attachment 2)

12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the SEA customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice. (Attachment 3)

13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout its ESEA flexibility request, and will ensure that all such reports, data, and evidence are accurate, reliable, and complete or, if it is aware of issues related to the accuracy, reliability, or completeness of its reports, data, or evidence, it will disclose those issues.

14. It will report annually on its State report card and will ensure that its LEAs annually report on their local report cards, for the “all students” group, each subgroup described in ESEA section 1111(b)(2)(C)(v)(II), and for any combined subgroup (as applicable): information on student achievement at each proficiency level; data comparing actual achievement levels to the State’s annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. In addition, it will annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively. It will ensure that all reporting is consistent with *State and Local Report Cards Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended Non-Regulatory Guidance* (February 8, 2013).

Principle 3 Assurances

Each SEA must select the appropriate option and, in doing so, assures that:

Option A	Option B	Option C
<p><input type="checkbox"/> 15.a. The SEA is on track to fully implementing Principle 3, including incorporation of student growth based on State assessments into educator ratings for teachers of tested grades and subjects and principals.</p>	<p>If an SEA that is administering new State assessments during the 2014–2015 school year is requesting one additional year to incorporate student growth based on these assessments, it will:</p> <p><input type="checkbox"/> 15.b.i. Continue to ensure that its LEAs implement teacher and principal evaluation systems using multiple measures, and that the SEA or its LEAs will calculate student growth data based on State assessments administered during the 2014–2015 school year for all teachers of tested grades and subjects and principals; and</p> <p><input type="checkbox"/> 15.b.ii. Ensure that each teacher of a tested grade and subject and all principals will receive their student growth data based on State assessments administered during the 2014–2015 school year.</p>	<p>If the SEA is requesting modifications to its teacher and principal evaluation and support system guidelines or implementation timeline other than those described in Option B, which require additional flexibility from the guidance in the document titled <i>ESEA Flexibility</i> as well as the documents related to the additional flexibility offered by the Assistant Secretary in a letter dated August 2, 2013, it will:</p> <p><input checked="" type="checkbox"/> 15.c. Provide a narrative response in its redlined ESEA flexibility request as described in Section II of the ESEA flexibility renewal guidance.</p>

CONSULTATION

An SEA must provide a description of how it meaningfully solicited input on the implementation of ESEA flexibility, and the changes that it made to its currently approved ESEA flexibility request in order to seek renewal, from LEAs, teachers and their representatives, administrators, students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities, organizations representing English Learners, business organizations, institutions of higher education (IHEs) and Indian tribes.

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SECTION II: CONTINUED COMMITMENT TO AND PROGRESS TOWARDS ESEA FLEXIBILITY PRINCIPLES

An SEA must provide a narrative response updating the SEA's currently approved ESEA flexibility request to address each of the items under Section II. Specifically, an SEA must address each of the Principles as described below through at least the end of the 2017–2018 school year (an SEA that is eligible for and requests a four-year renewal must address each of the Principles as described below through at least the end of the 2018–2019 school year).

For each of the following items, an SEA should make revisions in a redline version of its currently approved ESEA flexibility request, and indicate in the text boxes on this form the pages where relevant changes have been made. To the extent that an SEA has sufficiently addressed any requirement in its currently approved request, the SEA may reference the relevant pages and existing text in its approved request in response to that requirement.

Principle 1: College and Career-Ready Expectations for All Students

In its request for renewal of ESEA flexibility, each SEA must update its currently approved ESEA flexibility request to describe how it will continue to ensure all students graduate from high school ready for college and a career, through implementation of college- and career-ready standards and high-quality aligned assessments (general, alternate, and English language proficiency), including how the SEA will continue to support all students, including English Learners, students with disabilities, low-achieving students, and economically disadvantaged students, and teachers of those students.

Pages 21-43

Principle 2: State-Developed Systems of Differentiated Recognition, Accountability, and Support

Each SEA must provide narrative responses for each of the items enumerated below. In providing these narrative responses, each SEA must describe its process for continuous improvement of its systems and processes supporting implementation of its system of differentiated recognition, accountability, and support. In describing its process for continuous improvement, an SEA should consider how it will use

systematic strategies to analyze data and revise approaches to address implementation challenges in order to ensure that it and its LEAs are meeting the needs of all students.

2.A. Develop and Implement a State-Based System of Differentiated Recognition,

Accountability, and Support: In its request for renewal of ESEA flexibility, each SEA must demonstrate that a school may not receive the highest rating in the SEA’s differentiated recognition, accountability, and support system if there are significant achievement or graduation rate gaps across subgroups that are not closing in the school.

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2.D. Priority Schools: In its request for renewal of ESEA flexibility, each SEA must:

- a) Submit either (i) its updated list of priority schools based on the most recent available data, for implementation beginning in the 2015–2016 school year, or (ii) an assurance that it will provide an updated list of priority schools based on school year 2014–2015 data no later than January 31, 2016, for implementation beginning no later than the 2016–2017 school year;
- b) Provide its timeline for implementation of interventions aligned with all of the turnaround principles in all priority schools; and
- c) Describe its process for identifying any schools that, after implementing interventions for three school years, have not made sufficient progress to exit priority status and describe how the SEA will ensure increased rigor of interventions and supports in these schools by the start of the 2015-2016 school year.

Pages 79-89

2.E. Focus Schools: In its request for renewal of ESEA flexibility, each SEA must:

- a) Submit either (i) its updated list of focus schools based on the most recent available data, for implementation beginning in the 2015–2016 school year, or (ii) an assurance that it will provide an updated list of focus schools based on school year 2014–2015 data no later than January 31, 2016, for implementation beginning no later than the 2016–2017 school year;
- b) Provide its process, including a timeline, for ensuring that its LEAs implement interventions targeted to a focus school’s reason for identification; and
- c) Describe its process for identifying any schools that have not made sufficient progress to exit focus status and describe how the SEA will ensure increased rigor of interventions and supports in these schools by the start of the 2015-2016 school year.

Pages 89-98

2.F. Other Title I Schools: In its renewal request, each SEA must update its plan for providing incentives and supports to other Title I schools to include a clear and rigorous process for ensuring

that LEAs provide interventions and supports for low-achieving students in those schools when one or more subgroups miss either AMOs or graduation rate targets or both over a number of years.

Pages 99-104

2.G. Build SEA, LEA, and School Capacity to Improve Student Outcomes: In its request for renewal of ESEA flexibility, each SEA must describe its statewide strategy to support and monitor LEA implementation of the State’s system of differentiated recognition, accountability, and support. This description must include the SEA’s process for holding LEAs accountable for improving school and student performance.

Pages 105-112

Principle 3: Supporting Effective Instruction and Leadership

An SEA that checked option C under assurance 15 must provide a narrative response to this item detailing:

- a) The progress made to date in ensuring that each LEA is on track to implement high-quality teacher and principal evaluation and support systems designed to support educators and improve instruction;
- b) The proposed change(s) and the SEA’s rationale for each change; and
- c) The steps the SEA will take to ensure continuous improvement of evaluation and support systems that result in instructional improvement and increased student learning.

Pages 113-139

SECTION III: ADDITIONAL AMENDMENTS (OPTIONAL)

If an SEA wishes to make any additional amendments to its currently approved ESEA flexibility request to clarify or revise how the SEA and its LEAs will close achievement gaps, improve student achievement, and increase the quality of instruction, the SEA must include those amendments in its redlined request and identify on the renewal request form the page numbers on which amendments have been made. An SEA need not make any amendments beyond those discussed in Sections I and II above in order to receive renewal of ESEA flexibility. For any additional amendments the SEA makes to its currently approved ESEA flexibility request, the SEA must provide a rationale for the proposed change(s), either in the text of the ESEA flexibility request or on the ESEA flexibility renewal form. In considering whether or not to make additional amendments to its approved ESEA flexibility request, an SEA should keep in mind that the Department will not approve any amendment that conflicts with the ESEA flexibility principles.

Flexibility Element(s) Affected by the Amendment	Page Number(s) Affected in Redlined Request	Brief Description of Requested Amendment	Rationale
Pages 21-22	1.B Transition to College-and-Career-Ready Standards	A review of state academic content standards in English language arts and mathematics to determine if any adjustments or additions are needed to maintain rigor and high expectations for teaching and learning and ensure the standards represent the knowledge and skills needed for students to successfully transition to postsecondary education and the workplace.	In response to a directive from the Louisiana Legislature, the state academic content standards will undergo a professional review process driven by educators and content experts to provide a thorough and transparent evaluation to ensure that they continue to meet the state’s mandate of preparing Louisiana students to successfully transition to postsecondary education and the workplace.
Page 28	1.B Transition to College-and-Career-Ready Standards	Development of resources and direct support specifically for principals including an expansion of the successful TAP professional development model and the new Louisiana Principal Fellowship program	Effective resources and support should be tailored to every level of the school system. The success of the school depends on the strength of the leader.
Page 30-32	1.B Transition to College-and-Career-Ready Standards	The development of an alternate pathway to the Career Diploma accessible to students with the most significant disabilities.	The outcomes-based measure in Louisiana’s previous state and district accountability system failed to recognize the achievements of this student population. The creation of this pathway will incentive and reward the development of programs that provide

			full academic access and research-based career and workforce-readiness training for all students.
Page 70	2.B Set Ambitious but Achievable Annual Measureable Objectives	Revisions to the high school progress points formula	After one year of full implementation of the original high school progress points formula, it became apparent that the high school progress points were not fully attainable. Through engagement with the field and data simulations, a more attainable formula was approved by BESE.

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State’s Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.
2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

Louisiana believes that the successful implementation of innovative policies relies on the input and investment of local educators and other stakeholders. For this reason, the Louisiana Department of Education (LDOE) sought extensive input into the development of the various initiatives included in this application and into the development of the application itself. Groups involved include educators – teachers, principals, district-level officials and Superintendents, and university and college professors and deans – and the public – business leaders, civic leaders, and parents.

Stakeholder Engagement for Application Initiatives

Each of the initiatives and policies contained in this waiver renewal request has been fully vetted by education stakeholders and the public through open meetings of the State Board of Elementary and Secondary Education, its public stakeholder advisory councils (namely the Accountability Commission, the Superintendents’ Advisory Council, and the Special Education Advisory Panel), and the Louisiana Legislature. This includes the process of adopting, implementing, reviewing, and, as necessary, enhancing the state’s academic content standards, state and district accountability system, and educator evaluation and support system in order to meet the state’s mandate of preparing Louisiana students to successfully transition to postsecondary education and the workplace. Documentation relative to specific initiatives or policies, including meeting agendas, presentations, minutes, and policymaker votes may be found on the respective websites of the Louisiana Department of Education, the State Board of Elementary and Secondary Education, and the Louisiana Legislature.

On June 15, 2015, the Department held conference calls with the executive director of the Louisiana School Board Association, the president of the Louisiana Association of School Superintendents, and the executive director of the Louisiana Association of School Superintendents to discuss this renewal application and its components. The Department shared a draft of the renewal application and invited them to offer any feedback. It was noted in these discussions that the only component not yet already in Louisiana state law, BESE regulation, or otherwise approved in an open public meeting following consultation with stakeholders was the proposed accountability system indicators related to the performance of students taking the LAA 1 (1 percent) assessment, although this proposal had been thoroughly vetted by and agreed upon by numerous stakeholders, including superintendents, special education administrators, disability advocates, and the state’s Special Education Advisory Panel. Given recent conversations with U.S. Department of Education staff regarding this particular policy, Louisiana will hold on making official regulatory changes to reflect this accountability revision until the renewal waiver is approved.

On June 23, 2015, this document was posted on the website of the Louisiana Department of Education (LDOE) and included in the LDOE weekly newsletter (Attachment 1) which has a readership of approximately 1,400 educators and education stakeholders. Individuals submitted comments through the email address ESEAWaiver@la.gov until June 30, 2015. The document was also shared with each member of the Louisiana Committee of Practitioners (the state Accountability Commission) for feedback. Copies of the comments received may be found in Attachment 2.

Through these communications with individuals and members of state organizations representing diverse stakeholders, the LDOE was able to communicate with the leadership of local education agencies (school boards, local school superintendents, and charter school leaders), LEA central office personnel (accountability directors, special education administrators), parents, state advocacy organizations (disability advocates, educator associations), community-based organizations, the business community, and higher education. The limited number of formal comments is a reflection of the extensive conversations that have already taken place between the LDOE and Louisiana educators and stakeholders on these topics. The version of the document that receives final approval from the U.S. Department of Education will be posted on the Louisiana Department of Education website for public information and will be shared with any additional stakeholders identified.

Stakeholder	Engagement	Publicity	Date
8(g) Advisory Council	Survey	Email	11/8/11
Advisory Council on Educator Effectiveness	Survey	Email	11/8/11
Accountability Commission	Survey	Email	11/8/11
	Overview Presentation	Email	12/12/11
	Detailed Presentation	Email	2/7/12
	Updated Proposal Summary	Email	2/24/12
Board of Elementary and Secondary Education	Survey	Email	10/28/11
	Jan. Policy Forum (Adapted Overview and Principles Presentation)	Email; Publicized on BESE website	1/18/12
	Individual Briefings (Detailed Presentation)	Conference Calls	2/5/12
	Follow-up Briefings on Final Proposal	Email	2/23/12 and 2/25/12
Black Alliance for Educational Options	Updated Proposal Summary	Email	2/24/12
Blue Ribbon Commission	Survey	Email	2/16/12
	Detailed Presentation	Email	2/16/12
Blueprint Louisiana	Updated Proposal Summary	Email	2/24/12
Center for a Better Louisiana	Survey	Email	12/15/11
	Updated Proposal Summary	Email	2/24/12
College- and Career-Readiness Commission	Survey	Email	11/8/11
Committee of 100	Survey	Email	11/8/11
Committee of Practitioners (including 7 districts who are Title III grantees)	Survey	Email	11/8/11
	Overview Presentation	Email	1/27/12
	Detailed Presentation	Email	2/23/12
Education Organizations/Associations (LAE, LFT, APEL, LASBO, LSBA, Principal's Association)	Survey (NOTE: Also represented on Accountability Commission)	Email	11/8/11
	Final Proposal Briefing with leadership of LAE, LFT, and LSBA	Email	2/27/12
General Public	Survey	Email	11/21/11
	Waiver Website	Publication on website; Email all stakeholder groups	Mid-January
	Detailed Presentation	Website	2/7/12
	Final Proposal Overview and Waiver Document	Website	2/27/12
Governor's Office	Overview of Accountability Proposal	N/A	Mid-January
	Executive Summary & Detailed Presentation	N/A	Late January
	Briefing on final application	N/A	Mid-February

Stakeholder	Engagement	Publicity	Date
LEA Superintendents and Charter Leaders	Survey	Email	10/28/11
	Waiver Update	Superintendents' Conference Call	2/13/12
	Updated Proposal Summary	Email	2/24/12
	Final Proposal Briefing	Superintendents' Conference Call	2/27/12
Louisiana Association of Business and Industry	Survey	Email	11/8/11
	Briefing	N/A	1/5/12
	Updated Proposal Summary	Email	2/24/12
Louisiana Association of Principals	Updated Proposal Summary	Email	2/24/12
Louisiana Center for Afterschool Learning	Meeting with Executive Director, partners, and sponsoring agency	Email	12/19/11 1/30/12 2/15/12
	Survey	Email	11/8/11
	Final Proposal Overview	Email	2/27/12
Louisiana School Boards Association	Updated Proposal Summary	Email	2/24/12
Migrant Education Program (5 districts)	Overview Presentation	Email	1/27/12
NAACP	Survey	Email	1/24/12
	Overview Presentation	Email	2/3/12
	Updated Proposal Summary	Email	2/24/12
Non-public Advisory Council	Survey	Email	11/8/11
	Overview Presentation	Email; BESE Public Notice	2/7/12
Special Education Advisory Panel	Survey	Email	11/8/11
	Overview Presentation	Email	1/25/12
	Finalized Proposal Briefing with Leadership	Email	2/24/12
Stand for Children	Detailed Presentation	Email	2/9/12
Superintendents' Advisory Council	Briefing with leadership (Superintendent Faulk)	N/A	1/6/12
	Detailed Presentation	Email; BESE Public Notice	2/16/12
Urban League	Survey	Email	1/24/12
	Phone Conference	N/A	2/8/12
	Detailed Presentation	N/A	2/8/12
Teachers of English to Speakers of Other Languages	Overview Presentation	Email	1/21/12
	Draft ESEA Waiver Application and Detailed Presentation	Email	2/7/12

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and
2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

Louisiana has been and continues to be a leader in implementing educational reforms in standards, assessment, accountability, data, and educator quality – critical areas recognized by the U.S. Department of Education (USDOE). The Recovery School District, Louisiana's state-led turnaround district, is a national model for the transformation of failing schools, for example. In order to support all schools in raising student achievement and avoid state takeover, Louisiana has adopted a statewide system of educator and school leader evaluation based in part on student achievement. The state has also been a leader in implementing more rigorous academic content standards and standards-based assessments. However, in order to focus school leaders and classroom teachers on these important changes and ensure effective continued implementation, state education leaders have recognized the need to increase educator capacity by removing much of what currently occupies their time and energy – red tape and bureaucracy. For this reason, Louisiana's renewal application for flexibility continues ambitious commitments to high-quality instructional support tools as well as significant changes in monitoring and compliance practices. Both components are essential to achieve higher expectations.

The USDOE has identified three foundational principles for the ESEA flexibility waiver initiative: (1) college and career-ready expectations for all students, (2) state-developed differentiated recognition, accountability, and support, and (3) supporting effective instruction and leadership. Louisiana is well-positioned to meet each of these principles through:

- Louisiana's use of nationally recognized college-and career-ready academic content standards and aligned assessments;
- Louisiana's long-standing, rigorous state and district accountability system;
- The Compass evaluation and support system for educators; and

- Ongoing burden reduction efforts.

These initiatives become integrated through Louisiana’s mission – to ensure that all students attain academic proficiency through the effective teaching of college- and career-ready standards. To support this mission, the state will deliver targeted interventions and supports to struggling schools while motivating and rewarding districts and schools for high performance.

Louisiana recognizes that its goal to prepare all students to be proficient cannot be achieved through limited federal and state capacity using one-size-fits-all strategies. Instead, Louisiana must enhance educators’ capacity through the elimination of burdens and through real reforms that enhance their work and accelerate student growth. This requires a clear articulation of the roles of critical players in Louisiana’s schools:

- The USDOE, charging states with achieving proficiency for all students and supporting their work through the provision of flexible resources;
- State educational agencies, setting state-specific, rigorous goals for all students, encouraging improvement through strong incentives and consequences, and removing all other burdens;
- District and school leaders, managing and overseeing effective instruction in schools; and
- Most importantly, educators, facilitating the acquisition of knowledge and skills and coaching all students to achieve their fullest potential.

In an effort to align these roles and responsibilities such that the state truly enhances the capacity of educators, on behalf of the more than 200,000 Louisiana children still performing below the Basic level on state assessments they serve, and in response to USDOE’s calls for bold, innovative state-led reform, Louisiana presents this ESEA Flexibility Renewal Application for expeditious review and approval.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p>	<p>Option B</p> <p><input type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p> <p>ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)</p>
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1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA’s plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

Louisiana continues to utilize the nationally recognized college- and career-ready academic content standards in English language arts and mathematics adopted by the State Board of Elementary and Secondary Education in 2010. However, earlier this year, the board and the Louisiana Legislature approved a plan to review those standards to ensure that they continue to meet the state’s mandate of preparing Louisiana students to successfully transition to postsecondary education and the workplace. Beginning July 1, 2015, the board will begin a public online review process that will inform the work of a professional educator-led steering committee and content subcommittees. The committee members, nominated by various education

stakeholders and approved by the state board, will conduct a thorough review the standards and make recommendations relative to any revisions needed. Any recommended revisions to the standards must be posted on the board's website no later than February 21, 2016 and approved by the board by March 4, 2016 in order to be implemented in the 2016-2017 school year. A complete summary of this process can be found at

[http://www.boarddocs.com/la/bese/Board.nsf/files/9XENQJ61094F/\\$file/AGII%205.3%20Academic%20Content%20Standards%20Review%20Process.pdf](http://www.boarddocs.com/la/bese/Board.nsf/files/9XENQJ61094F/$file/AGII%205.3%20Academic%20Content%20Standards%20Review%20Process.pdf)

It is important to note that state law continues to require the use of nationally recognized standards that represent the knowledge and skills needed for students to successfully transition to postsecondary education and the workplace, as determined by content experts, elementary and secondary educators and school leaders, postsecondary education leaders, and business and industry leaders. In implementing state assessments to measure such standards (described in greater detail later in this document), rigorous student achievement standards must be set with reference to test scores of the same grade levels nationally.

In response to questions and concerns raised by some elected officials and their constituents regarding the use of the Common Core State Standards in Louisiana, and in accordance with the state's policy to periodically academic content standards, in March 2015 BESE directed the State Superintendent of Education to commence a review of English language arts and mathematics standards to determine if any adjustments or additions are needed to maintain rigor and high expectations for teaching and learning and ensure the standards represent the knowledge and skills needed for students to successfully transition to postsecondary education and the workplace.

The group chosen to review the standards is made up content experts, current Louisiana elementary and secondary educators and school leaders, postsecondary education leaders and faculty, business and industry leaders, and parents. The process used by BESE for selecting review committee participants, as well as the overview of the planned review process, can be viewed here:

[https://www.boarddocs.com/la/bese/Board.nsf/files/9XENQJ61094F/\\$file/AGII%205.3%20Academic%20Content%20Standards%20Review%20Process.pdf](https://www.boarddocs.com/la/bese/Board.nsf/files/9XENQJ61094F/$file/AGII%205.3%20Academic%20Content%20Standards%20Review%20Process.pdf)

Pursuant to Louisiana law, the standards review and development process includes stakeholders such as postsecondary education leaders, college faculty, and business representatives who will ensure that Louisiana standards equip students with the knowledge and skills they will need to be college and career ready, prepared to successfully transition to post-secondary education and the workplace. Standards review committee members representing the state Board of Regents, Louisiana's coordinating body for public post-secondary education, and math and English college faculty, in consultation with their peers in colleges and universities throughout the state, will certify that the standards meet their expectations for students as they transition to post-secondary education and training.

This exercise continues the state's tradition of professional standards reviews, maintains the path begun more than four years ago to raise student expectations and outcomes, and respects the work done by educators and students since the implementation began in 2011.

The Louisiana Division of Administration, reporting to the Office of the Governor, approved requests for proposals (RFPs) for 2015-2016 testing vendors. The RFPs can be accessed at <https://wwwprd1.doa.louisiana.gov/OSP/LaPAC/dspBid.cfm?search=department&term=14>. The testing contracts resulting from these RFPs will be voted on by the State Board of Elementary and Secondary Education on October 13, 2015 so that the published timelines for Spring 2016 testing may be met.

By law (Louisiana Revised Statutes Title 17, Section 24.4), Louisiana state assessments must be aligned to and

measure state approved college and career ready standards. Pursuant to the timelines and processes described in the assessment RFPs and the 2015-2016 testing schedules published by the LDOE, Louisiana's tests will be consistent with all applicable laws and regulations and expectations for high-quality assessments. The LDOE will continue its longstanding work with assessment staff, testing vendors, and consultation with assessment experts such as the National Center for Assessment, to determine appropriate alignment, scaling, scoring, and data analysis to ensure validity and reliability. Test administration procedures, including the use of appropriate accommodations, will continue to follow current federal and state laws and regulations found primarily in BESE Bulletin 118 - *Statewide Assessment Standards and Practices*. As the tests are designed to meet the requirements of law, any revisions to Bulletin 118 or other state regulations will be brought before BESE at the appropriate time.

Significant outreach has been done to communicate with parents and educators about the new assessments. Assessment overviews providing the most current information about grades 3-8 and EOC assessments in English language arts, mathematics, social studies, and science, have been shared with stakeholders, including LEA staff, educators, and parents, on this LDOE web page: <http://www.louisianabelieves.com/assessment>. Here users can find information about the 2015-2016 tests, obtain information about new state laws on testing and the RFP process, access guidance, view testing schedules, and locate practice test items. The "LEAP 2016 & EOC Assessment Overview" documents offer information about the state's transition to new tests, including background information about the agreement reached among lawmakers during the 2015 legislative session.

Grade 3-8 ELA and math assessments will be aligned with current state standards and will be academically consistent with 2014-2015 tests. Educators have been advised to use EAGLE, the state's repository of practice test items, and 2014-2015 sample tests and items to guide their preparation. A comprehensive "Back to School" package (<http://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/2015-2016-back-to-school-package.pdf?sfvrsn=2>), which contains a number of assessment resources, was disseminated to all LEAs, emailed to educators through the state's EdConnect e-newsletter for educators, and posted to the LDOE's website.

The Department has been working with local school district and charter school leaders, principals and educators throughout summer 2015 to help prepare educators and students for the 2015-2016 test administration. Below is a list of the resources that have been provided:

- 2015-2016 Assessment Schedule: This document will be updated once final testing contracts have been awarded, but will remain within the timelines previously communicated.
- EAGLE: Louisiana's online assessment tool to support formative assessment in the classroom and can be used to aid and enhance student learning throughout the year.
- 2014-2015 Assessment Guides for Math and ELA
- 2014-2015 Practice Tests
- ELA Guidebook
- Math Guidebook
- Assessment Overviews: Available for all subjects
 - LEAP 2016 & EOC ELA Assessment Overview
 - LEAP 2016 & EOC Mathematics Assessment Overview
 - LEAP 2015 & EOC Science Assessment Overview
 - LEAP 2015 & EOC Social Studies Assessment Overview
- Family Support Toolbox Library: Includes links to Louisiana's standards, practice tests and parent guides.
- Assessment Readiness check list: Supports local school systems, their testing coordinators, and educators with the steps for assessment preparation and administration.

These resources have been disseminated to district leaders, principals and educators through the following communication channels and are outlined in this calendar:

- Weekly District newsletter to district leaders and Superintendents
- Monthly Teacher Leader newsletter
- Monthly Ed-Connect newsletter to teachers
- Monthly District Planning Calls
- Monthly Assessment and Accountability Calls
- Superintendent and Teacher Leader Summits in June
- Quarterly Supervisor and Teacher Leader Collaborations

The following resources will be developed this fall and winter once final contracts have been awarded for the ELA, math and social studies assessments. These resources will be promoted through all of the above communication channels and will be highlighted in the November Supervisor and Teacher Leader collaborations.

- 2015-2016 Assessment Guides: Math, ELA, and social studies grades 3-8
- 2015-2016 Practice Tests: Math and ELA grades 3-8
- Assessment Hotline and Office Hours: LDOE staffed hotline to be used by educators and parents with questions regarding test administration or preparation

In spring 2016 Louisiana will determine final revisions to standards and commence the process of procuring math and ELA assessments for 2016-2017 and beyond to measure students' performance in learning the Louisiana student standards. Immediately after finalizing standards, the LDOE will begin outreach to LEAs and educators to offer training and supports to successfully transition and will work with network teams, Teacher Leaders, and state education associations to ensure effective implementation. Contracts for aligned assessments are expected to be awarded in fall 2016 in time for administration in spring 2017. Also during this time, the LDOE will begin to release new assessment guides, practice tests, and other supports for educators and students.

Science and Social Studies

In 2011, the LDOE convened committees of Social Studies educators who developed new Social Studies Grade-Level Expectations. The new GLEs were then reviewed by national experts identified through WestEd, who provided Likert scale ratings for each standard and its corresponding Grade-Level Expectation for rigor, relevance, clarity, determination that the content was essential, and degree to which the content would prepare students for more challenging work. The experts made specific recommendations that were incorporated regarding the alignment of historical thinking skills across grades, language complexity, the strengthening of financial literacy components in each grade level, and specific examples for educators' use and understanding. Following public review, the new standards were adopted by BESE in June 2011.

In summer 2013, the LDOE conducted a series of meetings with science teachers around the state to discuss the extent to which current science standards are meeting the needs of Louisiana students and preparing them for college and careers. Several strengths and limitations were noted, and teachers expressed strong interest in upgrading Louisiana's standards to improve pedagogy and incorporate recent scientific discoveries. The LDOE will continue working with science teachers and other stakeholders to determine the best options and timeframe for strengthening science standards and aligned assessments as more rigorous standards in other content areas are fully implemented.

Supporting Educators and School Leaders

As Louisiana works to support its educators and school leaders, both professional development and support materials are critical. As demonstrated in the text below, Louisiana is well positioned to provide support in both capacities.

The LDOE released the intensive and aligned resources-focused on providing high-quality, aligned, and integrated tools, and direct training and support at every layer of the system (teachers, principals, and central offices). In preparation for and during the 2014-2015 school year, this support included the following:

Districts

To help focus districts as they prepare students for college-and-career standards, the LDOE-provided a series of tools and resources that help districts make key decisions on an efficient timeline and build the systems needed to empower and develop teachers. Specifically this has included:

Resources:

- **District planning guide:** This guide (<http://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/district-planning-guide-for-2014.pdf?sfvrsn=16>), housed in the district planning page for the 2015-2016 school year, (<http://www.louisianabelieves.com/resources/classroom-support-toolbox/district-support-toolbox/district-network-support-structure>) lays out all of the key decisions districts need to prepare for in order to effectively implement Louisiana’s standards. This guide focuses districts in a key set of areas (school and leader learning targets, assessment and curriculum, collaboration, observation and feedback, pathways to college and careers, and aligning resources). For each focus area, the guide describes what excellence looks like, outlines all key decisions, and aligns all support resources produced by the LDOE to help districts make these critical planning decisions.
- **Curricular guidance:** One of the most critical areas the LDOE has assist districts in is the development of curriculum and assessments. The selection of quality curricular tools is one of the most fundamental and critical decisions a district will make. To support quality decisions the LDOE released guidance (<http://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/instructional-package-recommendations.pdf?sfvrsn=4>) on a webpage that houses all curricular tools districts need (<http://www.louisianabelieves.com/academics/2014-2015-curricular-package>). This guidance includes a full review of curricular tools available for free and for purchase. Districts in Louisiana have the autonomy to purchase and use any instructional materials of their own choosing, as curriculum is a local decision. But, to support their efforts and in response for requests for guidance, the LDOE worked with educators to review and rate available curricula and interim assessments to support district decisions. The full reviews help districts consider how they will supplement any program that does not receive a tier 1 status (<http://www.louisianabelieves.com/academics/2013-2014-math-and-english-language-arts-instructional-materials-review/curricular-resources-annotated-reviews>).

- **Professional development guidance:** In addition to quality resources, districts need to offer quality professional development to support resource and standards implementation. The LDOE not only provided a substantial amount of professional development (see below), but also released guidance to support districts as they build their plans (<http://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/2014-2015-professional-development-calendar.pdf?sfvrsn=6>).
- **Parent Support:** Parents are critical stakeholders in the implementation of rigorous standards. To support districts as they communicate with parents about the new standards, the LDOE created a parent homepage (<http://www.louisianabelieves.com/resources/parents-students>) that assists parents in supporting their children in each grade level and subject.
- **District Support Toolbox** (<http://www.louisianabelieves.com/resources/classroom-support-toolbox/district-support-toolbox>): This central resource hub houses all of the key resources districts need in a one stop shop. The resources include all of the key tools from above, along with other tools uploaded throughout the year to support districts with key initiatives.
- **Principal Fellowship** This program supports individual principals to build their instructional leadership skills through a sixteen-month cohort collaboration training. In 2015-2016, over 100 principals across Louisiana will participate in the first cohort.

Direct support: As always, resources are never enough. To help districts make meaningful planning decisions and build the systems to support educators, the LDOE put the following direct support in place:

- **District planning calls:** These bi-monthly calls began in January 2014. All district superintendents along with their key instructional staff join each call. The first call in January helped focus districts on the district planning guide and the key decisions they would need to make through the winter and spring to prepare for full standards implementation. During each call the LDOE addresses questions, illustrates new resources released to support districts with those decisions, and shares best practices from around the state. All 2014-2015 calls can be found on the LDOE website (<http://www.louisianabelieves.com/resources/classroom-support-toolbox/district-support-toolbox/district-planning-2014-2015>).
- **Network support:** LDOE Network Teams support every district in the state. The network teams provide in-person support to help districts with their locally developed implementation plans, supported by the district planning guide and other LDOE resources (See more information on Network Teams in Principle 2).
- **District supervisor collaborations:** LDOE hosts quarterly meetings with district-level supervisors of various academic departments to collaborate on key instructional focus areas: curriculum, benchmark assessments systems, statewide assessments, and professional development, to help districts leverage LDOE resources from the Classroom Support Toolbox (<http://www.louisianabelieves.com/resources/classroom-support-toolbox>) and share best practices around the state.
- **Superintendents' collaboration:** The statewide Superintendents' collaboration event is a space for districts to collaborate, share model programs and plans, and set up ongoing opportunities to share resources (<http://www.louisianabelieves.com/resources/classroom-support-toolbox/district-support-toolbox/statewide-collaboration>).

Educators

The LDOE believes that those closest to students, educators and parents, are best positioned to support students and thus the implementation of Louisiana's standards. Given this belief, the LDOE has invested a significant amount of support for educators directly. This support focuses on providing educators key resources and training so that they can make local, empowered decisions to support their unique students. This strategy also connects to the work at the district and principal layer. While districts are making strong curricular choices and building strong systems for educators to improve, the LDOE direct-to-teacher strategy is building capacity around strong ELA and math content knowledge to fill those structures.

Resources:

- **Teacher toolbox (<http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox>):** This central resource hub houses all of the key resources teachers need in a one stop shop. This toolbox was created with the support of educators from across the state. It is built from the perspective of a teacher and the key steps they take to teach students. All resources and tools released from the LDOE are integrated and connect to help teachers take these key actions.
- **Curriculum guides (<http://www.louisianabelieves.com/resources/library/year-long-scope-sequence>):** As the LDOE reviewed math and ELA curricula from vendors (<http://www.louisianabelieves.com/academics/2013-2014-math-and-english-language-arts-instructional-materials-review/curricular-resources-annotated-reviews>) it was quickly apparent that the market was not meeting the needs of teachers as they worked to implement Louisiana's standards. Thus, the LDOE created a robust set of instructional tools for math and ELA. The ELA guidebooks contain a full set of unit plans to build a complete curriculum for educators K-12. In math, the guidebooks are meant to be a supplement to any program. They support teachers as they work to provide students tasks and appropriately remediate.
- **Video library (<http://videolibrary.louisianabelieves.com/>):** This library houses instructional videos that illustrate quality instruction connected to Louisiana's Compass instructional rubric and standards. This library is regularly updated and includes guides to help teachers and principals use the videos for instructional improvement.
- **Assessment tools (<http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments>):** Assessment guides, sample tests, and other tools help teachers to understand how students will be assessed. These tools prepare teachers to set strong goals for student mastery of the standards and align their instruction accordingly.
- **Standards modules (<http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/standards>):** This page in the Teacher Support Toolbox houses a series of tools to help teachers and principals explore the standards.
- **High School Students Planning Guidebook ([http://www.louisianabelieves.com/docs/default-source/course-choice/2014-high-school-planning-guidebook-\(web\).pdf?sfvrsn=8](http://www.louisianabelieves.com/docs/default-source/course-choice/2014-high-school-planning-guidebook-(web).pdf?sfvrsn=8)):** This guidebook is a series of short documents showing administrators, counselors, and teachers how to use key policies, programs, and resources to help both students and schools achieve their goals.

Direct support: Just as with every level, direct support ensures that teachers are able to use the quality resources and implement the standards successfully in their classroom. In Louisiana, our direct support goes directly to the teacher level. While districts and principals take on a significant amount of teacher training

and support, the LDOE provides an intense amount of direct training and support.

- **Teacher Leaders (<http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/collaboration-teacher-leadership>):** This cadre of over 5,000 teachers represents every district and school in the state. This cadre ensures that every school has a series of experts on the standards and curricular tools. This provides principals and districts capacity. These Teacher Leaders support districts and schools as they work to train and support teachers in their districts. All training noted below is directed towards this group of educators. All materials are posted publicly so that teacher leaders and others are able to use all training materials for other teachers in their schools and districts.
- **TAP and NIET Best Practices Expansion:** The expansion helps principals build effective systems for goal setting, observation, feedback, and collaboration. Through this program, districts choose a differentiated set of TAP supports to implement throughout the district.
- **Principal Fellowship:** This program supports individual principals to build their instructional leadership skills through a sixteen-month cohort collaboration training. In 2015-2016, over 100 principals across Louisiana will participate in the first cohort.
- **Blended training:** Louisiana Teacher Leaders receive a significant amount of training throughout the year. The LDOE has learned that teachers need different types of training to support their varied needs. Thus, the LDOE provides intensive, blended training throughout the entire school year. Each layer of training provides support in a different area of need for educators.
 - o *Content training (in person):* Rich content-based training often requires deep and intense practice. Thus, in person is often the most effective forum for content-based training. To support Teacher Leaders, the LDOE hosts over 10,000 seats of training during the year. In June 2014, the entire 4,000 cadre came together for a two day ELA and math training. In June 2015, 5,000 Louisiana educators are expected to attend the Teacher Leader Summit. This event is followed by content institutes throughout the year.
 - o *Resource/curricula use (virtual):* In addition to content development, teachers need support to use the curriculum and tools. High quality, standards-aligned instructional tools are complex. Teachers require support to ensure they are prepared to use these materials. Thus, the LDOE hosts grade specific math and ELA bi-monthly webinars. These webinars break down upcoming weeks of lessons, help teachers adjust plans based on student needs, and share resources among other teachers.
 - o *Ongoing improvement (collaboration):* Finally, the LDOE hosts in-person regional collaborations led by expert and trained teacher advisors. These regional collaborations provide space throughout the year for teachers to reflect on student work, identify areas for improvement, and share resources.
- **Ed modo collaboration:** Finally, teachers need an immediate place to go to find and share resources across the state. The LDOE state-wide educator EdModo site provides this space. Thousands of teachers use this site weekly to share resources, ask teacher questions, and support others. The LDOE monitors this site and pulls high quality resources to key folders to ensure quality for others.

Principals

Resources: Developed to provide principals support with instructional decisions and the Compass

improvements to be implemented in 2015-2016.

- **Louisiana Principal's Teaching & Learning Guidebook:** Illustrates the tools the Department provides principals to build a team; choose and use curriculum, assessments, professional development, and collaboration; and set goals and provide support to teachers.
- **High School Guidebook:** Short documents showing administrators, counselors, and teachers how to use key policies, programs, and resources to help both students and schools achieve their goals.
- **Online Compass Modules:** Available to guide the work of all principals and teachers as they set goals, monitor progress, give and receive feedback and adjust instruction to improve practice.
- **Compass Educator Support and Evaluation System**

Direct Support:

- **TAP and NIET Best Practices Expansion** helps principals build effective systems for goal setting, observation, feedback, and collaboration. Through this program, districts choose a differentiated set of TAP supports to implement throughout the district.
- **Principal Fellowship** This program supports individual principals to build their instructional leadership skills through a sixteen month cohort collaboration training. In 2015-2016, over 100 principals across Louisiana will participate in the first cohort.
- **Principal Compass Trainings:** Trainings design to support new and veteran principals in their learning of new policies related to educator evaluations that were approved by BESE this spring and helping develop principals as instructional leaders.

Supporting Low Achieving and Economically Disadvantaged Students

In Louisiana, only sixty-two percent of students identified as economically disadvantaged students are performing on grade level compared to eighty-five percent of their more affluent peers. This statistic illustrates the importance of quality instruction and remediation, especially as Louisiana transitions to more rigorous instruction and raises the definition of grade level proficient over the next ten years. Specific instructional supports and resources for educators are targeted to this purpose. For example, the Department holds bi-annual collaborative opportunities around the state for superintendents and district leaders and for teachers. As you can see in the agenda for most recent administrator events (<http://www.louisianabelieves.com/docs/default-source/teacher-leader-summit/2015-2016-september-sup-collab-event-overview.pdf?sfvrsn=2>) and teacher events (<http://www.louisianabelieves.com/docs/default-source/teacher-leader-summit/2015-2016-september-tl-collab-event-overview.pdf?sfvrsn=2>) include sessions directly related to supporting students who are struggling in school. Additionally, BESE created the option of a transitional ninth grade for students who are struggling to meet the bar for entrance into ninth grade. Eighth grade is a high stakes testing year in Louisiana and students must meet a level of proficiency determined by the state to be promoted to ninth grade. An analysis of state promotion data indicated that 40 percent of students who do not pass the eighth grade assessment the first time never make it to a high school campus. The transitional ninth grade allows these students to be placed in a high school setting while remaining in the eighth grade, thereby, receiving the remediation work they need in the same environment with their peers. This arrangement also provides easier access to college and career counseling and Carnegie credit courses.

For high school students, the Department is provided training specifically targeted at struggling students. A webinar on this topic can be viewed here: http://www.louisianabelieves.com/docs/default-source/webinars/webinar---2015-student-planning-guide_planning-for-struggling-students.pdf?sfvrsn=2. The High School Planning guide ([---

29](http://www.louisianabelieves.com/docs/default-source/course-choice/2014-</p></div><div data-bbox=)

high-school-planning-guidebook-%28web%29.pdf?sfvrsn=16) is used in all Louisiana schools and also includes a section on planning for struggling students.

In order to identify successful remediation and instructional strategies for struggling students, the Department has completed a data analysis to identify schools demonstrating the most significant growth with students below grade level. Department staff are traveling around the state to visit these schools and learn more about the classrooms and programs. Once the observation period is complete, the strategies will be developed into support materials that can be scaled statewide.

Supporting Students with Disabilities

Only fifty percent of Louisiana's students with disabilities are scoring on Basic or above on the fourth grade assessments and fewer than half of students with disabilities entering Louisiana high schools graduate with a diploma. The resources and support provided by the LDOE described above will enable districts and educators to better serve all students, however, to achieve significant gains with this specific population we must execute meaningful college and career readiness initiatives targeted to our students with disabilities.

Recognizing the need to elevate Louisiana's focus on the achievement of students with disabilities and increase district capacity to serve the needs of such children, the LDOE's organizational restructuring in 2010 included the dispersing of special education professionals throughout the agency. No longer was special education housed within the federal program compliance office; special education became part of the content-centered "goal" offices that are focused on Louisiana's achievement of goals related to literacy, STEM, and college and career readiness. As a result, the agency is delivering more effective support to districts and schools with regard to IDEA compliance and increasing academic outcomes for students with disabilities. The work has shifted to not only helping students access the new standards, but also to increasing the rate at which they make academic progress, meet IEP goals, and earn diplomas and career credentials within the regular education setting. To work specifically on these initiatives and enhance collaboration within the agency, the LDOE hired a new Special Education Policy Director who started in the summer of 2014. The special education policy office will concentrate on improving the outcomes for students with disabilities, the LDOE monitoring system with a focus on target setting, increase the prominence of special education specific reporting, work closely with the network teams to deliver targeted support to local school districts and high-need schools, and conduct an analysis of special education data, specifically student outcome data, to frame the development of new targets and improvement activities in the State Performance Plan. To assist in meeting district needs, the LDOE also provides funding to eight regional centers to offer support and training in the area of technology for students with disabilities, students on 504 plans, and Universal Design for Learning and to 11 Families Helping Families centers across the state to provide services and training to families and educators.

One of the most significant initiatives is supporting successful high school completion for all students with disabilities. This includes the implementation of Act 833 of the 2014 Louisiana Legislative Session and the state board approved pathway to a Career Diploma for students assessed on alternate standards.

Act 833 (2014) allows students with disabilities who have had persistent academic challenges to demonstrate proficiency for promotion and for high school graduation through alternate performance criteria. The law permits IEP teams to identify students meeting eligibility criteria established in the law, and, if appropriate, identify alternate ways to demonstrate proficiency of performance targets the students must meet in order to be promoted or to graduate. Implemented thoughtfully with extensive stakeholder engagement, this law can focus educators on the best means of assessing skills and progress among students who have IEPs and are struggling with more conventional measures. To ensure this is the case, the

LDOE is working with stakeholders, including our Special Education Advisory Panel and the Louisiana State University-Health Science Center, to build IEP team capacity and support the creation of strong IEP goals aligned to the state's college and career ready standards and the use of meaningful assessments for measuring achievement.

As stated in the policy approved by the state board, the state academic content standards shall apply to all public school students in the state. Instruction shall include the same knowledge and skills expected of all students and the same level of achievement expected of all students. Only diplomas earned by students who have pursued the regular academic state standards and who have earned all state-required Carnegie credits shall be considered regular diplomas in the state and district accountability system, pursuant to federal laws and regulations. The IEP team may not lower promotion or graduation requirements for a student with a disability if doing so means the student will not be involved in, and make progress in, the general education curriculum based on Louisiana's general academic content standards.

The LDOE has committed to developing a proposal to recognize the achievements of students with significant cognitive disabilities within the state, district, and school accountability formula. Department staff worked with special education advocates and educators to review researched based best practices, define successful high school completion, and develop a pathway to a Career Diploma for students assessed on the alternate achievement standards. This pathway includes access to core academic courses, workforce readiness and career preparation, assessment of student growth and progress, and transition planning focused on post-secondary success. The state board approved the policy in April of 2015. LDOE has identified exemplar districts that have been implementing effective career preparation programs for students with significant cognitive disabilities to support with training and implementation of this new policy.

While the majority of students with disabilities will continue their education beyond high school, meaningful career education in high school provides an important opportunity for students working toward goals of successful competitive and non-competitive employment. The Jump Start Career Education program, described in detail later in this document, provides career-focused courses and workplace experiences to all high school students, allowing them to continue their education after high school and earn industry-based certifications. The LDOE convened a workgroup of educators with experience in providing career education to students with disabilities and industry representatives with experience hiring individuals with disabilities to determine how the traditional Jump Start pathways can specifically benefit students with disabilities. The LDOE will continue to work with regional teams to define appropriate experiences and opportunities for students with disabilities within the Jump Start pathways.

The creation of Louisiana's current accountability system revealed the achievement gap between student subgroups and their peers and continues to provide data and incentives to schools and school systems to dedicate time and resources to serving students with the highest needs. However, the small population of students with the most significant cognitive disabilities continued to be left out of the equation. While these students are included in the total population used to calculate the school performance scores (SPS) in high school, all of the allowable indicators of a successful high school experience in the outcomes based graduation index, accounting for 25 percent of the final score, required student assessment on the regular standards (see Principal 2.A for more information on the SPS formula, including the graduation index). Special education advocates and parents called on the LDOE to develop a thoughtful proposal that would provide all students the ability to earn an outcome recognized in accountability. By doing this, Louisiana would recognize the work accomplished by students with significant disabilities and their educators and protect their educational interests.

The collaboration of LDOE staff, local school systems, educators, families, and advocates resulted in the

creation of a meaningful alternate pathway to Louisiana’s Career Diploma that is accessible to students meeting the state’s participation criteria for assessment on the extended standards or the Louisiana Alternate Assessment, Level 1 (LAA 1). This pathway mirrors the traditional route to a Career Diploma and ensures students are exposed to a full core curriculum, career skill training, and an experience in competitive employment. High school students are eligible if they are evaluated and determined to meet Louisiana’s strict, quantitative definition of at least two standard deviations below the mean; however, selecting this alternate pathway to a Career Diploma is not required for students meeting this criteria. All students have access to the traditional curriculum, assessments, and diploma pathways. Schools are disincentivized from placing students inappropriately on this pathway because while students may earn points in the graduation index, they may not earn the school points in the graduation cohort. Additionally, students may only pursue this pathway if they are also assessed on the LAA 1. As Louisiana’s alternate assessment, the LAA 1 carries a 1 percent proficiency cap and, therefore, the cap is indirectly imposed on this pathway. No more than one percent of the student population can earn the school points on both the graduation index and the assessment index. Lastly, the identification of students as eligible for LAA 1 is closely monitored and reported by the IDEA monitoring team.

The graduation requirements for students on the alternate pathway to a Career Diploma fall into the four components described below. Students who are able to complete all four components of the diploma will earn a College Diploma worth 100 points in the graduation index¹. This diploma represents a successful high school exit for this population of students and the Department believes their success should be valued at the same level as their peers.

1. Academic. This requirement ensures all students have the same access to the core academic subject areas. Students assessed on the LAA 1 will be required to complete at least 23 course credits in either applied courses or Carnegie credit courses. The 23 courses must include 12 core subject course credits: 4 ELA courses, 4 math courses, 2 social studies courses, and 2 science courses.

The LAA 1 is not a placement, but rather a means of assessing student learning. The IEP team should decide the most appropriate course schedule and the least restrictive educational setting for each student with involvement in and access to the general education curriculum in the regular classroom, to the maximum extent possible.

2. Assessment. All students in high school must take either the LAA 1 assessment in English or math or the Algebra I and English II End-of-Course (EOC) test. Any student enrolled in a course with a corresponding EOC must participate in the assessment. Students who are eligible for participation in the LAA 1 assessment may meet the assessment diploma requirement in one of two ways:

- Students may achieve the standard of proficiency on the appropriate statewide assessments; or
- Students unable to achieve the standard of proficiency on a statewide assessment in either ELA, math, or both may meet the assessment component through a portfolio of student achievement evaluated by the special education director. The portfolio must include student data demonstrating growth on the extended standards during high school and attainment of IEP goals and may not be submitted until the end of the student’s fourth year of high school to ensure

¹ Because this pathway does not require assessment on the regular academic standards, students graduating with a diploma earn on this pathway will not be included in the numerator used to calculate the cohort graduation rate. As required by USDOE, all students will be included in the denominator of the calculation.

growth toward proficiency is the primary goal of the instruction during high school.

By the end of the 2016-2017 school year, Louisiana will adopt alternate academic achievement standards for students with the most significant cognitive disabilities aligned to the state's college-and-career-ready standards and administer an intermediary aligned LAA 1 assessment. In the 2017-2018 school year, Louisiana will administer a new LAA 1 fully aligned to the state's alternate academic achievement standards.

3. Career Preparation. Students must earn at least seven career course credits as part of a workforce-readiness and career education program developed by the LEA. The program and the student's experience must include the following research-based approaches to career education for students with disabilities:

- An assessment at the beginning of high school that measures the student's interests and ability in specific career clusters;
- Career focused courses including, but not limited to, foundational workplace skills;
- A hands-on community-based workplace experience in a competitive and integrated employment settings aligned, to the extent practicable, to the student's interests; and
- Achievement of an IEP team determined rating on a workforce readiness survey or specific career task analysis.

The Department will partner with the Louisiana Rehabilitative Services (LRS) division of the Louisiana Workforce Commission to provide LEAs assistance meeting these requirements. The federal Workforce Innovation and Opportunity Act, signed into law in July 2014, requires LRS to set aside at least 15 percent of its funding to provide accessibility to employment and training services for youth with disabilities and offer extensive pre-employment training services so they can successfully obtain competitive integrated employment.

4. Transition. The IEP team must complete an Individual Graduation Plan (IGP) prior to the student entering a Louisiana high school (or upon entering for out-of-state transfers) that includes:

- Post-secondary career goals;
- A high school experience and course schedule that aligns with his/her post-secondary goals; and
- Access to an environment and experiences whereby the student gains the skills and competencies necessary to achieve his/her post-secondary goals.

Prior to the student exiting the school system, the IEP team must evaluate a student's postsecondary readiness and create a detailed plan of action that meets one of the following:

- Employment in integrated, inclusive work environments, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain employment without direct or continuous educational support from the school district;
- Demonstrated mastery of specific employability skills and self-help skills that indicate that he does not require direct and continuous educational support from the school district; or
- Access to services that are not within the legal responsibility of public education or employment or educational options for which the student has been prepared by the academic program.

Students with disabilities are entitled to a free and appropriate public education that emphasizes special education and related services that are designed to meet the child's unique needs and that prepare the child for further education, employment, and independent living. Schools across Louisiana have been working diligently to prepare students with significant disabilities for life after high school and yet their work was previously not reflected in the index of successful outcomes. This proposal honors their work and increases the protection of educational rights for students with disabilities that accountability provides.

The State Systemic Improvement Plan (SSIP) is a comprehensive, ambitious, yet achievable multi-year plan for improving results for students with disabilities. Louisiana recognizes that systemic changes need to be made to improve academic outcomes for students with disabilities. By fourth grade, less than half of Louisiana's students with disabilities are scoring on at the Basic level, and this decreases over time, leading to low graduation rates. Louisiana is focusing on improving literacy—a foundation skill necessary for success in all subjects and grades, and life after school. The LDOE is targeting students with disabilities in grades three through five by implementing a series of coherent improvement strategies that target the root causes of low literacy proficiency. By intervening early in students' careers, Louisiana will improve proficiency rates for students with disabilities, putting them on a successful path for the rest of their school experience. The SSIP will be implemented in three phases, with a scale-up plan, and meaningful stakeholder engagement integrated throughout.

The Louisiana State Personnel Development Grant (SPDG), awarded by the U.S. Department of Education's Office of Special Education Programs, is enabling the LDOE to develop a system of professional development and support based on state, district, and school needs to improve outcomes for students with disabilities and create sustainable, evidence-based practices. Funding for this five-year, \$6 million grant will provide aid to high-need districts throughout the state. The project has four focus areas related to the use and effectiveness of data-based decision making, inclusive practices, family engagement, and culturally responsive practices. These areas will be addressed through the use of blended professional development, data collection and analysis, implementation measures, and collaboration with state efforts. The grant provides and links districts to professional development that connects special needs instruction to the Louisiana's ELA and math content standards; collaborative initiatives that link regular education and special education teachers; and provides training on the effective utilization of data to make informed decisions. As support is provided to participating districts, the LDOE continues to develop and disseminate materials and resources statewide and enhance LDOE initiatives based on strategies found to be most effective. Currently available resources include the Louisiana Co-Teaching Guide, ParaPros Make the Difference, Equitable Classroom Practices Checklist, and Professional Development Planning Guide for Culturally Responsive Practices. Partnerships with Louisiana State University and Pyramid Community Parent Resource Center, are supporting the achievement of the project's goals and objectives.

Louisiana is supporting the achievement of students with disabilities through rigorous formal evaluations of general and special education professionals who serve them, with such evaluations based in part on evidence of student growth. All certificated school personnel are subject to Compass, the state's new evaluation and supports system for educators and school leaders, and the LDOE worked with special education professionals to identify appropriate measures of student growth. As part of a Special Populations workgroup for non-tested grades and subjects, special education professionals representing inclusion, gifted and talented, and profound disabilities recommended the use of common assessments and other measures of student growth for the new evaluation system. Those assessments and measures included but were not limited to state standardized tests, progress in achieving goals set forth in Individualized Education Plans, the Brigance for Special Education assessment, and student work samples.

The LDOE offers a number of opportunities for communication, feedback, and assistance in collaborating on special education policy matters. Department staff regularly facilitates

informational webinars for district personnel and educators to provide special education-focused updates on LDOE initiatives, in addition to information disseminated in the weekly district newsletter. The LDOE also facilitates Special Education Advisory Panel (SEAP) meetings. This diverse group of stakeholders is charged with providing feedback on special education initiatives and policies. The LDOE will continue to partner with special education professionals, advocates, and families to support students with disabilities in reaching their highest potential.

Supporting English Language Learners

As stated in Principle 1.B, Louisiana will commence a review of the state academic content standards in English language arts and mathematics to determine if any adjustments or additions are needed to maintain rigor and high expectations for teaching and learning and to ensure the standards represent the knowledge and skills needed for students to successfully transition to postsecondary education and the workplace. For this reason, assurance #2 and #4 are not checked as part of this waiver submission. The review of the state academic standards is expected to be completed by Spring 2016. At the conclusion of the standards review and approval process, beginning in summer 2016 and continuing throughout winter 2016-2017, Louisiana will work with local school systems and stakeholders to make corresponding revisions to the English language proficiency (ELP) standards and update the related assessments. In order to achieve consistency between the foundational academic standards and the ELP standards, it is imperative to complete the review of the regular standards before beginning to update the extended standards. During the 2015-2016 school year, English language learners will participate in the ELP assessment that has been taken historically. By the 2016-2017 school year, Louisiana will adopt English language proficiency standards that correspond to Louisiana's college- and career-ready standards and administer English language proficient assessments aligned with the new standards.

The NCLB and IDEA Support Division of the LDOE have a partnership with the South Central Comprehensive Center (SC3) at the University of Oklahoma to develop and implement an outreach plan to better serve families receiving ELL services and build the ELL capacity of our schools and school systems. The first and immediate phase of the partnership focuses on distributing existing SC3 resources to classroom educators and district staff involved with Title III services and academic programs. The SC3 English Language Learner KnowledgeBases are housed on the SC3 website and breakdown ELL specific topics into an outline format with guidance at each level. The SC3 KnowledgeBases will help practitioners in the field meet compliance requirements and serve the ELL community more effectively. The KnowledgeBase has components targeted specifically to the roles of administrators, teachers, parent advocates, and educators of migrant students and includes topics such as *"Communicating with and Involving Parents"* and *"Understanding the US School System."* The ELL portal, developed by SC3 and accessed here: <http://sc3ta.org/topics/ELL.html>, provides a central point of access for a variety of ELL-related resources, including:

- Setting Rigorous Expectations for Student Learning (including teachers' resources for the classroom through video clips, examples of mini-lessons, and best practices to provide professional learning to teachers)
- Education on the Web (a human-indexed database of ELL-related web links organized into a series of hierarchical categories)
- Hot Topics for ELL Practitioners (quick digests of research and other resources on important topics such as motivation, creating a culture of universal achievement, personalized learning, formative assessment, and others)
- Data Sources (links to ELL data sources and demographic information)
- Related Organizations (links to ELL-related organizations and state resources)

- Event and Webinar Archive (recorded webinars and materials on previous technical assistance events focused on ELL topics including family and community involvement, the impact of culture, academic language, differentiated instruction, and gifted and talented)

The Department will use its website, weekly newsletter distributed to educators, administrators, district staff, and stakeholders, and ongoing communication with Title III coordinators to share the existing resources. Concurrently, SC3 will provide a series of professional trainings related to ELL education to build the capacity of LDOE staff members who have direct contact with LEAs and schools.

The SC3 materials will provide a useful service for Louisiana schools, however, the LDOE knows that information created by and for Louisiana educators is the most valuable resource that can be provided. **The second phase of the partnership with the LDOE and the SC3 focuses on creating Louisiana-specific ELL supports and offering training opportunities within a Community of Practice for use by Title III district coordinators, administrators, ELL teachers, and regular education teachers.**

Starting in March 2015, the LDE has hosted webinars and face-to-face meetings on a number of topics that support educators of ELL students. This Community of Practice includes an overview of law and policies related to the education of this student population, research-based instructional strategies, increasing parental involvement, different types of education programs, supporting students who are newcomers to the American education system, and supporting ELL students with exceptionalities. This platform not only allows the LDOE and SC3 to provide research-based strategies and information, but also a forum for educators to share successful programs and problem-solve in a constructive space.

The Teacher Leader Summit held in June 2015 included the first meeting of the ESL Coaches Academy. The Academy is designed to transform the role of ESL teachers to Language Coaches. Participants learn how to use peer coaching to support mainstream teachers working with English learners in regular classrooms. While the focus is on local education agencies, traditional districts and charter organizations, with the highest populations of ELL students, all resources from the academy will be made available statewide. In addition, coaches participating in the academy will have the opportunity for district support teams of LDE staff, accompanied by the South Central Comprehensive Center staff, to deliver support and guidance on-site in their districts/schools. This will provide an opportunity for our educators to receive job embedded professional development to enhance their coaching skills and build their capacities in providing services to their ELL students. The agenda of the first session of the ESL Teachers Academy can be seen here: (<http://www.louisianabelieves.com/docs/default-source/links-for-newsletters/agenda-esl-coaches-training.pdf?sfvrsn=2>) and the second session of the ESL Teachers Academy can be seen here: (<http://www.louisianabelieves.com/docs/default-source/links-for-newsletters/final-agenda-2015-sep-14-15-sc3-ldoe-esl-coaches-academy-second-training-agenda.pdf?sfvrsn=2>).

In Louisiana, seventy-five percent of the public school students who speak a language other than English at home identify as Spanish speakers. Eight percent of the ELL population identify as native Vietnamese speakers. These students are located primarily in the southeast part of the state. Through communication with families and ELL teachers, including the Louisiana Teachers of English to Speakers of Other Languages (LaTESOL), the Department has identified that Catholic Charities Archdiocese of New Orleans and other advocacy groups such as United Way have the most significant engagement with ELL families in Louisiana. Catholic Charities Archdiocese New Orleans is a 501(c)3 non-profit agency serving an eight-parish region in southeast Louisiana. The organization offers a number of services to families, including but not limited to education serves for all ages, English as a Second Language and citizenship classes, and immigration and refugee services. The Department commits to working with LaTESOL, the Catholic Charities Archdiocese of New Orleans, United Way, and any additional organizations identified to increase outreach to families and students within the English Language Learner community. Educator-specific communications will be delivered through LaTESOL and through the LDOE EdConnect weekly email newsletter for educators. In fall

2015, the LDOE's communications director, in collaboration with the director of educator communications who communicates with local school systems throughout the state, will re-engage these organizations directly to help disseminate parent and family materials available on the LDOE website related to standards and assessments, school accountability, early childhood care and education, school choice opportunities, and more. The LDOE will actively solicit their partnership in developing and disseminating additional materials in the Family Support Toolbox Library available at <http://www.louisianabelieves.com/resources/library/family-support-toolbox-library>, including making more materials available in families' native languages, as resources are available. The LDOE will also monitor population trends and student enrollment data and partner with these organizations' statewide affiliates as needed to ensure that these supports are provided in the regions of the state with the most need.

The LDOE will also evaluate available curricular resources for English learners for quality and alignment to the state standards. The LDOE will take advantage of work done by other states and organizations to make the best tools available for teachers of English learners.

- Starting in 2014-2015, Louisiana offers math assessments in grades 3-8 in Spanish for eligible students.
- To help families support their children in learning higher standards, the Family Support Toolbox Library (<http://www.louisianabelieves.com/resources/library/family-support-toolbox-library>) includes the parent guides developed by the National PTA in Spanish for all grades.
- The library also includes LDOE developed parent guides in Arabic, Spanish, and Vietnamese, Louisiana's three most spoken languages after English, for the English Language Development Assessment.

Both content teachers of English language learners and English as a Second Language (ESL), teachers are subject to Compass. Like the Special Populations workgroup convened for special education professionals and teachers in other non-tested grades and subjects, a workgroup was convened to develop possible measures of effectiveness for ESL teachers. The group recommended the use of the English Language Development Assessment (ELDA), a pre-ELDA to establish baseline data, and student portfolios demonstrating language learning. Ongoing collaboration with ESL professionals around the state and the Louisiana chapter of the Teachers of English to Speakers of Other Languages, Inc., will inform evaluations and supports for educators who teach English language learners.

Louisiana has also implemented changes specific to the struggles faced by children of migrant workers. These students are faced with very unique challenges, including frequent language barriers, that potentially endanger their academic success and ability to achieve the high academic standards that all children are expected to meet. The weaknesses in the old structure of the Louisiana's migrant education program were limiting availability of support services that could be provided to migrant children to help them overcome these challenges. To address the concerns, the LDOE has utilized a portion of its Title I Part C (Migrant Program) Administrative funding to establish an Identification and Recruitment (ID&R) Coordination Center that will provide centralized and coordinated efforts to achieve more effective and efficient statewide ID&R. Key players include the MEP Director/Representative, ID&R Center Coordinator, regional recruiters, Local Operating Agency recruiters, lead implementation consultant, and the Union Community Action Association (UCAA). Although UCAA will take the lead regarding this effort, there will be seven other Local Operating Agencies across the state involved.

While the South Central Comprehensive Center is working with the LDOE to build a strategy for supporting ELL students statewide, the Recovery School District (RSD) is implementing immediate targeted initiatives in New Orleans where the majority of Louisiana's ELL population is educated. New Orleans public schools have seen a 40 percent increase in the number of English language learners enrolling in schools over the last three years and an estimated 500 new non-English speaking students have enrolled in schools in 2014-2015 so far. The RSD is committed to ensuring all English language learners in the New Orleans area receive

a high quality education and their families feel supported and engaged.

In order to support these students, their families, and our schools, the RSD is focusing its efforts on (1) ensuring a smooth enrollment process for students and families, (2) providing financial resources for schools as they build their programs to serve non-English speaking students, and (3) partnering with organizations around New Orleans to build support for these families.

Enrollment

All students who reside in Orleans Parish are welcome to enroll in RSD schools regardless of their prior schooling, resident status, or primary language. English language learners and recent immigrants can enroll in schools at the Family Resource Centers. The centers are staffed with Spanish and Vietnamese interpreters and a staff member who can communicate using American Sign Language. Staff members are available to assist families in their native language as they enroll in school, transfer between schools, or seek information on school availability. The RSD is also in the process of translating the enrollment website into Spanish and Vietnamese.

Financial Support for Schools

The Recovery School District recognizes that schools will have to build programs to support the influx of English language learners. In 2014, the RSD will announce a competitive grant process for schools to build these programs and share their strategies with schools around the city. Additionally, the RSD is investigating options for increasing the per pupil dollar amount schools receive for each English language learner enrolled in their school as soon as the 2015-16 school year.

Working with Partners

In addition to the efforts of the RSD, partner organizations and charter school operators are also working to build staff and school capacity to serve English language learners. This fall, the Choice Foundation, Orleans Parish School Board, and Catholic Charities will jointly host the first of a number of events to provide teacher and administrator training in ESL teaching strategies. The Louisiana Association of Public Charter Schools (LAPCS), the Eastbank Collaborative of Charter Schools (ECCS), TNTP-Teach NOLA, and Teach for America (TFA) are also all placing specific emphasis on recruiting and hiring teachers certified in or interested in teaching ESL. Lastly, the RSD has developed a partnership with Puentes New Orleans, an advocacy group focused on building assets and creating access for and with Latinos of Greater New Orleans, to provide supports for Spanish speaking students and their families.

While the majority of Louisiana's English Language Learners are concentrated in New Orleans, the remainder of the southeastern region of the state has also experienced an influx of Spanish speaking students and LDOE is working closely with the school system most affected to assist in offering support to the educators and families. An inventory was taken to assess the financial impact on districts and the LDOE is working with districts with the greatest costs to allocate their resources in the most beneficial way for students, including the identification of federal support and funding.

Since New Orleans and the surrounding area serve an overwhelming majority of the English Language Learners, the development of an outreach strategy, support structure, and LDOE technical assistance have been focused there. As resources and best practices are established in the southeast during the 2014-2015 school year, Louisiana will determine, as part of the phase 2 strategy described above, how the work there can most effectively be applied to the smaller ELL populations across the state.

Louisiana’s State Assessments to Ensure College and Career Readiness

Louisiana administers state assessments for all four core content areas – ELA, math, science and social studies - in third grade through high school. Each test is aligned to Louisiana’s rigorous state standards. In 2015-2016, students in grades 3 to 8 will take state-created science and social studies exams, as well as ELA and math exams that may include up to 49.9 percent of questions from a federally funded testing consortium. High school students will participate in the same assessments as they did in 2014-2015. Specifically, high school students will take state-created end-of-course exams (EOCs) in English II, English III, Algebra 1, Geometry, Biology and U.S. History. They will also participate in the ACT series – EXPLORE (8th and 9th), PLAN (10th), and ACT (11th).

Middle school students in Louisiana have the opportunity to earn Carnegie credit before entering high school, with the most common credit being Algebra 1. Students may enroll in courses offered through the state’s Course Choice program, which the Louisiana Legislature has funded for students in grades 7-12. The program is regulated by BESE through Bulletin 132 – *Louisiana Course Choice Program*, which requires LEAs to make available to all students the annual course catalog during the program’s enrollment process. Students and their families have access to local and state-sponsored professional academic counseling resources, which support the student’s family and the LEA in determining whether requested courses are academically appropriate.

Previously, to meet ESEA requirements, middle school students enrolled in Algebra I were required to participate in the Algebra I EOC and the grade level statewide math assessment (e.g., 8th grade LEAP). Starting with the 2015-2016 school year, students will only be required to participate in the state assessment that aligns with the math course in which they are enrolled. For purposes of high school accountability and ESEA requirements, these students are required to take the Geometry course and participate in the Geometry EOC by the end of their third year of high school.

Grade	Current/Transitional Assessment (current through 2013-2014)	Permanent Assessment (2014-2015 and 2015-2016)
Incoming K	Developing Skills Checklist	Developing Skills Checklist
K-3	Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
3, 5, 6, 7	Integrated Louisiana Educational Assessment Program (iLEAP)	LEAP EOCs EXPLORE PLAN ACT
4	Louisiana Educational Assessment Program (LEAP)	
8	Louisiana Educational Assessment Program (LEAP)	
9-12	End-of-Course Tests PLAN (10 th grade students)	

Table 1.A. Louisiana’s Statewide Assessments

Alternate Assessments

Louisiana also administers an alternative assessment for students with the significant cognitive disabilities – the LEAP Alternate Assessment, Level 1 (LAA 1).

Louisiana joined the National Center and State Collaborative (NCSC), a project led by five centers and 19 states to build an alternate assessment based on alternate achievement standards for students with significant cognitive disabilities. In addition to the development of an alternate assessment, NCSC is developing curriculum, instruction, and professional development support for teachers of students with significant cognitive disabilities. The project also involves identifying effective communication strategies for students, the development of material at varying levels of complexity to meet students' unique learning needs, and accommodation policies appropriate for this population. Louisiana has established a Community of Practice comprised of teachers and district and school administrators who work with this population of students. The group reviews materials and provides feedback as they are developed. The goal of the NCSC project is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options.

As stated in Principle 1.B, Louisiana will commence a review of the state academic content standards in English language arts and mathematics to determine if any adjustments or additions are needed to maintain rigor and high expectations for teaching and learning and to ensure the standards represent the knowledge and skills needed for students to successfully transition to postsecondary education and the workplace. The review of the state academic standards is expected to be completed by Spring 2016. At the conclusion of the standards review and approval process, beginning in summer 2016 and continuing throughout winter 2016-2017, Louisiana will work with local school systems and stakeholders to make corresponding revisions to the extended standards and update the related assessments. For this reason, assurance #3 was not checked in this submission of the state's waiver request. In order to achieve consistency between the standards assessed and the instruction provided in the least restrictive environment determined by the IEP team, it is imperative to complete the review of the regular standards before beginning to update the extended standards. For 2015-2016, students with significant cognitive disabilities will participate in the LAA 1 that has historically been administered. By the end of the 2016-2017 school year, Louisiana will adopt alternate academic achievement standards for students with the most significant cognitive disabilities aligned to the state's college- and career-ready standards and administer an intermediary aligned alternate assessment. In the 2017-2018 school year, Louisiana will administer a new alternate assessment fully aligned to the state's alternate academic achievement standards.

How has Louisiana transitioned students with disabilities previously taking an alternate assessment based on modified academic achievement standards to Louisiana's new, high-quality assessments?

As reiterated in the ESEA Flexibility guidance (FAQ C-15), the USDOE will no longer allow modified assessments. Therefore, Louisiana phased out its LAA 2 assessment by the 2014-2015 school year. During this process, the LDOE committed to deep engagement with district leaders, teachers, parents, special education advocates, policymakers, and students in order to ensure adequate supports for students and educators. The implementation of the new special education law (Act 833) will impact the promotion and graduation requirements of students with disabilities, specifically the student population that previously participated in the LAA 2 assessment. The LDOE will be working closely with local superintendents, special education directors, and advocates to ensure the implementation of these new laws does not diminish the expectations of students with disabilities and that they continue to be involved in, and make progress in, the general education curriculum.

Specifics of Louisiana's Transition Timeline:

- At the high school level, students who were previously eligible for the LAA 2 assessment participated in the first statewide administration of the ACT beginning in Spring 2013.
- Students in 3-8 transitioned to general assessments by the 2014-2015 school year.

Preparing Students for Post-Secondary Work

Louisiana strives to provide all students with early access to post-secondary education courses and courses that will enhance their preparation for rigorous post-secondary work. The TOPS Tech Early Start fund provides tuition assistance to eligible 11th and 12th grade students that enroll in eligible postsecondary courses leading to an Industry Based Certification in top demand occupations. Some local school districts also have agreements with their local post-secondary institutions for dual enrollment courses and/or have attained approval of their own educators to teach college-level courses for which post-secondary credit can be given. Total dual enrollment courses have grown steadily over the past six academic years as demonstrated by the chart below.

Academic Year	Non-Duplicated Dual Enrollment (Number of Students)	Duplicated Dual Enrollment (Number of Courses Taken)
2007-2008	6,403	12,320
2008-2009	10,578	14,859
2009-2010	14,648	20,007
2010-2011	17,572	25,856
2011-2012	17,033	27,645
2012-2013	20,610	33,476
2013-2014	21,044	34,705

Table 1.B. Dual Enrollment

Going forward, Louisiana will integrate all dual enrollment efforts into a single strategy whereby education funds allocated through the state’s funding formula for K-12 education will be used to support students’ enrollment in courses that provide both secondary and post-secondary education credit. In fact, beginning with the 2014-2015 fiscal year, the state’s funding formula for K-12 education includes additional funding to support students who elect to take courses, including many dual enrollment courses, offered by state-approved course providers. These providers include the state’s public postsecondary education institutions. This cohesive strategy and consolidated funding stream, combined with dual enrollment incentives in the state’s accountability formula (discussed in Principle 2) will maintain a strong emphasis on dual enrollment and allow state education leaders and policymakers to more effectively measure its effectiveness.

Louisiana has also taken steps to increase student access to Advanced Placement (AP) courses through state education policy. 6.2 percent of Louisiana students passed at least one Advanced Placement exam in the 2014 graduating cohort, putting the state ahead of only Mississippi. LDOE has set a goal to reach the national average — 21.6 percent — by 2017. Beginning in 2012-2013, each LEA was required to offer students access to at least one Advanced Placement course. The LDOE worked with local school districts and external course providers greatly expand Advanced Placement course offerings over the next two years. AP course enrollments surged for the 2014-2015 school year. Louisiana students enrolled in 33,231 AP courses, an 18.6 percentage point increase from 28,009 enrollments in 2013-2014. Over the last four years the number of AP course enrollments has nearly doubled, increasing 89.5 percent from 17,540 in 2011-2012. Increased participation is leading to increased numbers of students scoring high enough to earn college credit. College Board data shows the number of Louisiana students scoring 3 or higher on AP exams, earning college credit, has increased 24.6 percent, the highest growth in the nation, from 5,144 students in 2013 to 6,407 students in 2014. Additionally, Louisiana’s rate of increase in the percentage of junior and seniors scoring a 3 or higher ranked 8th in the country from 2013 to 2014, increasing 0.8

percent from 3.3 percent in 2013 to 4.1 percent in 2014.

The rising number of students participating in AP includes dramatic increases for African-American students, who have realized increases of 30.7 percent in tests scoring 3 or higher from 541 students in 2013 to 707 students in 2014, and 89 percent over the last two years from 374 students in 2012 to 707 students in 2014. Likewise, the number of African-American high school students simply taking AP tests increased 36 percent, from 2,645 students in 2013 to 3,598 students in 2014, and 137 percent over the last two years from 1,516 students in 2012. The increases in scores are the result of a surge in AP participation in Louisiana. The state is now ranked 38th for the percentage of high school junior and seniors taking an AP test. Just two years ago, in 2012, Louisiana was last in the nation. From 2013 to 2014, the percentage of Louisiana's high school juniors and seniors taking AP tests increased by 4 percentage points, to 13.6 percent, and more than doubled from 6.6 percent since 2012.

Louisiana continues to implement a multi-faceted, comprehensive strategy to support teachers and students.

- Linking AP results to school accountability by recognizing a passing AP score (3 to 5) as the highest level of achievement earned by a cohort graduate, earning the maximum 150 points in the graduation index.
- Paying for test fees for all students taking AP exams who meet the criteria for low-income students and for students taking exams new to their school, because every child should have the opportunity to succeed.
- Providing increased access to AP courses through the state-funded Supplemental Course Academy.
- Providing funding for teachers and administrators taking part in summer AP training, with more than 500 educators across the state participating in 2015.
- Creating incentives for students to take more rigorous AP courses by giving courses approved by the state additional weight in the calculation of the GPA qualifying students for the Louisiana TOPS college scholarships.
- Providing more than 12,000 letters to the parents or guardians of students demonstrating a high likelihood of AP success based on results from the 2014 ACT. PLAN Assessment taken during the sophomore year.

In fall 2013, Louisiana announced Jump Start, the state's new program for school districts, colleges, and businesses and industry to collaborate in providing career-focused courses and workplace experiences to high school students, allowing them to continue their education after high school and earn industry-based certifications in fields most likely to lead to high-wage jobs. One hundred percent of Louisiana school districts are participating in this new program, preparing to offer these new experiences to their high school students. More information on the Jump Start career education program can be accessed here: <http://www.louisianabelieves.com/courses/jump-start-career-education>.

While in high school, participating students will be provided more time in the school day and school year to achieve industry certificates or college credentials in addition to their high school diplomas. These credentials will qualify graduates to continue their studies after high school or to launch a career upon graduating. Jump Start credentials will be state-approved and valued by Louisiana employers.

To support this goal, Jump Start includes several key shifts in state policy. Jump Start ends the longstanding practice of labeling students entering high school as "career" or "college." All students – from those with perfect ACTs to those with significant cognitive disabilities – can pursue a career pathway under Jump Start. These pathways, designed by teams of experts in every region of the state, involve courses taught in high schools, community colleges, and workplaces. They culminate in credentials that will allow graduates to

continue their professional training after high school, either in community colleges or within workforce training programs.

To ensure the students have access to industry-certified instructors and state-of-the-art equipment and facilities, Jump Start's collaboration of business and industry, higher education and school systems facilitate public-private partnerships rather than asking cash-strapped high schools to go it alone. In an effort to increase our instructional capacity in the state, we train career educators statewide at summer academies to receive the professional they need to help students achieve their industry certifications. Additionally, the state has implemented teacher certification policies to facilitate industry professionals' entry into teaching positions, giving greater credit to workplace experience and expertise while providing these workplace experts with essential training on instructional strategies.

Jump Start will also recognize achievements in career education through significant accountability rewards for schools and school districts (see Principle 2 for more information). In 2014, the Legislature and BESE created a Career Development Fund to finance the expansion of technical courses in the high schools and a Course Access Allocation to finance course providers outside of high schools, including those offered by technical and community colleges. The Legislature also aligned the eligibility requirements for the state's merit-based scholarship program to the requirements for the state high school diploma in order to enable more students to earn financial aid to pursue post-secondary education.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p style="margin-left: 40px;">i. Attach the State’s Memorandum of Understanding (MOU) under that competition. (Attachment 6)</p>	<p>Option B</p> <p><input type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p style="margin-left: 40px;">i. Provide the SEA’s plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.</p>	<p>Option C</p> <p><input checked="" type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p style="margin-left: 40px;">i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)</p>
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PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

- 2.A.i Provide a description of the SEA’s differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA’s plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA’s differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

For over a decade, Louisiana has been a national leader in school and district accountability. State leaders formulated a rigorous, motivating system to drive improvement in schools across Louisiana. This nationally-recognized accountability system unquestionably contributed to the unprecedented gains made over the last ten years, particularly the progress Louisiana made in closing the achievement gaps between races and socio-economic classes. However, when No Child Left Behind was passed, instead of complementing Louisiana’s state-developed system, it added another layer of bureaucracy. This resulted in more reporting requirements, more red tape, inadequate interventions, and confusion among Louisiana educators and parents. Additionally, to successfully implement higher standards and rigorous educator evaluations, Louisiana’s system must constantly work to reflect, expect, and support higher standards for students and educators (See Principles 1 and 3 for more information).

Through this flexibility waiver, Louisiana is proposing the elimination of those federal barriers so that Louisiana’s model – which has proven to be the more effective driver of increased student achievement – may serve as the single statewide school accountability system moving forward. As this shift occurs, Louisiana is committed to refining and further enhancing its own system in order to more effectively reward progress against nationally-normed standards, incentivize gap closures, support teacher effectiveness through clear and rigorous expectations, and report data in easily understandable terms that are focused on Louisiana’s primary goal – ensuring that all Louisiana students graduate college- and career-ready.

History and Context

In 1997, the Louisiana Legislature passed a framework to guide the creation of a statewide school and district accountability system and charged the Louisiana State Board of Elementary and Secondary Education (BESE) with the responsibility of fully developing and implementing a strong statewide system of accountability for public education. The Louisiana School and District Accountability System that resulted was based on the concept of continuous growth. It aimed to encourage and support schools’ improvement by:

- (1) clearly establishing the state’s goals for schools and students;
- (2) easily communicating school performance to schools and the public;
- (3) recognizing schools growth in student achievement; and

(4) focusing attention and resources on schools in need of improvement.

The accountability system initially launched in 1999 focused specifically on improving student achievement, attendance, and dropout rates, as depicted in the chart below. Each year, schools earned a School Performance Score and were required to meet growth targets. Growth targets represented the amount of progress a school would have to make every year in order to reach the state’s SPS goal of 120, or 100% proficiency, by the year 2014. As required by No Child Left Behind (NCLB), the state, as well as each district and school, were required to show Adequate Yearly Progress (AYP) in student outcomes in English-Language Arts (ELA) and Mathematics for ESEA-created subgroups of students, including racial/ethnic minorities, students with disabilities, students with limited English proficiency, and students who were eligible for free or reduced price meals (additional information on the LDOE’s State and District Accountability System can be found on LDOE’s website, <http://www.doe.state.la.us/>).

School Grade Level	Achievement	Attendance Index	Graduation/Dropout Index
K-5	90%	10%	--
K-8, 7-8	90%	5%	5% (Dropout only)
9-12	70%	--	30%

Table 2.A. Pre-Waiver Accountability Formula Structure

In the first year of the state-led accountability system, schools that received School Performance Scores lower than 30 were deemed to be Academically Unacceptable. In 2003, Louisiana increased the minimum standard to 45, and it was raised once again to 60 in 2005. In 2011, schools that had a School Performance Score below 65 earned the Academically Unacceptable School label, and in the 2011-12 school year, the bar was raised so that schools were required to earn a 75 or above to be considered Academically Acceptable. The historic strengthening of minimum standards in Louisiana reveals the state’s commitment to improving the quality of schools, while also maintaining the capacity of the LDOE and local districts to support failing schools.

Schools that receive an Academically Unacceptable School label face a variety of interventions and supports, depending upon the number of years that the school has been labeled Academically Unacceptable. Each consecutive year a school is labeled as an Academically Unacceptable School (AUS), it moves to a higher level, ranging from AUS 1 to AUS 6+, and for each additional year that the school remains in an Academically Unacceptable Schools category, it is required to implement additional strategies aimed at improving academic achievement. Although federal NCLB regulations required reporting, limited public school choice, and Supplemental Education Services (SES), Louisiana’s system has been far more aggressive in that it includes the complete takeover of persistently failing schools and their placement in a state-run Recovery School District.

What is the Recovery School District?

In 2003, Louisiana was the first state in the nation to create a separate statewide entity dedicated solely to taking over and turning around schools that consistently performed at unacceptable levels. The Recovery School District (RSD) was created by the Louisiana Legislature in 2003 with the passage of Revised Statute 17:1990 (See <https://www.legis.la.gov/legis/Law.aspx?d=211794>) and R.S. 17:10.5 (See

<https://www.legis.la.gov/legis/Law.aspx?d=206926>). These statutes give the state, through the RSD, power to remove from local control any school that has remained in an Academically Unacceptable School status for four consecutive years and has not been corrected during that period by local authorities.

The RSD uses a unique governance model designed to support autonomy, flexibility, and innovation. When the state brings a school into the RSD, it removes full governance authority over the school from the district and assumes full per-pupil funding levels for the school as well. This direct authority has enabled the LDOE to intervene in more than 5 percent of the state's public schools, including more than 90 percent of the schools in New Orleans.

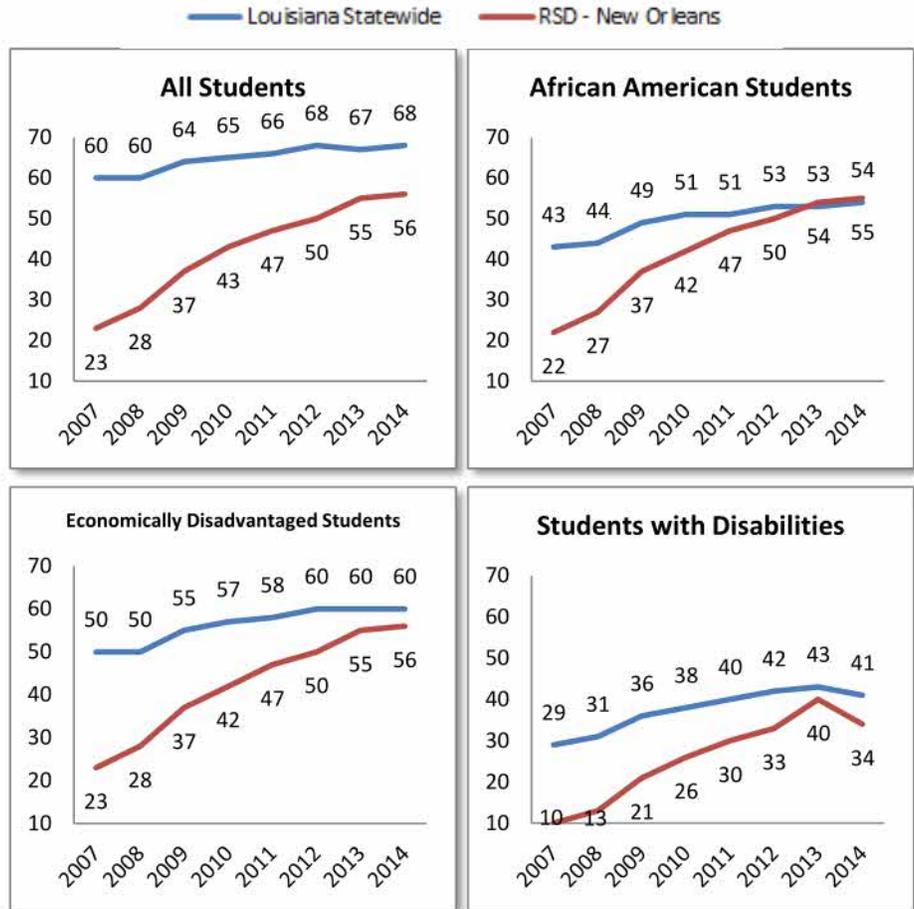
Once in the RSD, the state retains jurisdiction over the school for at least five years, at which point it may make a recommendation to return the school to the LEA with stipulations and conditions, continue operations under the RSD, or close the school and reassign students to higher-performing schools. Schools may choose to return to their former LEA by meeting certain performance criteria, including demonstrating that the school will be able to maintain and improve student success once out of the Recovery School District. BESE must approve the decision to return any school to its former LEA. Since the decision about the funding and return of the school to the LEA rests completely in the state's hands, the state gains enormous leverage to intervene in LEAs by demanding that they change in ways that make them suitable to sustain growth after schools have been turned around. If LEAs are unwilling to make such changes, the state is fully empowered to retain the school in the Recovery School District, as well as its per-pupil revenues. Finally, the Recovery School District's presence incentivizes LEAs with low-performing schools to pursue aggressive intervention strategies to prevent state takeover.

Louisiana's exercise of its takeover authority began in 2004, when RSD assumed control of five schools in Orleans Parish (New Orleans). After Hurricane Katrina in 2005, an additional 107 schools were transferred to the RSD. This aggressive injection of bold action and innovation led to the creation of an environment in New Orleans that provides the greatest amount of choice of any urban district in America, where families may choose from 57 RSD charter schools. All schools in the RSD retain, promote, and dismiss staff based on performance, implement longer school days and/or a longer school year, and use data-driven instructional models that provide real-time feedback on student learning.

In 2008, the RSD expanded outside of New Orleans through the takeover of five schools in the Baton Rouge area. In 2009, the RSD added an additional four schools in Baton Rouge and two schools in Shreveport. For the 14-15 school year, the RSD oversaw six RSD charter schools in Baton Rouge and one RSD school in Shreveport. The RSD, in collaboration with the LDOE, has also worked with several – mostly rural – LEAs pursuant to detailed agreements that allow the LEAs to continue to operate the schools upon the condition that such districts work collaboratively with the RSD regarding critical aspects of school accountability and/or school operations.

As an example of the power of this turnaround mechanism, from 2007 to 2014, schools in the RSD in New Orleans demonstrated academic growth rates four times greater than the state's average academic growth rate during the same period. (See chart below for more detailed performance growth information)

As the chart on the right demonstrates, over the past seven years, the RSD has increased student proficiency (students scoring “Basic” or above) on all state standardized tests by 33 percentage points, while the state has increased eight percentage points.



The RSD schools in New Orleans have also shown significant growth for special student populations at a far greater rate than the state’s average growth. In fact, in 2014, the RSD in New Orleans actually surpassed the state’s average for achievement for African American students.

Figure 2.A Percent of Students Scoring “Basic” or Above on All State Standardized Tests
(Combining Scores on All Subjects of LEAP, GEE/EOC, and iLEAP for All Grades)

From 2007 to 2014, the RSD in New Orleans more than doubled the percentage of all tests passed by its students—from 23 percent to 56 percent, a total of 33 points— while the state grew eight points over the same period of time.

Statewide Performance Under the Pre-Waiver System

Louisiana’s accountability system and the presence of the RSD have undoubtedly been the primary motivator of steady school improvement for both subgroups and entire student populations, as evidenced by the average state School Performance Score increasing 23 points over 12 years of statewide school and district accountability, representing an increase in proficiency rates from 50 percent to 68 percent in ELA and from 40 percent to 60 percent in Mathematics (See graphs below).

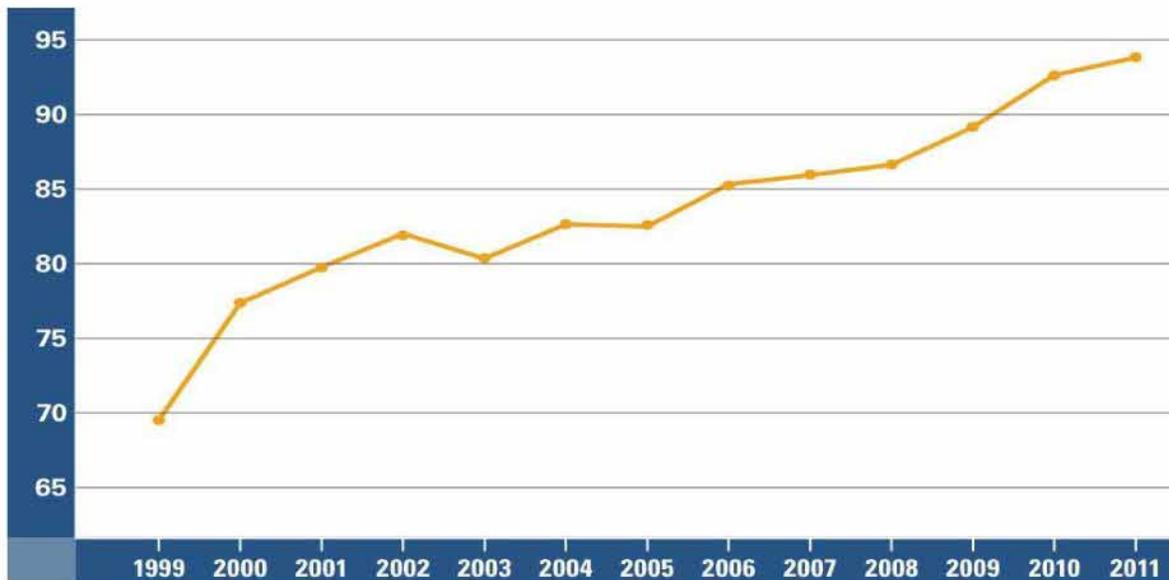


Figure 2.B. Statewide Performance Scores (1999 – 2011)

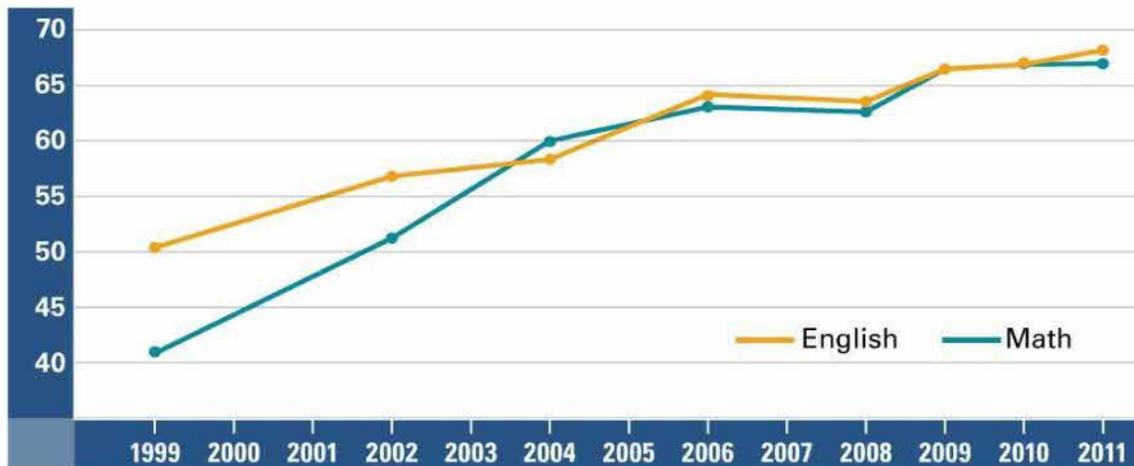


Figure 2.C. Percent of Students Proficient Statewide (1999 – 2011)

Still, as mentioned in Principle 1, more than 200,000 Louisiana children remained below proficient levels. This realization necessitated further improvements to achieve faster, more dramatic results for those children and generations to come.

Theory of Action

As the state reflected on its progress and continued driving toward college- and career-readiness for all Louisiana students, it was important to re-evaluate the next phase of Louisiana’s accountability system, including supports and interventions for struggling schools and incentives for growth. Louisiana’s current system provided a strong starting point for school accountability but the time for additional enhancements and refinements had arrived.

Despite Louisiana’s initial focus on proficiency and strong accountability, the state’s education community has continually developed and refined the current system to reflect various priorities and to award

maximum School Performance Score points to LEAs and schools. These efforts represented a genuine commitment to drive good behavior – focusing schools and educators on graduation, rigorous diploma pathways, and student achievement in college-preparatory work. However, the inclusion of multiple measures became a strategy on which Louisiana over-relied. As a result, the reported School Performance Score became less clear for parents, community members, and other stakeholders. The calculations became confusing and navigating the system became a critical skill that consumed significant time from Louisiana’s LEAs. This led to much frustration by those outside the education community, as well as some distrust of the complex formulas that were used in School Performance Score calculations. This complicated system needed to be addressed to ensure Louisiana’s accountability system remains effective in improving student achievement and relied upon as a key strategy for reform.

A strong, effective accountability system must be easy to understand, emphasize the outcomes most important for student success (i.e., proficiency and graduation), and stimulate performance. Therefore, if Louisiana simplifies and strengthens the accountability formula, reports on other important measures of school performance, and implements stronger, choice-centered interventions, then the accountability system will better reflect student outcomes, have greater clarity for educators, parents, and communities, and continue to drive student achievement statewide. The LDOE is achieving these aims by: (1) maintaining rigorous school and district letter grades, (2) focusing the state accountability system on rigorous student work indicative of college and career readiness, (3) simplifying the calculation of School and District Performance Scores, and (4) enhancing the public reporting of essential metrics, such as subgroup performance, to drive schools’ plans to improve overall and to address the needs of their most struggling students.

While Louisiana is strengthening its nationally-acclaimed accountability system, it must also enable LEAs to focus more attention and resources on improving their struggling schools. State leaders must get rid of both federal- and state-created red tape for Louisiana educators. As explained in Section 2F, the LDOE is fully committed to this end.

As Louisiana continues its efforts to peel away the ineffective elements and unleash the most effective components of the state-developed system, it is important to note that Louisiana’s philosophy for distinguishing effective and ineffective components of accountability is rooted in its beliefs about the roles of different levels of government, with the U.S. Department of Education, Louisiana Department of Education and State Board of Elementary and Secondary Education, local school governing authorities playing very different, but critical roles. The U.S. Department of Education, as directed by Congress, sets rigorous expectations that states will offer equitable, high-quality educational opportunities for all students. State education officials, in response to federal and state law, set expectations for schools, motivate high performance, publicly report on school performance, and hold schools accountable for student outcomes. Local school governing authorities ultimately carry the responsibility for achieving student growth through personnel, curriculum, and targeted interventions. These clearly-defined roles will directly inform the performance measures used, as well as the supports and interventions provided.

Creating Rigorous School and District Letter Grades

In an attempt to clarify the meaning of School Performance Scores and to more effectively communicate with stakeholders, the Louisiana Legislature enacted a letter grade policy that was implemented for the first time at the end of the 2010-2011 academic year. Schools are now assigned letter grades based on their School Performance Scores.

Letter Grade*	Baseline SPS Range
A	120.0-200.0
B	105.0-119.9
C	90.0-104.9
D	65.0-89.9 (in 2011) 75.0-89.9 (in 2012 and beyond)
F	0-64.9 (in 2011) 0-74.9 (in 2012 and beyond)

Table 2.B. Pre-Waiver Letter Grade Scale

The implementation of the letter grade system assures clarity for various stakeholders and creates a sense of urgency in addressing schools that are failing. In the 2010-2011 school year, 44% of Louisiana schools scored D's and F's – an alarming and informative fact that further served to create a sense of urgency in the education community.

After Letter Grades, What Was the Next Critical Step?

Though school and district letter grades added clarity to a somewhat confusing system, thereby enhancing the system's power to motivate change, they were only a first step. As Louisiana seeks to strengthen the most effective components of its accountability system, two primary, additional improvements were needed. First, Louisiana needed to address the diversity of indicators that detract attention from proficiency and result in more complex school and district performance score calculations. Second, Louisiana needed to return to a focus on proficiency for all students in all schools and districts, with strong school- and district-wide supports, interventions, and incentives that have been shown to be effective in rapidly raising student achievement – particularly for subgroups. Louisiana implemented the refined system (described below) starting in the 2012-2013 school year.

Simplifying School and District Performance Scores

Louisiana's pre-waiver accountability system represented a strong set of expectations for schools and districts that used a number of mechanisms to promote student achievement. In order to make Louisiana's accountability system even stronger, the LDOE sought to focus and to simplify the current accountability system by removing all but the core measures from the formula – assessment performance and graduation indicators. This shift in the formula prompts schools and districts to operate with a laser-like focus on college- and career-readiness, strategizing on how to prepare each student to graduate having demonstrated proficiency in all core subjects. Additionally, this simplification allows the underpinnings and results of the accountability system to be more clearly communicated using the state's rigorous letter grade system, as stakeholders have a more clear understanding of the calculations through which the letter grades are assigned. Although some supplemental metrics are not included in the calculation of School and District Performance Scores, the state proposed to publicly report other metrics that provide an indication of school and district performance (See Reporting Important Metrics for more information).

Standardized Assessments

(1) Content Assessments

Louisiana will continue to employ a testing system to assess student content knowledge across the four core content areas – ELA, Mathematics, Social Studies, and Science.

Assessment	Grade	Subjects
iLEAP	3, 5, 6, 7	ELA, Mathematics, Social Studies, and Science
LEAP	4, 8	ELA, Mathematics, Social Studies, and Science
End-of-Course Tests	9, 10, 11, 12	English II, English III, Algebra I, Geometry, Biology, and American History
LAA 1	3, 5, 6, 7, 10	ELA, Mathematics
	4, 8	ELA, Mathematics, Science
	11	Science
LAA 2	5, 6, 7, 10	ELA, Mathematics
	4, 8	ELA, Mathematics, Social Studies, and Science
	11	Social Studies, Science

Table 2.C. Content Assessments Prior to 14-15

Beginning in third grade, students participate in the Louisiana Education Assessment Program (LEAP) which has increased in rigor and quality with the adoption of new state academic content standards. In high school, End-of-Course Tests are offered in English II, English III, Algebra I, Geometry, Biology, and US History, and students are required to pass at least three End-of-Course Tests – in English, Math, and Biology or US History – in order to graduate. Additionally, alternate assessments are offered in a variety of grades and subjects for students meeting specific, rigorous eligibility criteria. The Louisiana Alternate Assessment, Level 2 (LAA 2) was last administered in grades 4-8 in 2013-2014 and may not be administered to any high school student who enters a cohort after 2013-2014.

(2) Nationally-based Assessments

In 2009-2010, the State Board of Elementary and Secondary Education adopted a statewide College- and Career-Readiness Policy within which it committed the state to administer the ACT to all 11th graders in Louisiana. According to BESE’s plan, statewide adoption of the ACT provides “students, teachers, parents, and the education community a picture of overall student achievement in two areas – competency over subject matter presented and readiness for college and career.” Additionally, BESE supported the continuance of the PLAN and the EXPLORE – two ACT-created assessments that serve as indicators of college- and career-readiness prior to the ACT.

Louisiana began administering a statewide ACT assessment for Louisiana’s 11th grade students in 2012-2013. The ACT is substantially aligned with Louisiana’s rigorous standards to measure the college-and-career readiness of Louisiana’s students and is the test most commonly used by Louisiana’s institutions of high education.

With statewide implementation of the ACT starting in 2012-2013, assessment results were used to inform School Performance Scores immediately (See Refining the High School Accountability Formula (i.e., schools with grade 12) for additional information. Additionally, the LDOE funds the EXPLORE assessment in 8th and 9th grade and the PLAN assessment in 10th grade. This additional EXPLORE assessment provides a critical indicator to high school educational leaders.

Simplifying Louisiana’s Accountability Scale

Initially, the Louisiana system was set against a scale of 200 with a score of 120 roughly equating with 100 percent proficiency for students. As stated frequently by stakeholders, this scale was not intuitive to parents or educators and complicated the accountability system. Far too many parents incorrectly

assumed throughout the years that their child’s school was performing satisfactorily based on a 100-point scale, not realizing that the school’s performance score was in fact based on a 200-point scale.

The Board of Elementary and Secondary Education approved policy revisions in June 2012 to re-scale the accountability formulas so that a score of 100 approximates 100 percent proficiency for all students and a score of 150 represents all students demonstrating advance performance. A School Performance Score of 100 serves as the lowest score for an “A,” thereby reinforcing Louisiana’s commitment to statewide proficiency through communication that parents and educators can easily understand – a change welcomed by stakeholders throughout the comment period.

Louisiana extended the scale past 100 percent proficiency (i.e., 100 points) in order to incentivize and recognize higher levels of achievement (i.e., Above Proficient scores). For schools and districts outperforming expectations, it is critical that Louisiana incentivize, recognize, and reward above-par performance. As demonstrated in the formula proposals below, proficiency aligns with a score of 100, and performance above proficiency yields incentive points (i.e., 101-150) for schools, and ultimately, districts.

Pre-Waiver System

Letter Grade*	Baseline SPS Range
A	120.0-200.0
B	105.0-119.9
C	90.0-104.9
D	65.0-89.9 (in 2011) 75.0-89.9 (in 2012 and beyond)
F	0-64.9 (in 2011) 0-74.9 (in 2012 and beyond)

Table 2.D. Initial Letter Grade Scale

Current System

Letter Grade	Baseline SPS Range
A	100 – 150
B	85 – 99.9
C	70 – 84.9
D	50 – 69.9
F	0 – 49.9

Table 2.E. Current Letter Grade Scale

NOTE: In order to incentivize whole school turnaround efforts across the state, the State Board of Education approved a policy to allow the awarding of a “T” letter grade only when a turnaround operator takes over an entire school that was labeled “F” in the previous school year, including all previous grade levels and all former students of the “F” school. In such an instance, the school’s grade shall be reported as “T” for the first two years of operation under the new governance model. However, all metrics of the School Performance Report (e.g., SPS, subgroup performance) will still be reported for use by parents, districts, and the LDOE in its efforts to support low performing schools.

Refining the K-8 Accountability Formula

For the status-based measurements, the LDOE proposed an elementary and middle school accountability formula that relies primarily on the proficiency of students as measured by the iLEAP and LEAP as approved by the state Board of Elementary and Secondary Education in June 2012. Whereas previously assessment results were used for 90 percent of School Performance Scores, with as much as 10 percent devoted to student attendance, the new system bases scores on student performance and dropout/credit accumulation rates.

For every child scoring proficient or higher on each subject-specific assessment, schools earn School Performance Score points. The average of these points at the school level across all tested grade levels and all subjects determines the School's Performance Score and letter grade. For schools with an 8th grade, five percent of the calculation is based on the dropout/credit accumulation rate indicator – as was repeatedly requested throughout the comment period.

Initial System

School Grade Level	Achievement	Attendance Index	Graduation/Dropout Index	Bonus
K-5	90%	10%	--	--
K-8, 7-8	90%	5%	5% (Dropout Index)	--

Table 2.F. Pre-Waiver K-8 Formula

Current System

School Grade Level	Achievement (as measured by iLEAP and LEAP)	Attendance Index	Graduation/Dropout Index	Progress Points
K-5	100%	--	--	Yes
K-8, 7-8	95%	--	5% (Dropout/Credit Accumulation Index)	Yes

Table 2.G. Current K-8 Formula

NOTE: In the old and the new system, 100% participation is required; schools receive a zero for non-participants. Also, because ELA and Mathematics are core competencies, student performance in these subjects will receive double the weight given to Social Studies and Science performance.

Is Test Participation Considered Separately from the Index Score? Might This Lead to Unintended Consequences, Such as Schools Not Testing Certain Students?

Because it is critically important that all students participate in testing for accountability, the Louisiana accountability system will continue two policies that have assured high participation rates in previous years. First, the participation rate test for subgroups will continue to be calculated and reported as it has been. For any school to make AYP, each subgroup within the school meeting the minimum “n” requirement must have the 95% required participation rate and meet the annual measurable objective, or “safe harbor.” Second, a zero is assigned to the assessment index of a school for every test and subject for students who do not test. The zeros are included in the calculation of the school performance score and directly, negatively affect the school’s letter grade.

Since the inception of Louisiana’s accountability system, it has been possible for schools and districts to earn points for students performing below proficiency. While initially intended to motivate very low-performing schools to improve as the state’s accountability system was being phased in, this was misaligned with Louisiana’s state goals and sent a mixed message to students, parents, communities, and educators. **Starting with the 2012-2013 school year, Louisiana no longer awards points for performance below proficiency.** Schools earn 100 points for every student scoring proficient and, to incentivize progression above and beyond proficiency, schools earn additional points for students scoring in the “Above Proficient” category (i.e., 125 for Mastery and 150 for Advanced).

Performance Level	Points Awarded
Advanced	150
Mastery	125
Basic (Proficient)	100
Approaching Basic	0
Unsatisfactory	0

Table 2.H. LEAP and iLEAP Performance Scale

For additional information regarding the inclusion of growth-based metrics, please refer to the section on Subgroup calculations.

Why Use “Basic” Rather Than “Mastery” as Demonstration of Student Proficiency?

The state has definitions that are consistent with basic, proficient, and advanced for assessments. The Louisiana labels differ slightly from those detailed in NCLB, although the definitions are similar. Current achievement levels are: Advanced, Mastery (Exceeding the Standard), Basic (Meeting the Standard), Approaching Basic (Approaching the Standard), and Unsatisfactory. These standards have been shown to be high; for example, equipercentile equating of the standards has shown that Louisiana’s “Basic” is somewhat more rigorous than NAEP’s “Basic.” In addition, representatives from Louisiana’s business community and higher education have validated the use of “Basic” as the state’s proficiency goal.

NOTE: As Louisiana transitions to higher standards and better assessments, Louisiana will raise the expectation from “Basic” to “Mastery” gradually so that, in order to earn an “A” letter grade in 2025, the average student performance needs to be “Mastery” or higher. For more information on Louisiana’s transition policies, see <http://www.louisianabelieves.com/academics/common-core-state-standards/louisiana's-transition-to-higher-expectations>.

Refining the High School Accountability Formula (i.e., schools with grade 12)

The high school formula was dramatically simplified in order to focus schools and school leaders on measures that matter most – assessments of college- and career-readiness and high school graduation. Specifically, School Performance Score calculations for high schools consist of the school’s cohort graduation rate, performance on End-of-Course Tests, performance on the ACT, and a simplified, more rigorous Graduation Index. The Board of Elementary and Secondary Education approved the revisions to the high school accountability formula described below in June 2012.

The formula no longer includes illogically-weighted indices that disguise the measures with which Louisiana is most concerned. Instead, the formula is a simple combination of the measures mentioned earlier. Cohort graduation rate is critical to the formula because it reflects an honest assessment of how many students are graduating and on what timeline. As suggested by stakeholders, the simplified graduation index complements the cohort graduation rate by assessing the rigor of diplomas awarded and outcomes achieved. Similarly, the ACT composite score serves as a nationally- normed assessment of the rigor behind a student’s diploma. Finally, as requested by stakeholders, including the End-of-Course tests maintains content assessment (as compared to skills assessment, measured by ACT) in Louisiana’s accountability system and ensures alignment with student graduation requirements and Compass (See Principle 3 for more information on Compass).

Pre-Waiver System

School Grade Level	Achievement	Graduation/Dropout Index	Cohort Graduation Rate	Progress Points
9-12	70%	30% (Graduation Index)*	--	--

Table 2.I. Pre-Waiver High School Formula

* The graduation index is a calculation based on the progress of students over four years in high school. Points are assigned based on the type of outcome earned by students and averaged across the graduating class. The current index includes academic endorsements, technical endorsements, state-funded college scholarships, IBCs, dual enrollment, articulated credit, diplomas, the high school equivalency tests, skills certificates, certificates of achievement, attendees, and dropouts.

School Grade Level	Achievement	Graduation/Dropout Index	Cohort Graduation Rate	Progress Points
9-12	25% - EOC 25% - ACT.	25%	25%	Yes

Table 2.J. Current High School Formula

High School Formula Component #1 – EOCs (25%)

As mentioned previously, End-of-Course Tests (EOCs) are offered in English II, English III, Algebra I, Geometry, Biology, and US History. EOC performance informs both educator evaluation (See Principle 3) and student graduation requirements. As noted in Principle 1, the EOCs were aligned fully with the new state standards in 2013-2014 and will be similar in format and content in 2015-2016. Moving forward, Louisiana will engage stakeholders in the process of improving our high school assessments with goals of reducing testing, ensure the measurement of our standards and college-and-career readiness, and a single, user-friendly platform for delivery that supports teacher intervention through the delivery of diagnostics and formative tools, as well as easy to understand reports.

In order to support higher standards for educators and students,—Louisiana raised the performance bar on these important assessments. Unless a student scores “Good” (i.e., proficient) on the EOCs, no SPS points will be awarded. This is a significant improvement over the current system, which awarded points for below proficient scores.

Proficiency (EOC)	SPS Points
Excellent	150
Good	100
Needs Improvement, Fair	0

Table 2.K. EOC Performance Scale

High School Formula Component #2 – ACT (25%)

Research shows that many students who otherwise had not planned to take the ACT, especially those from low-income backgrounds, score unexpectedly well when given access to the test. To support this impact in Louisiana, the Board of Regents set standards for admission to tiered higher education institutions, including ACT composite score requirements for admission into institutions at each tier.

Institution Tier	Required ACT Composite
Flagship	25
Statewide	23
Regional	20
Standards for entry into university non-remedial coursework (English)	18

Table 2.L. Institution Tier Standards for Admission (ACT)

Since Louisiana began requiring all public high school students to take the ACT series in 2013, the state has seen a dramatic increase in the number of seniors earning qualifying scores for TOPS Tech (17+), TOPS Opportunity (20+), and TOPS Honors (27+), boosting both students on the TOPS University pathway and the Jump Start TOPS Tech pathway. The number of seniors earning a TOPS-qualifying score (based on their best score) of at least 17 increased by 1,732 since 2013 and by 6,339 since 2012.

Opportunity	2011-2012	2012-2013	2013-2014	Increase from 2012 to 2014
TOPS Tech (17+)	20,466	25,073	26,805	6,339
TOPS Opportunity & Regional University (20+)	14,129	16,027	16,935	2,806
TOPS Performance & Stateside University (23+)	7,429	8,433	8,834	1,405
Flagship University (25+)	4,296	5,006	5,301	1,005
TOPS Honors (27+)	2,435	2,938	3,116	681

Table 2.M Students Earning “College-Level” Score

Therefore, when developing the proposed ACT SPS points scale (see below), Louisiana targeted a score of 18 as the lowest level of proficiency – based on the Louisiana Board of Regents standard for entry into university non-remedial coursework in English, the standard of entry for some Louisiana technical colleges, and the nationally-normed ACT College Readiness Benchmark for English Composition (See <http://www.act.org/research/policymakers/pdf/benchmarks.pdf> for more information). Using that benchmark, a composite ACT score of 18 equates to an SPS score of 100. From 100 to 150, the ACT scale is spread proportionally. For each ACT point increase, there is an SPS point increase of 2.8 points (18 = 100, 19 = 102.8, etc).

ACT Composite Range	Accountability Formula Points Awarded
0-17	0
18	100
19	102.8
20	105.6
21	108.4
22	111.2
23	114
24	116.8
25	119.6
26	122.4
27	125.2
28	128
29	130.8
30	133.6
31	136.4
32	139.2
33	142
34	144.8
35	147.6
36	150.4

Table 2.N. ACT Performance Scale

Why Should “18” Serve as the ACT Benchmark?

As mentioned above, the Board of Regents – the overseer of higher education in Louisiana – guides postsecondary educational policy. In 2003, the Statewide Council of Chief Academic Officers recommended that the Board of Regents adopt an ACT score of 18 as the non-remedial entry criteria for higher education institutions statewide. This recommendation was built off of ACT’s national research which demonstrated that a score of 18 on the English component of the ACT ensures that students have a 50% chance of earning a B or better and a 75% chance of earning a C or better in related entry-level college courses.

As a follow up to the initial policy, starting in 2014, no student shall be admitted to an institution of higher education in Louisiana without an “18.” Remediation will no longer be offered at four-year institutions. Therefore, it is as critical as ever that students are prepared to meet this benchmark so that they are

meeting the entry requirements for various technical and community colleges throughout the state. Thus, the LDOE set a score of 18 as the minimal benchmark for awarding points within the K-12 accountability system.

While the state-funded administration of the ACT will occur in the 11th grade to maximize usefulness for students, we will count the highest score a student earns through the 12th grade to maximize the opportunity for growth and provide the most accurate representation of a school’s impact on a student’s achievement. Starting in the 2015-16 school year, student performance on the WorkKeys assessment will be included within the ACT index, when a student takes both assessments but achieves a higher score on the WorkKeys than on the ACT. The state will produce a concordance table comparing ACT scores with WorkKeys scores at the conclusion of the 2014-15 school year and the table shall be used to award points in the 2015-16 school performance score results.

High School Formula Component #3 – Cohort Graduation Rate (25%)

The cohort graduation rate provides a clear indication of the students graduating from a high school within four years. Therefore, the cohort graduation rate – calculated in a manner consistent with federal requirements – will serve as a strong indicator of overall school performance.

In 2009, Louisiana set a state goal of 80% graduation by the end of the 2013-2014 school year through Act 257 of the 2009 Legislative Session. The points awarded are centered around the state goal of 80%.

Target Range	Relation to State Target	Formula for Index Points
If grad rate is between 81 and 100	Exceeds state target	(Grad Rate * 2) - 50
If grad rate is between 61 and 80	Meets or within range of target of 80%	(Grad Rate * 2) – 50
If grad rate is between 0 and 60	Below state target	(Grad Rate * 1.166667)

2.O. Cohort Graduation

Louisiana’s four-year high school graduation rate achieved a record high in 2014, increasing for the fourth straight year to reach 74.6 percent, a 1.1 percentage point increase from 2013 and a 3.2 percentage point increase since 2011. The 2014 graduation rate of 74.6 percent marks a nearly 10 percentage point increase in less than a decade. In the class of 2014, nearly 1,600 more students graduated than did in the class of 2013, and nearly 3,440 more students than in 2011.

Of the nearly 1,600 additional students graduating in 2014, more than 1,200 are of a minority racial group and more than 1,230 are from low-income backgrounds. Graduation rates for students of color improved by 2 percentage points, nearly doubling the state’s overall improvement. From 2013 to 2014, the graduation rate for students with disabilities also significantly improved, seeing a 6.1 point increase.

High School Formula Component #4 – Graduation Index (25%)

Louisiana’s refined graduation index offers a comprehensible, rigorous assessment of ultimate student outcomes or the quality of the diploma received. The maximum points will only be awarded for validated outcomes that demonstrate a strong readiness for college or career. At the same time, the graduation index ensures that schools are incentivized to support all students with multiple, rigorous educational experiences aimed to preparing them for success beyond high school.

For the 2012-2013 school year only, Louisiana awarded 135 points for academic endorsements and 120 points for TOPS Opportunity (state funded scholarship) recipients. The students captured within the 2012-2013 graduation index were the seniors that graduated in the Spring of 2012. Louisiana schools worked diligently to achieve the high bar previously set and it was important to honor that performance.

To recognize the expansion of high-quality career pathways through the Jump Start Career Diploma, the Department will gradually incorporate career measures into the graduation index. The Jump Start policy implementation timeline can be seen here (<http://www.louisianabelieves.com/docs/default-source/course-choice/blueprint---appendix-6.pdf?sfvrsn=2>), which includes the integration of career credentials into graduation index. The revised graduation index rewards schools for graduates exiting high school with progress toward their postsecondary secondary goals - regardless of whether the goal is college or career focused. A standard high school diploma will earn 100 points; however, passage of an AP or IB course (with test participation) or achievement of a basic statewide approved industry based credential earns 110 points. A high school diploma plus college credit or an advanced statewide industry based credential earns 150 points.

Student Result	SPS Points
Diploma plus: (a) AP score of 3 or higher, IB Score of 4 or higher, or CLEP score of 50 or higher OR (b) Advanced statewide Jump Start credential *Students achieving both (a) and (b) will generate 160 points.	150
Diploma plus: (a) At least one passing course grade of the following type: AP**, college credit, dual enrollment, or IB** OR (b) Basic statewide Jump Start credential *Students achieving both (a) and (b) will generate 115 points, if the passing course grade for (a) is earned in a TOPS core curriculum course. **Students must take the AP/IB exam and pass the course to earn 110 points.	110
Diploma (Four year graduate)	100
Diploma (Five year graduate) *Five-year graduates who earn an AP score of 3 or higher, an IB score of 4 or higher, or a CLEP score of 50 or higher will generate 140 points.	75
Diploma (Six year graduate)	50
HiSet	25
Dropout	0

Table 2.P. 2014-2015 Graduation Index Approved in 2014

In Addition to the Graduation Index and the Cohort Graduation Rate Calculation, How Will Louisiana Hold Schools and LEAs Accountable for Improving Graduation Rates of ESEA Subgroups?

The policy approved in the *Consolidated State Application Accountability Workbook* for holding schools and LEAs accountable for improving the graduation rates of ESEA subgroups will remain in effect as outlined below.

Using a Graduation Rate in the Subgroup Component

A. As required by the *No Child Left Behind Act of 2001*, Louisiana shall calculate a graduation rate based on a cohort of students beginning in 2007.

B. The definition of a cohort for this calculation is the same as that used in §603.

C. The additional academic indicator (AAI) calculation shall comply with High School Graduation Rate: *Non-Regulatory Guidance* (December 22, 2008) published by the U. S. Department of Education.

1. For subgroup accountability purposes, Louisiana high schools shall use an increasing target for the additional academic indicator.

2. For subgroup accountability purposes, Louisiana's high school annual targets shall increase annually as shown in the following table.

Louisiana Annual Graduation Rate Targets						
2009	2010	2011	2012	2013	2014	2015
63.0%	64.3%	65.6%	66.9%	68.2%	69.5%	70.8%
2016	2017	2018	2019	2020	2021	2022
72.2%	73.5%	74.8%	76.1%	77.4%	78.7%	80.0%

Table 2.Q. 2014-2015 Louisiana Annual Graduation Rate Targets

3. For subgroup accountability purposes, each Louisiana school that enrolls students in ninth grade or higher and offers at least a regular diploma shall have annual targets calculated by the LDOE that begin with the school's 2007 graduation rate and increase by equal increments (rounded to 1 decimal place) to reach 80.0 percent in 2022.

4. The increment each school must improve each year to maintain its progress toward the 2022 goal is the "annual improvement step."

D. Confidence intervals shall not be applied to any graduation rate considerations beginning with the 2010 accountability decisions.

E. Determining if a school or subgroup within a school has made AYP as it relates specifically to graduation rate is accomplished by answering a series of Yes/No questions. When an answer is "yes," a school or subgroup has made AYP (related to graduation rate) and no further answers are required for the specific school or subgroup.

1. Does the cohort have fewer than 40 members?

2. Has the cohort met or exceeded an 80.0 percent graduation rate?

3. Has the cohort met or exceeded the state annual target?

4. Has the cohort met or exceeded the school annual target?

5. Has the cohort met or exceeded 110 percent of the annual improvement step (defined in Paragraph C.4).

F. If at the end of the series of 5 questions a "yes" is not provided, the cohort has failed AYP.

G. A school (or subgroup) that exceeds the state's target with its 2009 graduation rate shall use the state targets as school targets. New schools shall have targets based on their second year graduation rates and the number of years remaining until 2022.

H. In 2010 and 2011, the "whole school" graduation rate shall be evaluated using the steps

delineated in this Section.

J. In 2010 and 2011, any school or subgroup in the school that must use the safe harbor provisions and grad rate as an AAI will use the steps delineated in this Subsection.

K. In 2012 and future years, all subgroups and the whole school shall be evaluated using the steps delineated in this Subsection regardless of safe harbor considerations.

Calculating a Final Letter Grade

All of the revised and refined measures described above are rolled up in to the composite School Performance Scores and school and district Letter Grades, as described earlier in this section. Together, these measures reinforce the importance of college- and career-readiness for all students – as measured by rigorous measures of student achievement.

Again, the revised letter grade scale is:

Letter Grade	Baseline SPS Range
A	100 – 150
B	85 – 99.9
C	70 – 84.9
D	50 – 69.9
F	0 – 49.9

2.R. Current Letter Grade Scale

In the first letter grade publication, the letter grades were accompanied by “+” and “-” symbols for many schools. The “+” indicated that the school achieved its growth target (i.e., movement toward the state AMO; usually 10 points of SPS growth) and the “-” indicated that the school had declined. While well-intentioned, in practice, these symbols resulted in confusion and numerous complaints from stakeholders. For example, a “B” school scoring 106 (or bottom of the previous “B” range) could achieve its growth target and be labeled a B+ while a “B” school scoring 119 (or top of the previous “B” range) could decline .1 points overall and receive a B-. For reporting purposes, the higher performing school would appear lower than the lower performing school because the symbols were not used in the traditional way.

To alleviate this problem, Louisiana changed these symbols to descriptors. Schools achieving growth AMOs (as described in Section 2.B) will receive a label of “Top Gains.” Schools that decline will receive a label of “Declining.” These descriptors will continue to provide this critical assessment of progress year-to-year without confusing or misleading parents or educators.

Reporting Important Metrics

In order to effectively communicate schools’ performance to administrators, teachers, parents, and community members, the LDOE released a School Performance Report for each school during the 2010-2011 academic year. This report included information about the school’s letter grade, students’ proficiency, the school’s performance trajectory, and demographic information about the school (see

Figure 2.D).

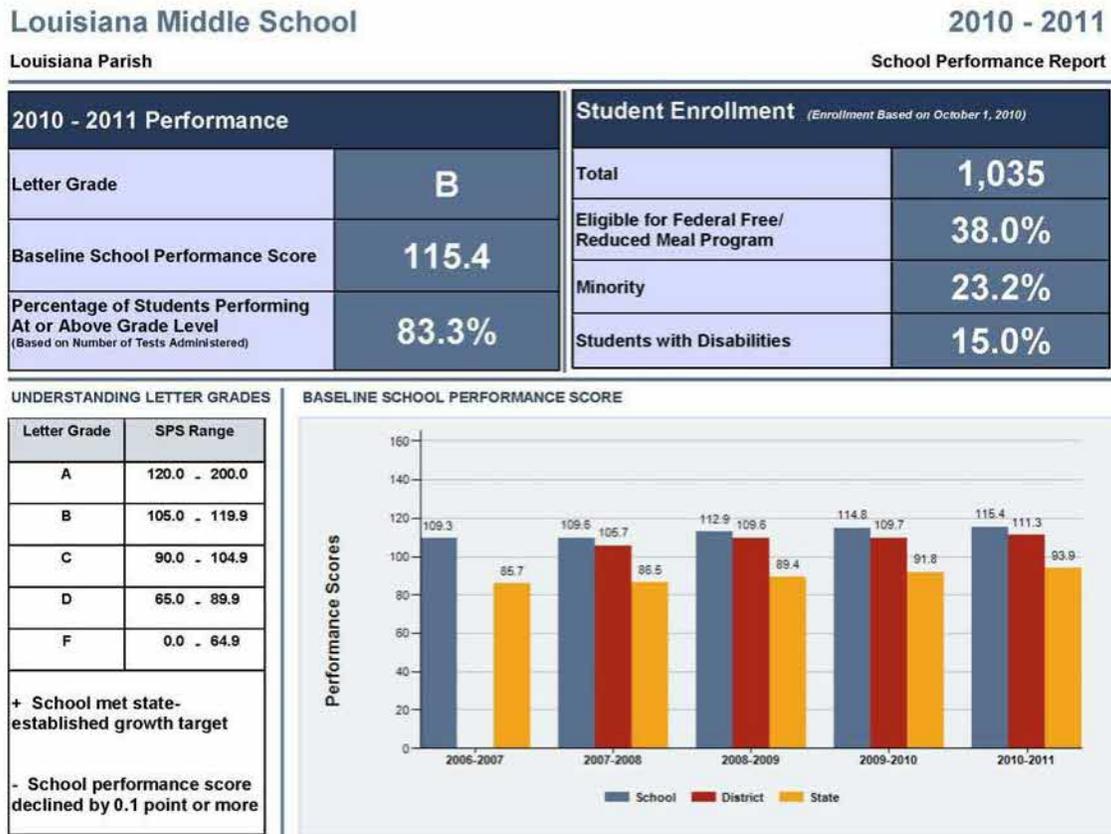


Figure 2.D. 2010-2011 School Performance Report

This school reporting method was well-received, and the LDOE continued the distribution of School Performance Reports. However, as suggested by the Louisiana chapter of the NAACP Louisiana State Conference, the Committee of Practitioners, and other stakeholders, adjustments were made to further enhance this valuable tool for the benefit of parents and communities.

Metrics given priority reporting include overall student proficiency (students performing at Basic or above), subgroup performance, the cohort graduation rate, and college- and career-readiness (participation and performance on ACT assessments, and AP participation and performance).

The purpose of including these additional metrics in School Report Cards is twofold. First, the inclusion of additional supplemental metrics, such as individual subgroup performance and college- and career-readiness provides important facets of school performance that are not included in the calculation of School Performance Scores. The inclusion of these metrics on a public report card ensures that the accountability system continues to drive improvements in performance and to motivate schools to address metrics beyond those included in the calculation of School Performance Scores. Second, the inclusion of additional metrics on the school report card provides schools, the public, and the LDOE with comprehensive data to inform more focused interventions and rewards. For example, schools that have high participation in AP courses but low performance know to shift their focus from enrolling students in AP courses to improving the quality of their AP instruction. This provides a more focused goal for intervention than a general intervention model. Report cards have continued to be improved over time based on feedback and can be accessed here

(<http://www.louisianabelieves.com/data/reportcards/>).

To ensure stability of results during Louisiana’s transition to higher standards and better assessments, school and district letter grades will be aligned to the 2012-2013 distribution or better to ensure simplicity, consistency, and fairness in 2013-2014, 2014-2015, and 2015-2016. For example, if 10 percent of schools earned an "A" in 2012-2013, the top 10 percent of schools would earn an "A" in 2013-2014 and in 2014-2015. While schools may improve on their own, this guarantees that there cannot be fewer A-rated schools or fewer A + B-rated schools in 2014, for example, than in 2013. Of the 1,335 schools statewide, only 21 (1.6 percent) had letter grades adjusted as a result of this policy for 2013-2014.

More information about all of Louisiana’s transition policies can be found here:

<http://www.louisianabelieves.com/academics/common-core-state-standards/louisiana's-transition-to-higher-expectations>

Closing Achievement Gaps – Subgroup Analyses and Interventions

Louisiana remains committed to the success of all students and a system that holds schools and school systems accountable for every child’s performance. Of the ESEA-defined subgroup categories, Louisiana has a high proportion of public school students in each. In 2010-2011, approximately 52 percent of Louisiana students were racial/ethnic minorities, and 10.6 percent of students in Louisiana were reported as having a disability. The percent of students eligible for free or reduced lunch is 66.2 percent, making Louisiana the state with the sixth-highest level of poverty in the country. Given the relatively high number of students in Louisiana who belong to different subgroups, the state is firmly committed to closing the achievement gaps between students who are subgroup members and students who are not.

Population	Percentage of Population
White	47.8%
African-American	45.3%
Hispanic	3.7%
Asian	1.4%
American Indian/Alaskan	0.8%
Hawaiian/Pacific Islander	0.1%
Multiracial	1.0%
ELL	1.9%
Free and Reduced Lunch	66.2%
Students with Disabilities	10.6%

Table 2.5. Subgroup Breakdown of Public School Students (2010 – 2011)

Louisiana’s accountability system has been an important driver for analyzing and addressing subgroup performance. Since the state implemented its accountability system in 1999, the performance gap between African-American and White students on state assessments has narrowed by 11.6 percentage points in ELA and 11.2 percentage points in mathematics. At the same time, from 1999 to 2011, the gap between economically disadvantaged students and their peers also narrowed by 4.4 percentage points in ELA and 5.5 percentage points in mathematics.

Louisiana's Achievement Gaps

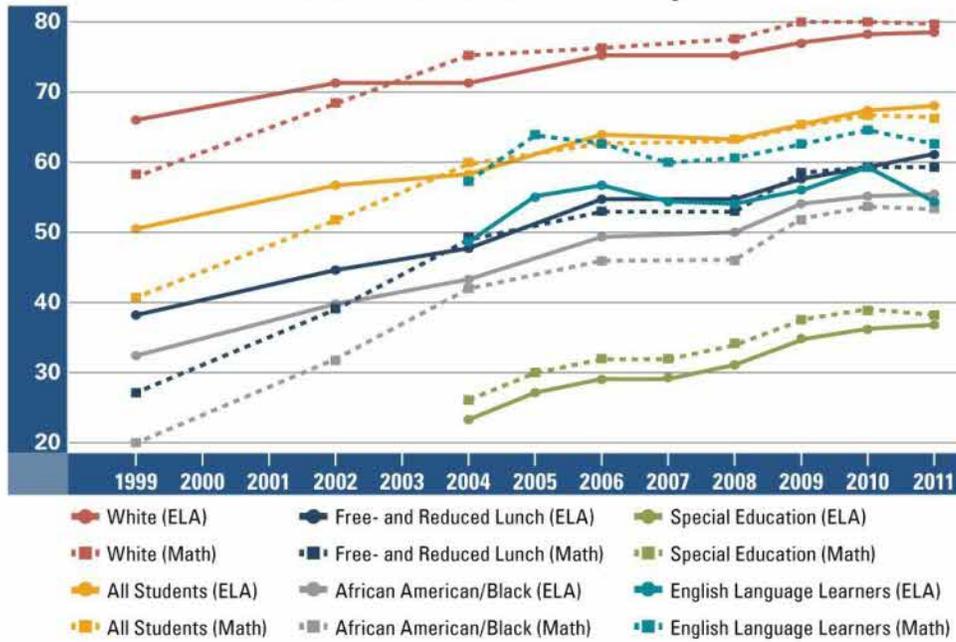


Figure 2.F. Louisiana's Achievement Gaps (1999 – 2011)

Moving Forward

In 2012, approximately one-third of Louisiana public school students were Below Proficient in ELA and Mathematics – an unacceptable figure. Therefore, Louisiana committed to aggressively pursuing closure of this critical gap through the creation of a new super subgroup to focus specifically on these non-proficient students. Though discussed in greater detail in the AMO section (See Section 2.B), the super subgroup focuses on the one-third of below proficient students and achievement of the AMO relates directly to receipt of Reward School status, including SPS progress points, public recognition, and possible monetary rewards.

Closing this achievement gap is particularly critical because, of these 200,000+ students, approximately one-third are also in traditional ESEA subgroups, with extremely high representation of specific non-traditional subgroups (i.e., African-American, students with disabilities, limited English proficiency). By creating the additional super subgroup as a compliment to the traditional subgroup performance assessments and reporting, Louisiana more effectively incentivizes achievement for its non-proficient students within those traditional subgroups. The chart below provides additional information on the overlap of these critical populations.

Subgroup	Subject	Number of Non-proficient	Total Tested	Percent of traditional subgroup represented in non-proficient subgroup
American Indian	ELA	769	2658	28.9
American Indian	MTH	757	2656	28.5
Asian	ELA	819	4928	16.6
Asian	MTH	640	4924	13.0
Black	ELA	66400	152934	43.4
Black	MTH	71733	152979	46.9
Hispanic	ELA	3996	11790	33.9
Hispanic	MTH	3614	11796	30.6
White	ELA	35259	165795	21.3
White	MTH	33533	165811	20.2
Pacific Islander	ELA	4	14	28.6
Pacific Islander	MTH	3	14	21.4
Two or More Races	ELA	704	2875	24.5
Two or More Races	MTH	714	2877	24.8
Free/Reduced Lunch	ELA	89030	228253	39.0
Free/Reduced Lunch	MTH	92031	228286	40.3
Limited English Prof	ELA	3336	5757	57.9
Limited English Prof	MTH	2775	5756	48.2
Students W Disabilities	ELA	23809	37637	63.3
Students W Disabilities	MTH	23159	37660	61.5
ALL	ELA	107952	340995	31.7
ALL	MTH	110995	341058	32.5

Table 2.T. Traditional Subgroups and Proposed Non-proficient Super Subgroup Overlap (2011-2012)

Again, higher performance for students within traditional ESEA subgroups continues to be emphasized, assessed, reported, and used to inform supports and interventions. However, the new super subgroup measure allows the LDOE to assess over 95% of its schools through the traditional subgroup performance, but also performance of schools' non-proficient students. This additional measure ensures greater accountability, recognition, and support for Louisiana's statewide effort to close achievement gaps for all subgroups of students, including traditional subgroups (e.g., ELL, students with disabilities) and Louisiana's expansive subgroup of non-proficient youngsters.

How Does Louisiana's Value-Added Model Support Traditional Subgroups and Non-Proficient Students?

Maintaining Louisiana's growth model² is critical as Louisiana works to protect the rights and opportunities of its underserved children. The model – focused on past student achievement – is used to ensure teachers continuously improve their effectiveness with all students, but particularly non-proficient students and subgroups statewide.

Key Facts about Louisiana's Value-Added Growth Model:

(1) Louisiana's Accountability Formula Remains Focused on Student Performance Status

The growth measure is not part of Louisiana's core accountability formula. Instead, the state's primary question remains – what is the status of student performance, equally considered among all students?

(2) The Growth Model Protects Kids' Interests as Louisiana Continues to Raise the Bar

As described throughout Principle 2, Louisiana's accountability proposal removes points for performance below proficiency (i.e., Approaching Basic on LEAP 2025, Fair on EOCs). This was a dramatic, but critical shift for the state. The LDOE is committed to continuously raising the bar in order to support college- and career-readiness for all students.

However, because Louisiana is removing points for performance below proficiency, the state is left with the question: How will Louisiana protect the needs of kids who are below proficient right now? To protect low-performing students who need more attention, not less, Louisiana's accountability system must incentivize teachers and school leaders to provide additional supports and interventions. Louisiana's answer: a growth-based progress point system. Louisiana ensures that schools and educators maintain and increase supports for all low performing kids – including struggling students with disabilities or underperforming English language learners – by meaningfully rewarding schools and districts that dramatically exceed student achievement expectations. Louisiana's reward system calls out students with high levels of need and protects their interests by demanding that only those schools with more than 50% of non-proficient students exceeding expectations in grades 3 to 12 receive rewards and recognition.

Timeline for Implementing the New System

The proposed changes to Louisiana's already rigorous accountability system ensure that the system will be easily understood by all stakeholders, that it will retain the support, trust and confidence of Louisiana families and taxpayers, and that it will focus on student outcomes. Though the core of the simplified formula is already in place, the timeline for implementation actions is outlined below. All accountability policies described in this section have been approved by the state board.

² The value-added model used for accountability purposes will not include student background characteristics.

Task	Date Completed
Board approval of revised accountability concepts and policies	Spring/Summer 2012
Board final approval of revised accountability policies	June 2012
Full implementation of formula, interventions, and rewards for all relevant schools (ie., priority, focus, reward)	2012-2013 academic year

Table 2.U. Implementation Timeline

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

<p>Option A</p> <p><input type="checkbox"/> The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.</p>	<p>Option B</p> <p><input checked="" type="checkbox"/> If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must:</p> <p>a. provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; and</p> <p>b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.</p>
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Subject	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
ELA	58.3	61.3	63.9	62.3	63.5	66.8	67.4	68.3	68.5	71	69.5
Math	59.8	60.6	63.1	61.7	62.7	67.0	67.6	67.4	67.4	66.8	68.2
Science	54.5	56.6	53.9	56.5	55.6	60.0	61.0	61.9	63	64.4	65.1
Social Studies	57.8	57.6	59.6	60.7	59.6	63.5	65.3	64.6	64.1	65.7	66.2

Table 2.V. “All Students” Subgroup Proficiency on State Assessment Administration

The chart above depicts a roll-up of assessment performance on LEAP, iLEAP, the Graduation Exit Examination (administered prior to the phase-in of End-of-Course Tests), End-of-Course tests (after phase out of GEE), and state alternate assessments LAA 1 and LAA 2.

As Louisiana moves forward with the enhanced accountability system, it will ensure college- and career- readiness for all students through its extensive scope of assessments (See Section 2.A for greater detail). Louisiana continued LEAP and iLEAP assessments for grades 3 – 8 in all subjects (i.e., ELA, Mathematics, Science, and Social Studies) through 2013-2014 in ELA and math, and will continue the administration of the assessment beyond 2013-2014 in science and social studies. The state also continues administration of End-of-Course Tests for key high school subjects, including English II and III, Algebra I, Geometry, Biology, and US History and alternate assessments for students with significant cognitive disabilities. Additionally, Louisiana instituted the nationally-normed ACT assessment series statewide, including EXPLORE in 8th and 9th grade, PLAN in 10th grade, and ACT in 11th grade in the 2012-2013 school year. All of these assessments offer valuable information about student performance and college- or career-readiness.

To further support improvement among these assessments, Louisiana simplified how various subjects are incorporated into the formula. Rather than continuing to use half weights, single weights, and double weights across various subjects and grades, Louisiana uses an easily comprehensible and calculable system that reflects and reinforces the importance of higher standards (See Principle 1 for more information). Mathematics and ELA assessments are weighted double for every grade level; science and social studies receive a single weight.

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

<p>Option A</p> <p><input type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>Option B</p> <p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>Option C</p> <p><input checked="" type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> <p>ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.</p> <p>iii. Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010-2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups. (Attachment 8)</p>
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Overview

Under Louisiana’s enhanced state accountability system, three AMOs are measured, reported and used to inform supports, interventions, and rewards in various ways. AMOs relate to the following:

- (1). Growth Among Non-Proficient Students;
- (2). Overall School Performance Improvement; and
- (3). Overall Proficiency by 2014.

Supports, Interventions, and Rewards

AMO performance is used in multiple capacities. First, a school’s AMO achievement is assessed and publicly reported using the School Performance Report. As discussed extensively in Section 2.A, this report provides easy-to-understand, easily comparable data for use by parents and educational leaders. Second, a school’s AMO achievement is used to inform network supports for all schools and, in particular, Louisiana’s Focus and Priority Schools. For example, LDOE network staff, superintendents, and school leaders analyze AMO performance, within the context of broader school and district outcome reviews, during needs assessment processes and use the analysis to directly inform targeted supports. Third, achievement of certain AMOs results in a school receiving the coveted Top Gains label, as well as the meaningful monetary rewards available to all such schools, when available.

For those schools failing to achieve AMOs and meaningfully progress across the accountability metrics, multiple consequences or interventions are used. These include: (a) state takeover through the Recovery School District (See Section 2.A for more information); (b) school choice; and (c) network support.

Specific AMOs

(1) Newly-Created Super Subgroup-Focused AMOs

Louisiana is focusing its schools and districts on overall substantial progress, but also on progress specifically with non-proficient students (i.e., students performing below Basic). (See earlier “Subgroup” section in Principle 2 for additional information.)

As requested by stakeholders, Louisiana’s nationally-acclaimed Value-Added Model, used for several years to measure the effectiveness of teacher preparation programs and now used to inform new educator evaluations, projects the expected academic growth for all super-subgroup non-proficient students in both ELA and mathematics for students in grades 3 to 8.³ In high school, student growth is determined using the ACT predictive model on the ACT series of assessments (EXPLORE, PLAN, ACT) which are taken by all students, with the exception of those with significant cognitive disabilities.

The AMO for each school and district will be “Previously non-proficient super subgroup students will exceed expected growth in the current year.”

Because the specific amount of growth targeted by each AMO is directly tied to the students within a certain super-subgroup, each school and district works against unique AMOs specific to their individual students.

Calculation

For schools without a graduation cohort (e.g., grades 3 to 8), student value-added academic measures are

³ The value-added model used for accountability purposes will not include student background characteristics.

summed for groups with at least ten members in the ELA or mathematics non-proficient groups. If more than 50% of students in the English language arts and/or the mathematics super subgroups exceed expected growth on LEAP and iLEAP assessments, then the school will achieve its super subgroup AMO. Points will be awarded based on the higher of percent or number of students exceeding expectations within the super subgroup (.05 points for every number or percent of the super subgroup exceeding expectations, .1 points for all students in the supersubgroup who scored at the lowest performance levels during the prior year (i.e. Unsatisfactory for LEAP/iLEAP) but who exceed expectations in the current year) and the schools overall performance score (i.e., SPS) will be updated to reflect the progress. After the super subgroup methodology is applied and relevant School Performance Points are awarded, the School Letter Grade will be calculated.

For schools with a graduation cohort (e.g., grades 9 to 12) and as requested by numerous superintendents, Louisiana utilizes the ACT series (EXPLORE, PLAN and ACT) to recognize progress with previously non-proficient students in the high school grades. For 2012-2013, 2013-2014, and 2014-2015, if at least 30% of previously non-proficient students (as determined by the most recent ELA or math tests within the prior two years of state testing) exceed expectations on the ACT series (i.e. score at the top of the range or higher from one test to the next (EXPLORE to PLAN or PLAN to ACT), then schools will earn .1 point for every number or percent of students exceeding expectations and .2 point for all students who scored at the lowest performance levels during the prior two years (i.e. Unsatisfactory on LEAP or Needs Improvement on EOC). For 2014-2015 and moving forward, if at least 50 percent of previously non-proficient students (as determined by the most recent ELA or math tests within the prior two years of state testing) exceed expectations on the ACT series (i.e., score above the middle score in the predicted ACT series score range (EXPLORE to PLAN or PLAN to ACT), then schools will earn 0.05 point for every number or percent of students exceeding expectations and 0.1 point for all students who scored at the lowest performance levels during the prior two years (i.e., Unsatisfactory on LEAP or Needs Improvement on EOC).

Impact

Schools and districts are impacted by super subgroup AMO achievement in two ways. First, outcomes for traditional subgroups as well as the newly-created super subgroup are reported publicly at the school, district, and state levels. Since the inception of NCLB, Louisiana has reported on these metrics in order to inform parents, communities and educators about progress and areas for improvement. This valuable practice must continue.

However, the LDOE must also do more to draw the attention of schools and districts to students most in need of assistance. Therefore, Louisiana offers rewards to all schools and districts making meaningful progress with their super subgroup through School Performance Score progress points. This recommendation – initially proposed by local school superintendents – has received widespread support by principals, educators, local school district accountability directors, and stakeholder organizations.

Given Louisiana's newly re-aligned rewards and consequences structure (See Sections 2.C – 2.G for more information about rewards, supports, and interventions), the addition of School Performance Score points for successful progress with super-subgroup performance is a strong incentive. All schools will work harder to achieve School Performance Score progress points, especially those nearing the next highest school letter grade. For "F" schools approaching a school letter grade of "D," earning the super-subgroup incentive points could increase their Letter Grade and could potentially allow them to avoid facing the strongest sanction in Louisiana and the nation, the Recovery School District, by boosting their scores out of the "F" category. This will serve as an extremely powerful motivator to help all struggling students achieve proficiency.

Scope

The new super subgroup challenges Louisiana's schools and educators to focus supports and interventions on the 101,325 ELA students and 102,538 math students who are non-proficient or below Basic.⁴ At the same time, Louisiana is continuing to calculate and analyze traditional ESEA subgroups in order to guide supports and interventions (e.g., loss of Reward Status for Subgroup AYP failure, network strategy development in supporting districts in eliminating achievement gaps). In 2011-2012, traditional ESEA subgroups were calculable for 1,284 schools in Louisiana. Of those 1,284 schools, Louisiana was able to calculate a non-proficient super subgroup result for 998 of those same schools thereby providing a more expansive, inclusive data set for use in interventions, supports, and rewards.

(2) Overall School Performance Score Growth AMO

In addition to assessing overall school proficiency, the LDOE assesses a school's overall growth on an annual basis.

Calculation

The overall growth score AMO will be:

- **For "A" schools: Improve five SPS points or reach 150 (for schools within five points of 150).**
- **For all other schools: Improve ten points on the SPS scale.**

Impact

If a school achieves the AMO articulated above, it will qualify as a Reward or Top Gains school. Reward status makes the school eligible for significant monetary rewards, as well as public recognition of its achievement.

NOTE: A school's progress points awarded for progress with the super subgroup shall apply to the composite SPS growth of a school in a given year. For example, if a school improved its SPS five points prior to the progress points, but also earned five progress points, then the school would meet the SPS Growth AMO and would be eligible for monetary rewards, as available.

(3) Retaining Louisiana's Long-term Aspirational Goal of 100% Proficiency

Louisiana's dedication to excellence and equity are central to its accountability system. For this reason, Louisiana remains committed to the AMOs established several years ago, which set yearly growth targets aimed towards 100 percent of children in the state attaining proficiency by 2014. A goal of 100 percent proficiency ensures that there is no variation across the end-points for districts, schools, and subgroups. Because all districts, schools, and subgroups must end at the same point, this AMO requires that districts, schools, and subgroups that are further behind must make progress more quickly.

Louisiana students have demonstrated sustained growth on the statewide assessment amid the transition to more rigorous standards; however, the original goal of 100 percent proficiency by 2014 has not been met. Educational leaders believe firmly that Louisiana must not falter from its high expectations for all schools and districts and, therefore, Louisiana will continue to work towards this goal with the intent of resetting the yearly benchmarks after analyzing data from the first year of the new ELA and Math assessments in spring 2016.

⁴ Numbers from 2010-2011 Student Data

School Year	English Language Arts AMO (Percent Proficient)	Mathematics AMO (Percent Proficient)
2002-2003	36.9%	30.1%
2003-2004	36.9%	30.1%
2004-2005	47.4%	41.8%
2005-2006	47.4%	41.8%
2006-2007	47.4%	41.8%
2007-2008	57.9%	53.5%
2008-2009	57.9%	53.5%
2009-2010	57.9%	53.5%
2010-2011	68.4%	65.2%
2011-2012	78.9%	76.9%
2012-2013	89.4%	88.6%
2013-2014	100.0%	100.0%
2014-2015	100.0%	100.0%
2015-2016	100.0%	100.0%

Table 2.W. Current ELA and Mathematics AMO

Calculation

Louisiana reports the percentage of students who earn a proficient score in English and mathematics for all students in grades 3 through 8 and high school for all schools that meet the minimum *N* for full academic year students. Proficient is defined as Basic, Mastery, or Advanced on the iLEAP at grades 3, 5, 6, and 7, and the LEAP at grades 4 and 8. High school proficiency is determined by the achievement levels Excellent and Good on the Algebra I and English II End-of-Course Tests. Proficient scores on the alternate assessments, LAA 1⁵ and LAA 2, are included at the appropriate grade levels. Percentages are calculated at the elementary, middle, and high school level as the number of proficient scores from all tests divided by the total number of tests.

How Does Louisiana Calculate Full Academic Year?

Full academic year is defined for an LEA as enrolled on October 1 and for testing. A student is considered full academic year at the school in the LEA where they are enrolled on February 1.

Impact

Performance against these AMOs is reported publicly. These performance measures are also used to inform supports for Priority and Focus schools (See Sections 2.D and 2.F for more information). The overall performance of students, as well as the performance of specific, traditional subgroups provide useful, informative indications of strong or weak areas within a given school or district. Thus, this data will be critical to solving the specific struggles of a Focus or Priority school.

Will Louisiana Provide AMOs for the State, LEAs, and Schools That Are Ambitious, But Achievable, Set Separately for ELA and Mathematics, and Applied to Each Subgroup?

To further clarify the language included in Section 2.B of Louisiana’s ESEA Flexibility Request, the LDOE

⁵ By the end of the 2016-2017 school year, Louisiana will adopt alternate academic achievement standards for students with the most significant cognitive disabilities aligned to the state’s college- and-career-ready standards and administer an intermediary aligned alternate assessment. In the 2017-2018 school year, Louisiana will administer a new alternate assessment fully aligned to the state’s alternate academic achievement standards.

will provide AMOs for the state as a whole, each LEA, and all schools. These AMOs are ambitious, achievable, set separately for ELA and mathematics, and apply to each traditional ESEA subgroup.

Specifically, for the state, each LEA, each school and each subgroup within those entities, the LDOE will set, measure, report on and respond to the following AMOs:

- (1) Non-proficient students will exceed expected growth at the state-, district- and school-level;
- (2) Growth AMO
 - a. “A” schools and districts will (a) improve five SPS/DPS points or reach 150 (for schools/districts within five points of 150 possible points)
 - b. All other schools and districts, as well as the state, will improve ten points on the SPS/DPS scale.
- (3) The state, districts, and schools – including ESEA subgroups – will continue to be measured against the 100% proficiency goal.

2.C REWARD SCHOOLS

2.C.i Describe the SEA’s methodology for identifying highest-performing and high-progress schools as reward schools . If the SEA’s methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

Louisiana’s letter grade system is an effective tool for communicating school and district performance. However, the newly-created progress point measure is also highly informative about a given school’s performance and growth over time. Thus, the combination of performance as determined by Letter Grades and progress point growth produces information that the state can use to drive interventions and rewards. The LDOE intends to capitalize on this information in order to identify Reward Schools and districts.

Specifically, Reward Schools shall be:

- (1) High Performing Schools – “A” schools demonstrating continued meaningful growth on the Letter Grade Scale (i.e., increased 5 points on the SPS scale); and
- (2) High Progress Schools – Schools that achieve their Super Subgroup AMO or non-A schools demonstrating meaningful overall growth on the Letter Grade Scale (i.e., 10 points).

Table 2.X provides an overview of Reward Schools, as well as their relation to Focus and Priority Schools (described in greater detail in later sections).

	Meet Subgroup AMO OR Substantial SPS Growth	All Other Schools
A	Rewards	Network Support
B		Network Support
C		Network support, scholarship choice, and Course Choice
D		Network support, scholarship choice, and Course Choice
Pre-RSD.F* (focus)		Comprehensive data review, needs assessment, and support in effectively implementing higher standards and COMPASS through the Network support structure, public school choice, scholarship choice, Course Choice.
RSD F (priority)		Recovery School District, comprehensive data review, needs assessment, and support in effectively implementing higher standards and COMPASS through the Network support structure, public school choice, scholarship choice, Course Choice.

*Any high school with a graduation rate below 60% - which is not otherwise labeled as a Priority or Focus School – shall also be included in the Focus School category.

Table 2.X. System Overview – Reward Schools

How Does Louisiana’s Definition of Reward Schools Align with the USDOE’s Requirements for Reward Schools?

Highest- performing schools:		
<ul style="list-style-type: none"> • Demonstrate the highest overall student performance in the state as measured by the school performance score and attain a letter grade of A • Earn at least five points of growth on the school performance score in one year 		
USED Criteria	LA Definition	2013-2014 LA Results
Highest-performing schools must have the highest absolute performance in the state for all students.	Schools that are highest performers earn a School Performance Score (SPS) of 100 or greater and are identified as A schools.	There are 241 schools (18% of total schools) with an SPS of 100 or greater and letter grade of A.
Highest- performing schools must also continue to demonstrate yearly achievement gains with all students.	Highest performing schools must demonstrate five points or more of growth in one year.	There were 80 highest-performing schools with letter grade A and five points of growth.

<p>Highest performing schools must not be in school improvement, corrective actions, or restructuring.</p>	<p>Louisiana continues to use the definition for meeting SPS and Subgroup AYP for 2013-2014 that was approved prior to the waiver application.</p>	<p>Schools in this category cannot be in school improvement, corrective actions, or restructuring.</p>
<p>High-progress schools:</p> <ul style="list-style-type: none"> Demonstrate that at least 50.01% of the students in the K-8 non-proficient super subgroup exceed expected growth in English/language arts and/or mathematics. For high schools, at least 30% of students must exceed expected growth. In 2015-2016, the expectation for high schools will increase to more than 50 percent. 		
<p>USED Criteria</p>	<p>LA Definition</p>	<p>2013-14 LA Result</p>
<p>High progress schools are recognized for making the most improvement in the performance of students in the non-proficient super subgroup.</p>	<p>A K-8 school meets the definition of high progress if at least 50.01percent of the non-proficient students in the super subgroup for English/language arts and/or mathematics exceed their expected growth. For high schools, at least 30% of students must exceed their expected growth. The expectation for high schools will increase to more than 50 percent in 2015-2016. Students are assigned to the super subgroup if they score at a level on the state tests that is defined as non-proficient. If a school has at least 10 students in the super subgroup, then the school will receive a determination of subgroup growth.</p>	<p>There are 839 schools (83 percent are Title I schools) that had at least 50.01 percent (K-8) or 30 percent (high school) of the students in their non-proficient super subgroup meet or exceed value-added growth in English/language arts and/or mathematics.</p>

High progress schools are recognized for making the most improvement in the performance of all students.	High progress schools are expected to earn 10 points or more of growth on the school performance score in one year if they receive letter grade B, C, D, or F.	There are 102 schools with letter grade B through F that grew 10 or more points on the school performance score. The group average growth is 16.2 points, as compared to the statewide average growth of 0.7 points.
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Demonstrate That High-Progress Schools are Making Significant Academic Progress:

In 2013-2014, Louisiana’s high progress reward schools included 839 schools (83% are Title 1 schools) that had at least 50.01% (K-8) and 30% (high school) of their non-proficient students outperform value-added growth modeling predictions in English/language arts and/or mathematics. These schools are dramatically surpassing state average performance around increasing proficiency rates.

Louisiana’s high progress reward schools also included schools that increased their SPS 10 or more points. The average growth of these reward schools was 16.2 points (i.e., 15.5 points above the state average growth).

How Will Louisiana’s Proposed Accountability System – Particularly Reward Criteria – Ensure Sufficient Accountability for Traditional Subgroups?

Louisiana continues to report traditional ESEA subgroup AYP and provide determinations based on established AMOs. Any school that fails to meet AYP in the same subject or in the Additional Academic Indicator for two consecutive years will not be eligible for Reward school status.

Louisiana's school and district accountability system ensures that no schools earn an "A" letter grade designation with significant achievement gaps across subgroups that are not closing. As evidenced by a review of 2012-2013 and 2013-2014 data comparing “A” schools to all schools statewide:

- The achievement gap between white and black students is less than one-third as large in "A" schools, as compared to the rest of the state (22.6 (ELA) and 22.9 (math) gap in all schools; only a 6.6 (ELA) and 7.5 (math) in "A" schools).
- The achievement gap between free/reduced lunch students and paid lunch students is less than half as large in "A" schools, as compared to the rest of the state (22.2 (ELA) and 21.9 (math) in all schools; only 11 (ELA) and 10.3 (math) in "A" schools).
- When comparing the achievement gap between students with disabilities and students without disabilities, the achievement gap in "A" schools is approximately the same size (31 to 38 percent in all cases - "A" or all schools for ELA and math); however, the proficiency rates of students with disabilities in "A" schools is nearly 20% points higher in "A" schools as compared to the rest of the state (51.5% v. 37.3% in ELA and 57.4% v. 40.4% in math).
- When comparing white versus black students, 98.6 percent of comparable subgroup gaps at “A” schools are either closing, insignificant, and/or both groups are growing. Further, the achievement gap in ELA and math for white and black students at “A” schools is one third of the size of that same gap statewide.
- When comparing economically disadvantaged and non-economically disadvantaged students, 99.8 percent of comparable subgroup gaps at “A” schools are either closing, insignificant, and/or both groups are growing. Further, the achievement gap in ELA and math for these students at “A” schools is one half of the size of that same gap statewide.
- When comparing disabled and non-disabled students, 83.1 percent of comparable subgroup

gaps at “A” schools are either closing, insignificant, and/or both groups are growing. In addition to having the highest number of non-disabled students in the state, students with disabilities at “A” schools outperform statewide averages by roughly 15 percentage points in ELA and math.

- Of 13 total “A” schools with comparable subgroup cohort graduation rates on *at least one* indicator, no regular and special education graduation rate gaps are comparable because subgroup sizes are too small. Eighty-nine percent of comparable white and black graduation rate gaps at “A” schools were either closing or insignificant, and 75 percent of comparable economically disadvantaged and non-economically disadvantaged graduation rates at “A” schools were either closing or insignificant.

The Department commits to analyzing all subgroups identified in ESEA and will ensure that BESE policies do not allow for a school with consideration subgroup gaps to receive an “A” letter grade.

2.C.ii Provide the SEA’s list of reward schools in Table 2.

The 2013-2014 list of Reward, Priority, and Focus schools for use in the 2015-2016 school year can be viewed at this link: <http://www.louisianabelieves.com/docs/default-source/accountability/2013-2014-focus-reward-priority-list.xlsx?sfvrsn=10> The list of schools using data from the 2014-2015 data for use in the 2016-2017 school year will be released prior to January 31, 2016.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

Achieving the criteria enumerated above is a truly commendable feat. To this end, Louisiana intends to provide Reward Schools with the following:

- (1) **Financial Rewards** – Reward schools that achieve substantial SPS growth (10+ points for B, C, D, F schools; 5+ points for A schools) should receive financial rewards for their success, as available. In addition, if the LDOE receives an increased Title I allocation, it is committed to using the Title I Rewards funds to support high performing and high progress schools.
- (2) **Public Recognition** – All Reward schools receive public recognition through press releases, statewide celebrations, and public reporting that clearly illustrates their accomplishments and “Top Gains” status.
- (3) **SPS Points** – High progress rewards schools receive progress points for achieving the LDOE’s aggressive annual goals for previously non-proficient students.

Various Louisiana stakeholder groups, such as the Committee of Practitioners and LEA leaders (e.g., school superintendents) have suggested that financial rewards for good performance and flexibility with funds would be important motivators for improved performance.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA’s methodology for identifying a number of lowest-performing schools equal to at least five percent of the State’s Title I schools as priority schools. If the SEA’s methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s

“Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

The LDOE intends to capitalize on its existing letter grade system in order to identify Priority schools, which are persistently failing schools transferred to the Recovery School District (RSD). (NOTE: For an overview of the RSD, please refer back to Section 2.A)

	Meet Subgroup AMO OR Substantial SPS Growth	All Other Schools
A	Rewards	Network Support
B		Network Support
C		Network support, scholarship choice, and Course Choice
D		Network support, scholarship choice, and Course Choice
Pre-RSD F* (focus)		Comprehensive data review, needs assessment, and support in effectively implementing higher standards and COMPASS through the Network support structure, public school choice, scholarship choice, Course Choice
RSD F (priority)		Recovery School District, comprehensive data review, needs assessment, and support in effectively implementing higher standards and COMPASS through the Network support structure, public school choice, scholarship choice, Course Choice

* Any high school with a graduation rate below 60% - which is not otherwise labeled as a Priority or Focus School – shall also be included in the Focus School category.

Table 2.Y. System Overview – Priority Schools

How Does a School Become Eligible for the Recovery School District?

According to state law and State Board policy, a school is eligible for the RSD after four consecutive years of unacceptable (F) performance. When a school reaches this level of continued failure, the State Superintendent may recommend to the State Board of Elementary and Secondary Education that the school be transferred to the jurisdiction of the Recovery School District.

When the Board approves a school’s transfer to the RSD, the State Superintendent of Education may then choose the best method of bringing the school to an acceptable level of performance. In addition to proposing performance objectives that the failed school must meet, the State Superintendent also recommends an operating structure for the school. The failed school may be operated:

- (1) as a direct-run RSD school;
- (2) as a charter school;
- (3) as a university partnership; or
- (4) through a management agreement with a service provider.

As of the 2014-2015 school year, the RSD operated 5.81 percent of the Title I schools statewide (i.e., 58 out of 999) thereby meeting the USDOE’s size requirement (i.e., 5% of Title I schools).

How Does Louisiana’s Definition of Priority Schools Align With the USDOE’s Requirements for Priority Schools?

Priority schools are among the lowest five percent of Title I schools in the state based on the achievement of the “all students” group in terms of proficiency on statewide assessments that are part of the SEA’s differentiated recognition, accountability and support system, combined and has demonstrated a lack of progress on the assessments over a number of years in the “all students” group. Can also include schools with graduation rates less than 60% and Tier I or Tier II schools.

Louisiana is required to have 50 Priority Schools: 999 Title I schools * 5%=49.95. It exceeded that number with 65 Priority Schools.

USED Criterion	LA Definition	2013-2014 LA Result
<p>A priority school is among the lowest five percent of Title I schools in the state based on the achievement of the “all students” group in terms of proficiency on statewide assessments that are part of the SEA’s differentiated recognition, accountability and support system, combined and has demonstrated a lack of progress on the assessments over a number of years in the “all students” group.</p>	<p>Priority schools are schools that are assigned to the Recovery School District when they have demonstrated a lack of progress on assessments over a number of years.</p> <p>The Recovery School District serves as the Local Education Agency (LEA) for a group of schools across the state operated by direct-run, charter, university partnership, or management agreement.</p>	<p>There were 65 priority schools. Of this total, 27 schools had letter grades of D or F, and 13 are in some form of AYP school improvement, corrective actions, or restructuring.</p> <p>The 30 high schools with graduation rates less than 60% that were not assigned to the RSD were identified as Focus schools.</p> <p>Some of these schools improved their performance while in the Recovery School District.</p>

2.D.ii Provide the SEA’s list of priority schools in Table 2.

The 2013-2014 list of Reward, Priority, and Focus schools for use in the 2015-2016 school year can be viewed at this link: <http://www.louisianabelieves.com/docs/default-source/accountability/2013-2014-focus-reward-priority-list.xlsx?sfvrsn=10> The list of schools using data from the 2014-2015 data for use in the 2016-2017 school year will be released prior to January 31, 2016.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

Overall, the RSD’s turnaround philosophy closely mirrors and aligns with the turnaround principles emphasized by the USDOE. During the 2013-14 school year, the RSD managed direct-run schools on a day-to-day basis. However, beginning with the 2014-15 school year, the RSD no longer directly manages any schools. All RSD schools will be charter schools (Type 5 charter schools). The relationship between the RSD and charter schools is governed by accountability through the charter school contract, providing system-wide supports to support equity, and broad oversight rather than direct management. The system wide supports (e.g., enrollment, expulsion policy, etc.) described below demonstrate how the unique components of a state-run school district allow for an organizational structure and responsive interventions that motivate student success...

(1) Providing Strong Leadership

The RSD provides operational flexibility to each of its charter schools by giving each school leader the authority to make all scheduling, staff, curriculum, and budget decisions at the school level, with the

oversight and guidance of their charter boards. School leadership plays a fundamental role in the success of school but is particularly crucial in a turnaround school model. The Louisiana charter school application evaluates the strategic thinking of the school leader, including school staff and partners to whom the school leader will delegate responsibilities in the operation of the school. New operators and experienced operators that have not yet operated two schools for at least three years each must identify a school leader in their application. Bulletin 126, the state regulations related to the approval and operation of charter schools, mandates that all charter applications include a clear description of the roles and responsibilities of the school's leadership and management team, plans for recruiting and developing school leadership and staff, and the manner in which teachers, leaders, and other school employees will be evaluated.

Priority schools are assigned a Manager of School Performance (MSP) to support school leadership through data analysis, problem-solving, parent engagement, and accountability. School leaders annually receive the principal report card and Annual Review as tools to review the performance of the school, as well as an annual review of the school's performance against the performance metrics outlined in the charter performance compact. The MSPs sit down with school leadership to dissect the information within the principal report card and charter school annual report to develop concrete strategies in response to areas identified for improvement.

Charter school boards are annually required to evaluate the leadership of the school. This Department has developed specific guidance for charter boards to use when evaluating single-site leaders that may be accessed here: <http://www.louisianabelieves.com/docs/default-source/links-for-newsletters/compass-single-site-leader-eval-guidance.pdf?sfvrsn=2> . Additionally, the Department has a track record of stepping in to support the process when the board highlights a desire to investigate a change in leadership.

(2) Ensuring Effective Teachers

RSD principals have autonomy to make personnel decisions directly, based solely on teacher performance, need and effectiveness. School leaders have the ability to select educators most likely provide quality instruction and lead to student success, regardless of whether they meet the traditional Louisiana certification requirements. This flexibility not only allows school leaders to hire individuals from different background and unique perspectives but also to ensures that those entrusted with the education of Louisiana's students are the most capable. Should this not be the case, discretionary staffing changes can be made without the typical SEA bureaucracy. RSD charters may choose individually whether or not to participate in a collective bargaining agreement. Further, RSD schools are not bound by teacher tenure laws.

Every teacher is required to receive a personnel evaluation composed of two parts. Fifty percent of the evaluation must be composed of measures of student learning and fifty percent must be based on a qualitative assessment. Charter schools are given the autonomy to create their own detailed evaluation rubrics based off of best practices employed at schools around the nation. The effectiveness of the teaching staff is reported for all schools (<http://www.louisianabelieves.com/docs/default-source/teaching/2013-2014-compass-teacher-results-by-school.xlsx?sfvrsn=8>) and the results from the evaluations are a component of the data review conversation facilitated by the MSPs. Additionally, MSPs visit classrooms in priority schools during formal and informal visits and discuss trends, strengths, and areas for growth of instructional personnel with school leaders.

Educators in priority schools are strongly recommended to attend the teacher, administrator, and counselor state collaboration events.

(3) Redesigning Learning Time

RSD charter school leaders have autonomy to set school calendars, as long as they meet the compulsory attendance requirements in law. RSD charter schools provide additional instructional time by having an extended learning day, Saturday school programs, utilizing a year-round calendar, providing for shortened holiday and summer breaks to provide intensive remediation, requiring mandatory after-school tutoring, and additional instructional days in order to allow opportunities for off-campus internships and career preparation programs during the school day. As an example, priority schools in Louisiana include both year-round school models and schools offering additional instruction in the evening and on the weekend.

(4) Strengthening Instructional Programming

The Recovery School District is committed to preparing all students to be successful in post-secondary education and beyond. RSD charter schools operate under a framework that emphasizes increased autonomy in terms of the educational program offered to students in exchange for higher standards of accountability when compared to their traditional school district peers. Similarly, RSD charter school leaders may select or develop school-specific curriculum that aligns to the state academic content standards. Additionally, all charter school contracts are evaluated for extension and renewal based primarily on student growth and performance on exams aligned to the standards.

(5) Using Data to Inform Instruction and Continuous Improvement

As mentioned above, priority schools are assigned to a Manager of School Performance (MSPs) to work with school leadership and provide support and interventions tied to school-specific gaps. These conversations focus on two resources developed by the Department for priority schools; 1) the principal report card and 2) the annual charter school annual review (an example of the charter school annual review may be accessed here: <http://www.louisianabelieves.com/docs/default-source/links-for-newsletters/l-b-landry-o-p-walker-high-school.pdf?sfvrsn=2>.)

MSPs meet regularly with school leadership to dissect the school's data and identify achievement gaps and areas for improvement. These conversations also include an update on the status of the charter extension or renewal period and any growth necessary to recommend renewal or extension to the state board. Leaders are required to report on the school's performance, including achievement data, to the charter school board at a meeting that is open to the public.

(6) Establishing Positive, Safe, and Supportive Schools

All schools within the Recovery School District are actively participating in school-wide Positive Behavior Interventions and Supports (PBIS). School-wide Positive Behavior Interventions and Supports is a research-based approach to creating and maintaining safe and effective learning environments in schools. Designed to improve behavior and academic performance by teaching and reinforcing positive behavior, it uses data to operationalize student behavior in order to develop logical, objective, and personalized responses to student behavior such that academic achievement is maximized.

In New Orleans and Baton Rouge, the RSD requires a uniform student expulsion policy and process to ensure that expulsion is reserved for only the most severe infractions, and that students and families are given the same opportunities for due process, review, and appeal, regardless of which school they attend. The RSD provides a central disciplinary hearing officer to ensure that all disciplinary hearings are conducted in accordance with state and federal law.

Each of the three RSD New Orleans Family Resource Centers, which are responsible for assisting in student enrollment year round, has staff that receive training in student homelessness, and are equipped to direct students and parents to appropriate resources to meet their needs. In addition, many RSD charter and direct-run schools develop partnerships with organizations to provide mentoring and conflict resolution, including Restorative Justice programs, mentoring provided by City Year volunteers, and Saturday school parent and student programs as an alternative to expulsion.

In addition, the RSD operates a Youth Opportunity Center in collaboration with the Orleans Parish School Board to support all students in New Orleans who are considered to be chronically absent, truant, or court-involved as they transition back into schools. In the 2014-2015 school year, the Youth Opportunity Center staffed intake of all students in the city found truant during the day by the New Orleans Police Department, conducted all truancy outreach for the city, served as liaisons on behalf of families for students referred to Municipal or Juvenile Court, and launched a pilot program to partner case management services to truant students referred to the Youth Opportunity Center by ten pilot schools, as well as partnering with ten schools to pilot case management services for students and families struggling with truancy issues. For the 2015-2016 school year, the Youth Opportunity Center will expand to provide case management services to all public schools in New Orleans, and will work to develop into a “one stop shop” community-based model that will create a framework for schools to respond to chronic absenteeism and will provide coordinated resources for effective intervention. The center staff includes case managers, attendance coaches, court liaisons and School Resource Officers. In order to connect students and families with the resources they need, the Youth Opportunity Center also partners with various groups and organizations such as behavioral health providers, social service agencies, etc.

(7) Providing Mechanisms for Engagement of Families and Communities

The RSD operates three parent-family resource centers throughout New Orleans where parents can obtain language translation services, student enrollment information, transcript and records requests, conflict resolution services, up-to-date information on all RSD schools, parenting skills literature, and community resource literature. The RSD also holds frequent community discussions in locations throughout New Orleans on topics and issues that are most important to parents and community members. The RSD also utilizes various community engagement processes for any major change or initiative the RSD undertakes, including building new schools, moving school locations, and school closures.

In 2014, in an effort to increase community input with regard to school facility assignment decisions, the RSD implemented a “Request for Applications” process to select high quality operators capable of transforming failing schools into excellent schools in the shortest amount of time possible. Specifically, this RFA process aimed to select the highest quality operators at four separate school facilities. Public school organizations and other educational entities in New Orleans were invited to submit proposals detailing their plan for school programs at one or more of the school facilities. All applicants were required to provide assurances that, if selected, their school would provide equitable access to high-quality education for all students in New Orleans utilizing the open-enrollment policies inherent in the RSD centralized enrollment process known as “OneApp” in addition to providing reasonable access to public transportation to and from school at no cost to the families involved. A review committee, comprised of varied community organizations and parents: 1) scored each application; 2) participated in interviews with the applicant; 3) visited the applicant’s current school sites; and 4) made facility assignment recommendations to the RSD Superintendent.

As more schools outside of New Orleans are transferred to the RSD, community engagement activities are being implemented across the state. These activities include regular meetings at RSD schools and Focus schools for parents and community members, and the creation of special task forces and

advisory boards for any school that is being transferred into the RSD.

In addition, the Recovery School District hosts quarterly meetings in New Orleans for the State Board of Elementary and Secondary Education, where the agenda is dedicated solely to RSD matters and gathering feedback and input from the public.

(8) Transparent and Rigorous Expectations for Academic Performance

In Louisiana, RSD charter school contracts are initially approved for four years. Each charter school is reviewed by its chartering authority and evaluated using the charter school performance compact after the completion of the third year of operation. If the school is achieving its stated goals and objectives, then the charter is extended for a maximum initial terms of five years.

Student performance is the primary measure of school quality. The state's assessment and accountability programs are used as objective, verifiable measures of student achievement and as the basis for annual evaluations, contract extensions and charter renewal decisions. After three years of operations, a charter school must meet one of the student performance standards below in order for the contract to receive an extension. If the standard is not met, the charter operator will cease to operate the school.

- Turnaround schools, schools qualified to receive a letter grade of "T," must earn a letter grade of "D" or higher based on performance data from the school's third year of operation or average 5 or more points of growth per year of the charter contract.
- Charter schools with a letter grade of "F" must earn a letter grade of "D" or higher based on performance data from the school's third year of operation.
- Alternative charter schools, schools approved by the Department to use an alternative charter school extension and renewal framework, must meet the standards for extension from the alternative charter school extension and renewal framework.

Differentiated Priority School Support and Interventions

As state previously, the RSD has garnered national recognition for its implementation of the charter school turnaround model. The schools in the RSD, Louisiana's priority schools, are exclusively charter schools and monitored by the LDE's charter accountability team's support and oversight services. The charter school model provides for a built-in method of increasing rigor, support, and sanctions for schools that fail to make the required progress necessary to exit priority status after the school's initial charter term of four years. If a charter board fails to meet the academic benchmarks approved by BESE, the charter is not renewed and a new operator is placed in the school.

In response to feedback from stakeholders and charter school educators, Louisiana has developed a process for more meaningful interactions between the state and charter school educators focused on identifying and addressing specific areas of concern, with increased differentiation and frequency for schools that have been persistently underperforming. The process was developed with three key priorities:

- 1) Develop and efficiently communicate rigorous and transparent expectations for academic, financial, and organizational performance of BESE-authorized charter schools.
- 2) Provide timely feedback to schools based on clearly communicated standards to give schools the opportunity to explore options, make course corrections, and employ strategies to improve specific programming, curriculum, and methods of instruction to increase student achievement

- 3) Differentiate oversight to ensure that significant areas of concern are identified and addressed and schools that are meeting expectations are provided with the autonomy with which to thrive.

The level of support each school receives is based on their academic, financial, and organization performance. Schools that have consistently underperformed will be identified for the most intensive level of intervention. Schools in this category will participate in data analysis, problem solving, and goal setting in six performance domains: Teacher Quality, Curriculum, Special Populations, Resource Allocation, School Climate, and Community/Family Engagement.

Statewide Engagement

Community partnerships are the cornerstone of RSD's transformation efforts throughout the state, not just those in New Orleans. As an example, in April 2012, the RSD launched the Baton Rouge Achievement Zone (BRAZ) - an innovative reform model to address the needs of children currently attending low-performing schools in the North Baton Rouge area by working collaboratively with parents and engaging community and business partners. The BRAZ, which will impact a minimum of seven local schools, will have a significant impact on turning around student learning and achievement.

The Baton Rouge Achievement Zone is focused on addressing the needs of students in North Baton Rouge to ensure their overall success and to guarantee that every child will be college and/or career ready upon graduation. The BRAZ will focus on three core principles – **engaging partnerships to anchor strategic school reform** in Greater Baton Rouge, building the demand from parents, community, and government for higher school accountability and better school choices; **accelerating the launch of excellent new schools** through smart philanthropy and collaboration with government to meet transformation and innovation needs; and **creating a reform marketplace** that fosters competition, builds entrepreneurial capacity, and provides high quality options for school support organizations and services.

In 2013-2014, BRAZ brought together community members, parents, and stakeholders together to help inform the RSD's selections of high-quality charter operators for the RSD schools in Baton Rouge. The RSD, informed by the work of members of the Baton Rouge Achievement Zone, and supported by partners such as New Schools for Baton Rouge, successfully launched five new charter schools in Baton Rouge for the 2014-2015 school year, with an additional charter school opening in Fall 2015.

In addition to schools in the Baton Rouge area, the RSD is responsible for the transformation of schools throughout rural parts of the state. Although these schools are not part of the Baton Rouge Achievement Zone, similar principles of partnership and community engagement are being integrated into their transformation strategy. In addition to shared principles of partnership and community, rural districts present their own, unique challenges that must be taken into account. Geographic isolation leads to challenges recruiting and retaining teachers, providing and receiving professional development, and accessing the most modern and current technology in the classroom. Transformation strategies for rural districts must leverage lessons learned from New Orleans and other urban parts of the state within the context and realities of a rural environment. The RSD is creating and executing transformation solutions that address unique rural challenges such as geographic isolation, lack of competition, and lack of opportunity.

As with the Baton Rouge Achievement Zone, in rural areas with Priority Schools, the RSD will work to build awareness of and support for more and better educational options among the media, legislators, local public officials and parents. The RSD will facilitate conversations among the community on quality educational options and bring community voice and input back into decision-making about the future of schools. The RSD will also engage local business not only on how to operate schools, but also on how they can be a part of goods and services provided. The RSD experiences in New Orleans provided critical information on what works and what doesn't in creating a high quality education system. These lessons

allow for best practices to be shared statewide.

Building awareness of and support for more and better educational options among the media, legislators, local public officials and parents is important. The RSD will facilitate conversations among the community on quality educational options and bring community voice and input back into decision-making about the future of schools. The RSD will also engage local business not only on how to operate schools but also on how they can be a part of goods and services provided. The RSD experiences in New Orleans provided critical information on what works and what doesn't in creating a high quality education system. These lessons allow for best practices to be shared statewide.

How Will the RSD Help Schools Address the Needs of ELL Students and Students With Exceptionalities?

RSD English Language Learning Program

Like ELL students nationwide, RSD students who are limited English proficient move through the 5 levels of English listening proficiency from phonemic awareness to understanding short utterances and simple directions to understanding standard speech (both in social and academic settings) to understanding the main ideas and relevant details of extended discussions or presentations. The RSD supports this development spectrum through a number of interventions and supports with the following goal – ELL students will develop the necessary English listening skills to fully access the general education curriculum and achieve at the same academic levels as their native English-speaking peers.

Resources

The RSD employs a team of ELL experts – both instructors and interpreters – who are responsible for a cadre of Priority or RSD schools. In order to influence meaningful growth and increased proficiency, RSD staff follow a centrally-created, highly-effective protocol which focuses on:

- Identification
- Screenings (i.e., ELDA and other supportive data)
- Development of Individual Student Success Plans Based on Student-Specific Data
- Monitoring

The RSD expert ELL staff monitors quarterly all students that have exited the ELL program and visit all schools – regardless of whether ELL students are identified – to ensure that all students needing services receive such services in a timely manner. Additionally, the RSD ELL staff conducts progress monitoring meetings to review growth and performance of exited ELL students and to make recommendations as indicated regarding revision of the instructional programs, at least quarterly. Finally, RSD ELL staff offer additional support services, including face-to-face professional development conducted annually or as needed for school site personnel for the purposes of apprising them of ELL Program, service protocols, and referral procedures.

RSD Supports for Students with Exceptionalities

At the outset of the RSD, schools were structurally and academically in shambles – including lack of adequate records. Thus, the RSD rebuilt special education programming, supports and interventions from scratch. Within a short period of time students had IEPs, and an RtI/Appraisal system was in place (the first 2 yrs. (2006-07-08) were contractual and then the process was internalized) to identify students with disabilities, as well as students who were gifted and/or talented (Visual Arts, Music, Theater).

Since that time, the RSD's emphasis has been on building a system that embraces all students. Pre-Katrina, the Orleans Parish school system was under a corrective action plan for serving students with

disabilities in more segregated settings.

Citywide Support for Students with Special Needs

The RSD's New Orleans Office of Student enrollment has a full-time staff member dedicated to supporting families of students with disabilities. This staff member supports parents of students with disabilities by: providing one-on-one counseling to families to provide information on the enrollment process, as well as programming at various schools in order to help families determine the best school choice for their children; investigating parent complaints and allegations of enrollment and special education policy violations by school staff and officials; and participating in all expulsion hearings for students with disabilities to ensure that all proceedings and decisions are conducted in accordance with the student's IEP and state and federal special education law.

For a number of years, the Recovery School District has implemented a differentiated funding formula in New Orleans to ensure that funding is distributed equitably among all RSD direct-run and charter schools in order to ensure schools have the funds necessary to support students with special needs. Differentiated funding allocates money based on student needs – to ensure the right amount of money follows each student.

The RSD applies a differentiated funding formula based on individual student needs and services to the total amount of MFP funding received by all RSD schools in New Orleans. This funding formula adjusts the amount of per pupil MFP funds received by schools up or down based on the needs of each individual student. The differentiated funding formula is equitable, transparent, and efficient – it rewards schools for serving the neediest students. During the Spring of 2014, the RSD worked with school leaders and special education experts to further refine this formula from a three-tiered approach based solely on exceptionality type to a five-tier model based on exceptionality type and total weekly service minutes. This new model is part of the RSD's commitment to ensuring the success of the neediest students in Orleans Parish and supports the RSD's core values of excellence and equity by providing for a more fair and accurate distribution of funding.

In addition, the RSD is working collaboratively with the Orleans Parish School Board to provide a number of citywide supports for students with the most severe needs.

There are approximately 4,700 students in New Orleans with an Individualized Education Plan (IEP). Charter schools are helping to meet these needs in a number of ways, such as general education programming, and specialized school based programs for intensive cognitive and therapeutic needs (classrooms with a special focus on social or life skills). However, a small percentage of students need a level of therapeutic support during the school day beyond what the traditional school environment can provide. RSD and the school board are working together to launch a citywide medically informed therapeutic day setting to help better serve these students in summer 2015. RSD and the school board will work with a local medical partner Tulane University Medical School to administer the program where teachers, therapists, social workers, and health professionals will provide instruction, therapy, counseling, and necessary medical supports. After the program, the student, family, and school participate in a step-down transition process in order to ensure that the student is fully supported and successful in a traditional classroom setting.

Beginning in 2014-2015, the RSD and the Orleans Parish School Board (OPSB) administers a citywide Exceptional Needs Fund for Students with Disabilities to ensure that all public schools in New Orleans have access to sufficient funding to cover the costs associated with serving students with significant disabilities. The Exceptional Needs Fund is a special purpose fund administered by OPSB and funded through local revenues to help ensure that all public schools in New Orleans meet the needs of their students with disabilities. Any public school in New Orleans may apply to the Exceptional Needs Fund to cover student-specific costs for students with disabilities, such as individual paraprofessionals and special equipment, and a committee of practitioners reviews applications and recommends allocations. In the 2014-2015 school year, the RSD and OPSB distributed \$1.3 million in additional funds to over forty New Orleans public schools to support specific needs of students with disabilities.

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA’s choice of timeline.

As mentioned previously, the RSD has been in existence since 2003. It will continue to operate in alignment with the enumerated turnaround principles in future years. Therefore, Louisiana already meets the obligated 2014-2015 deadline for implementation.

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

Bulletin 129, Section 505 (<http://www.doe.louisiana.gov/osr/lac/28v145/28v145.doc>) explains the current criteria for transfer out of the RSD and consequently out of Priority school status. The policy accomplishes the following:

- (1) Ensuring that a school’s autonomy and flexibility are retained in order to support continued substantial improvement and high standards of accountability;
- (2) Ensuring that recipient governing authorities are well-prepared to receive and support the school moving forward;
- (3) Ensuring that schools do not leave the RSD unless the school demonstrated meaningful, multi-year success before exiting.

All schools transferred to the RSD must remain in the RSD for a minimum of five years. After five years, a school may be eligible to choose to return to its former LEA or remain with the RSD. Schools are eligible to choose when they have demonstrated the ability to operate as a stable, non-failing school by earning a School Performance Score of 54.0 or above for the past two consecutive years. For reference, all schools statewide are recognized as academically acceptable by earning a score of 50.0 or higher. By earning an SPS at least 4 points above the minimum score of 50.0 for two consecutive years, a school demonstrates that it will be able to maintain its academic performance in the future and is not in danger of becoming a failing school, and therefore no longer needs to be considered a Priority school. Allowing schools to choose whether to exit or remain in the RSD allows parents and local communities, through their charter governing boards, to determine which setting will most adequately provide the conditions necessary for success and student achievement.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA’s methodology for identifying a number of low-performing schools equal to at least 10 percent of the State’s Title I schools as “focus schools.” If the SEA’s methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

In Louisiana, Focus schools are defined as any Pre-RSD “F” school meaning schools earning an “F” letter grade that are not already overseen by the RSD. Additionally, any high school with a cohort graduation rate below 60 percent that is not already overseen by the RSD will be classified as a Focus school. Finally, any school that was an “F” remains a Focus school until they are no longer an “F” for two consecutive

years. Schools that receive a letter grade of “F” for four consecutive years are eligible for the RSD and are labeled priority schools.

Using letter grades (i.e., F’s) to drive the identification of Focus schools allows Louisiana to easily identify those schools that are demonstrating a serious lack of achievement or gap closure progress over a number of years, particularly with all or certain subgroups. (NOTE: A school’s progress toward the super subgroup AMO also provides critical information regarding gap closures in a given school.) Using letter grades to identify Focus schools also facilitate communication to the public about Focus schools’ status.

	Meet Subgroup AMO OR Substantial SPS Growth	All Other Schools
A	Rewards	Network Support
B		Network Support
C		Network support, scholarship choice, and Course Choice
D		Network support, scholarship choice, and Course Choice
Pre-RSD F* (focus)		Comprehensive data review, needs assessment, and support in effectively implementing higher standards and COMPASS through the Network support structure, public school choice, scholarship choice, Course Choice
RSD F (priority)		Recovery School District, comprehensive data review, needs assessment, and support in effectively implementing higher standards and COMPASS through the Network support structure, public school choice, scholarship choice, Course Choice

* Any high school with a graduation rate below 60% - which is not otherwise labeled as a Priority or Focus School – shall also be included in the Focus School category.

Table 2.Z. System Overview – Focus Schools

How Does Louisiana’s Definition of Focus Schools Align with the USDOE’s Requirements for Focus Schools?

Focus schools: <ul style="list-style-type: none"> • Demonstrate the lowest overall student performance in the state based on school performance scores • Have the lowest cohort graduation rates in the state • Have not yet been assigned to the Recovery School District (RSD) 		
USED Criteria	LA Definition	2013-2014 LA Result
Focus schools have the lowest overall student achievement.	Schools are identified as having the lowest overall achievement based on a school performance score that is less than 50 with letter grade F, and the schools are not assigned to the Recovery School District (RSD).	There were <u>94</u> schools not assigned to the RSD that had an SPS of less than 50 and letter grade F or a graduation rate below 60%.
Focus schools have the lowest cohort graduation rates.	Louisiana included all schools with cohort graduation rates less than 60% as focus schools regardless of letter grade or school performance score unless they were assigned to the RSD.	There were 8 schools not assigned to the RSD with school performance scores greater than 50 (letter grade D) and cohort graduation rates less than 60%.

2.E.ii Provide the SEA’s list of focus schools in Table 2.

The 2013-2014 list of Reward, Priority, and Focus schools for use in the 2015-2016 school year can be viewed at this link: <http://www.louisianabelieves.com/docs/default-source/accountability/2013-2014-focus-reward-priority-list.xlsx?sfvrsn=10> The list of schools using data from the 2014-2015 data for use in the 2016-2017 school year will be released prior to January 31, 2016.

2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA’s focus schools and their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

Because Louisiana’s Focus schools are determined using the statewide accountability system, the list of Focus Schools will be released on annual basis concurrent with the release of accountability scores.

Process for Focus School Supports

(a) Identification and Provision of Data

When Focus schools are identified, the LDOE will immediately notify the impacted LEAs (i.e., prior to public release). The LDOE will provide the LEA with extensive data, including student subgroup performance, student subgroup graduation rates, and educator effectiveness data, so that the LEA can immediately implement measures to correct the specific failures of the school (e.g., failure to adequately support academic growth for students with disabilities). Starting with the 2014 release, all principals received a detailed principal report card to assist in analyzing the details of the accountability results – student performance and educator performance – for their school, as compared to the prior year, their district, the state, and schools with the same letter grade. Starting in 2015, principal report cards also include information on subgroup performance to assist the LEA in developing interventions focused on closing gaps between the highest-achieving subgroups and the lowest-achieving subgroups. The report cards also breakdown the different components of the Louisiana accountability system. This allows school and district administrators to see where a school may be lacking the student achievement to earn a higher score. For example, the principal report card illustrates whether a high school is offering enough AP or IB courses, whether middle school students are taking advantage of opportunities to earn high school credit, and how many students are graduating with ACT scores that earn a TOPS scholarship to college. Louisiana’s accountability system and state policies strongly incentivize targeted support for nonproficient students at the educator, school, and district level. The principal report card breaks down the number of progress points the school has earned by presenting the number of non-proficient students and their success scoring at the top of the expect range or higher. An example of the principal report card for a high school can be seen here: <http://www.louisianabelieves.com/docs/default-source/links-for-newsletters/2014-2015-hs-principal-report-card.pdf?sfvrsn=2>. A principal report card for a K-8 school can be seen here: <http://www.louisianabelieves.com/docs/default-source/links-for-newsletters/2014-2015-k8-principal-report-card.pdf?sfvrsn=2>. A principal report card for a combination school can be seen here: <http://www.louisianabelieves.com/docs/default-source/links-for-newsletters/2014---2015-k12-principal-report-card.pdf?sfvrsn>. After the release of the principal report card, Network staff schedule time with each principal to analyze the most recent data and determine next steps. For focus schools, these conversations are expected to center around the AMO-specific issues that lead the school to be labeled as “Focus.” After the initial conversation, Network leaders check-in with the team of Department staff focused on instructional support. This ensures instructional resources are produced in response to the real needs of Louisiana educators and confirms every school is receiving appropriate interventions.

Principals also receive reports for each statewide assessment with reports of how students performed by subgroup. Network leaders and Department staff with experience in the core subject areas are available to work through these reports and assist with revisions to curriculum and examples of instructional strategies to help overcome identified gaps in specific strands within the state standards.

Educators. Through the Compass system, every educator sets goals for their students. Because of accountability incentives, teachers are particularly focused on the attainment of previously low-achieving students. Additionally, the value-added model (VAM) data provides educators with information on the performance of their students as compared to similarly situated peers across the state. Beginning 2015-2016, the educator evaluation system will require principals to set goals that based in School Performance Scores (SPS) with one student learning target (goal) based on overall SPS and an additional goal aligned to a component of SPS. (Bulletin 130 – revised March 2015: <http://www.doa.louisiana.gov/osr/lac/28v147/28v147.doc>)

Schools. Louisiana raised the bar on behalf of low-achieving students by demanding a higher level of performance (Basic) for schools to earn points as a part of their school performance score (SPS). Previously, below-grade-level achievement (e.g., Approaching Basic) earned schools points. This shift emphasizes the need to help Louisiana’s struggling students improve at a faster pace. Additionally, progress points are awarded to only those schools making exceptional academic growth with nonproficient student population on statewide assessments. Inclusion of the progress point metric ensures that all schools are focused on their lowest achievers and recognized when schools achieve growth.

Districts. As part of Louisiana’s systemic plan for school turnaround and student choice, the Louisiana Legislature and Governor Bobby Jindal enacted a package of true school choice legislation in 2012 which impacted statewide educational change for years to come. Act 2 – signed into law in April 2012 – dramatically increased student choice with key provisions such as the proliferation of highly-effective charters statewide, course choice for all kids, and parent voice through parent triggers. Students in focus schools have access to course- and school-level choice that must be funded by the district thereby incentivizing rapid improvement by the district and opportunities for students.

In 2014, the Louisiana legislature enacted Act 853, which expands public school choice for all children enrolled in a school with a letter grade of D or F. For many years, Louisiana has required public school choice to students attending F letter grade schools, per NCLB and Louisiana’s ESEA Waiver. The LDOE continues to work with superintendents and districts across the state to craft guidance related to these choice initiatives.

These dramatic statewide reforms influence the reform efforts of every school in Louisiana – in particular, Louisiana’s Focus and Priority Schools (i.e., “F” schools). Because of these bold reforms, schools are incentivized to improve at record-breaking rates and to demonstrate growth and performance in order to influence the greatest intervention – student and parent choice.

(b) Needs Assessments

After the LDOE notifies the LEA of their scores and interventions required by state law and BESE policy and provides the relevant data, the LDOE, through the District Network team structure described later in this section, supports the LEA in its ongoing turnaround efforts by providing and analyzing extensive data and supplying tools, such as the principal’s report card and the results of the Compass evaluation system, to complete a thorough needs assessment of the districts’ student and educator needs. The needs assessment helps the LEA and the LDOE to understand what resources and supports the school students and teachers require from the LEA. Focus schools, by nature of their definition, have significant academic deficiencies. Therefore, the needs assessment emphasizes the performance of the super subgroup and the gaps between the school, district, and state average performance. Networks use this information to help the LEA develop targeted strategies and plans for improvement. The intensity of the needs assessment increases every year a school continues to be labeled with focus status. Conversely, the flexibility schools have in their strategies decreases and Network leaders play a much larger role in the development of improvement plans.

(c) Coordinated LDOE Supports

Once the needs assessment is completed, the LEA and the LDOE will communicate to discuss how the LDOE can best support the LEA as it works to address the specific needs and challenges of the Focus school. Like most state education agencies, the LDOE’s capacity to provide the intensive services required of each Focus school is extremely limited. Therefore, in order to turnaround and maintain the

gains of all of the low-performing schools in the state, the LDOE must help build district capacity to take on these efforts themselves and ensure their success. Principals in Focus school must spend significant time with Network staff observing teachers in the classroom, reviewing the school's academic program (i.e. curriculum, interim assessments, collaboration structures), and developing strategies with a deep focus on increasing student achievement of struggling students. Focus schools are strongly encouraged and held accountable for attending state collaboration meetings. Eighty percent of schools identified as Focus had participants attend the most recent collaborative events. Network goals for the second quarter include 100 percent participation from Focus schools at the November collaborative event. Schools that do not send representatives are contacted to determine whether any barriers prevented them from being a part of the training. Schools that have remained Focus schools for more than two years are required to attend.

District Network Teams

As referenced above, part of the Focus school strategy depends on the District Network teams. In order to maximize the support capacity, the LDOE has clustered school districts into several network teams (see map of district networks here: <http://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/final-network-structure-map.pdf?sfvrsn=4>). Districts are grouped according to similarities in needs and challenges by school level. Each network team is led by a top former superintendent or principal from Louisiana who supervises and coordinates the work of one deputy leaders, and 5-6 district coaches. Deputies and coaches support specific districts across the state through personalized supports, including school-level coaching at struggling schools where needed (e.g., Focus schools).

In the spring of 2015 the network teams evolved to better support districts. Networks will now focus on supporting districts on the front end to understand the purpose and participate in the collaboration structures to ensure decision-makers for the theme or topic to be discussed are present and resources are received. After all centrally run collaborations and trainings, networks will differentiate work with districts to provide support as district implement key initiatives that improve teaching and student learning.

As described throughout Louisiana's ESEA waiver request, Louisiana will use the Network strategy to target supports and interventions focused on the state's focus areas in order to drive a system of continuous improvement for students. These priority areas stem from the LDE's belief that the state academic content standards and the Compass system will serve as guides for student performance expectations and instructional expectations. Also captured in these focus areas is the belief that educating students starts at birth and should provide opportunities for students throughout high school to prepare students for post-secondary success.

The priorities include:

1. Establishing a Planning Process
2. Preparing Children for Kindergarten
3. Developing High Quality Instruction in Every Classroom
4. Creating a Path to Prosperity for Every Student
5. Aligning Financial Resources

See the District Planning Guide (<http://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/district-planning-guide-for-2014.pdf?sfvrsn=18>) for more information.

To support this process, the Network teams will work collaboratively with districts to (a) analyze student performance data, summarized and broken out into specific sub-group performance (particularly those subgroups for which significant achievement gaps exist) and educator

effectiveness data, (b) support cross-district planning, and (c) strategically support capacity-building in schools and classrooms focused on specific focus areas. All of these actions will be done in concert with district leadership teams to ensure districts take the role in driving district and school level change efforts.

Obviously – by the very definition of a Focus school – such schools will be high priority for the LDOE. Effectively overseeing implementation of the state focus areas, as well as any additional school-specific, data-determined interventions is of the highest priority to the LDOE.

Network Teams Adaptation to District Needs

District Network Teams support local decision making, provide resources, training and clear information, and help districts understand and respond to accountability.

Through the district network teams, the LDOE is able to ensure:

- policy supports local decision making;
- effective accountability mechanisms are in place;
- resources reflect quality practices and align to the state standards for learning;
- training is available on how to use the resources to improve student learning;
- communication reaches the multiple layers of the education system; and
- data are available that are understandable and easily accessed.

The district network team structure is built to adapt to the changing needs of the Louisiana’s educators, schools and districts. The focus of the network teams is reevaluated and altered at the end of every school year based on feedback from the district staff and reflections by the district team members.

For the next three years, networks will focus on the following priority areas.

Teacher Leader Focus:

- Communicate: Share key information and resources across the state.
- Support: Deeply train with quality content support to help districts build and implement content based training.

Principal Focus:

- Statewide (all principals): Understand Compass policies and set meaningful, SPS aligned goals.
- Principal support: Provide outcomes focused experiences and resources centered around instructional leadership and district planning to help principals support teachers with instructional shifts.

Districts Build Standards-Aligned Academic Plans:

- Curriculum: Continue to implement aligned math and ELA curriculum with a focus on:
 - Early childhood through second grade improvements
 - ELA aligned tools
- Assessment:
 - Communicate clarity and implement 2015-2016 assessments
 - Choose and use aligned benchmark assessments with the focus on quantity, quality, and use
- Professional development:
 - Implement a system of standards-aligned teacher training

Early Childhood Focus:

- All Community Networks effectively implement two observations of every classroom in a publicly-funded site in network and share the results with program leaders to guide professional development.
- Community networks of early childhood care and education providers will develop and implemented a coordinate enrollment structure for infant, toddler, and prekindergarten children in the network whose families want to enroll them in a publicly-funded program.

High Schools:

- Plan with and schedule students appropriately for University and Career Diplomas
 - Enroll students in a tightly planned Jump Start pathway
 - Build transitional 9th grade programs for struggling students

Why use the Network process to determine specific intervention?

This process, which focuses at every level of the education system (district, school, principal, and teacher), enables alignment and focus across educators. Targets for student improvements will be defined through work with district staff, principal staff, and teachers using the data and tools available. This will create a set of common expectations for students and educators in each district. The network approach is necessary as it enables tailored support for each district based on district capacity and needs. The Network structure allows the LDOE to build relationships with educators and administrators that enable the trust needed to honestly analyze current practices and plan for student success. By dividing districts into teams, the LDOE is able to provide the support and facetime that would not be possible using a one-size-fits-all statewide support model.

In addition to implementing the district network team strategy, the SEA also provides supports for Focus schools in the following areas:

- **Believe and Succeed grant:** The LDOE leveraged its 1003a funds to develop a competitive grant program to provide funding for districts to turn around Focus schools. Districts with Focus schools may apply for Believe and Succeed grants to:
 - Develop new schools leaders to turn around Focus schools; or,
 - Recruit and set up a district or school turnaround organization that would institutionalize positive leadership behaviors both at the school and the district level.

All focus schools are eligible to apply and compete for Believe and Succeed 1003(a) grant funding. This competitive grant process ensures that focus schools have sufficient 1003a funding before distributing to other Title 1 schools. For the 2014-2015 school year, 1003(a) funding was only allocated to focus schools.

More about the Believe and Succeed initiative can be found here:

<http://www.louisianabelieves.com/schools/louisiana's-call-to-action/district-believe-and-succeed-initiatives>.

- **Leverage existence of RSD:** The LDOE coordinates its services to Focus schools with the RSD to ensure there are consistent, well-planned supports for all schools. The LDOE also highlights successful turnaround strategies used by the RSD to help other schools and districts avoid state takeover through bold reforms.

- **Tiered supports and thoughtful resource allocation:** Because the LDOE lacks the capacity to provide intensive support to all qualifying schools and districts, the LDOE provides different levels of service to districts with low-performing schools in an effort to strategically deploy scarce resources to impact the most students possible. Both LDOE programs and additional discretionary funding (e.g., Race to the Top-like funding competitions) are awarded to districts and schools based upon a thoughtful assessment of both their will and skill to make the bold changes required to turn around Focus schools.
- **Increase common resources:** The LDOE continues to develop toolkits, webinars, and other resources for all districts to utilize in their school turnaround strategies. The development of these resources is tied to the results of the Focus schools’ needs assessments and network support conversations statewide.
- **Thoughtful use of external providers:** In areas where districts and/or the LDOE have low capacity, the LDOE will create a robust and comprehensive approach to attract, evaluate, and match external providers in a number of key areas of turnaround. This may include charter management organizations that will assume the operations of entire schools, private providers that offer a targeted set of services, and community-based partners that help to extend learning time, engage students through creative activities, and increase family engagement. The LDOE will provide information and assure quality regarding external providers for LEAs and Focus schools to be able to select the external providers that best target the Focus schools’ needs.
- **Additional supports:** The SEA will improve supports in a number of different other areas that emphasize capacity building, including data tracking and management, policy development, and budget planning.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

Schools should only exit Focus school status after improving on accountability dimensions and maintaining those improvements over a period of time. As leading indicators demonstrate that a school is improving, the resources for that school can be adjusted. However, the Focus schools should continue to be monitored as a Focus school until gains are sustained over a period of at least two years. The gains must be sufficient enough to increase the Focus schools’ letter grade by at least one letter grade (i.e., an SPS of 50+) thereby demonstrating increased proficiency for all students, including traditional subgroups.

On the opposite side of the spectrum, schools that, after implementing interventions, have not demonstrated enough progress to exit Focus school status will receive increased support and targeted guidance from their network staff. Per Louisiana state law, schools that are Focus schools based on their “F” letter grade for four consecutive years are eligible for state takeover and placement in the Recovery School District, thereby becoming Priority schools.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA’s list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

The 2013-2014 list of Reward, Priority, and Focus schools for use in the 2015-2016 school year can be viewed at this link: <http://www.louisianabelieves.com/docs/default-source/accountability/2013-2014-focus-reward-priority-list.xlsx?sfvrsn=10> The list of schools using data from the 2014-2015 data for use in the 2016-2017 school year will be released prior to January 31, 2016.

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

- 2.F Describe how the SEA’s differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA’s new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Over the 12+ years of Louisiana’s accountability system and particularly throughout the course of RSD oversight and implementation, the LDOE has continually refined and enhanced its district and school support models. Moving forward, the LDOE will continue to actively create and refine incentives and supports to improve student achievement in schools and districts. Many of these ideas are highlighted and described below.

(1) Supporting Families and Schools and Incentivizing Improvement Through the Accountability System

As discussed at length in earlier sections, Louisiana annually publishes School and District Performance Reports. Starting in 2012, the School Performance Report included school and district progress on a number of key metrics (See Section 2.A for more information), additions which incentivize higher performance while also providing helpful, specific information on areas for improvement.

Because the reports are easily understandable and include only the most relevant information, parents can use the information to determine how to support their child’s school, advocate for improvements in performance, and learn about other educational options. School leaders can use the information to identify areas of strength and weakness, target professional development, identify high school curriculum needs, make personnel decisions, and develop improvement strategies. Report cards have continued to be improved over time based on feedback and can be accessed here (<http://www.louisianabelieves.com/data/reportcards/>).

The school and district letter grades provide additional incentives for continuous improvement, in addition to public awareness. As mentioned in the Focus school section above, letter grades in Louisiana are tied some of the most significant education reform policies and laws in nation. Students in C, D, and F schools have access to school-level and course-level choice, funded by the district. Public school choice is required for any student attending a D or F school. Charter applicants wishing to open schools in districts with a D or F letter grade may bypass the local application process and apply directly to the state board. Lastly, families with an income that does not exceed 250 percent of the federal poverty guidelines that include students either entering kindergarten or previously enrolled in a public school with a C, D, or F letter grade are eligible to apply for the Louisiana Scholarship Program. The program empowers low-income families with the same opportunity as more affluent parents already have – the financial resources to send their child to the school of their choice.

Louisiana’s AMO measures are closely tied to state, district, and school accountability system and letter grade formula. Schools that continue to miss AMOs over multiple years are strongly incentivized to work with their Network staff, attend the training opportunities provided during the collaboration events, and take advantage of the data analysis and reports provided by the Department. Schools that fail to meet AMOs for multiple years risk being identified as “F” schools and possibly becoming eligible for state takeover.

(2) Supporting Schools and Districts through a Burden Reduction Initiative and Structural Changes

Louisiana recognizes the importance of building local capacity to improve student performance. In particular, the state acknowledges that it should be more diligent in removing bureaucratic burdens placed upon districts. To that end, the LDOE is committed to eliminating unnecessary paperwork burdens and streamlining processes for LEAs so that the full extent of their attention may be placed on improving student performance. The LDOE designed and executed a Burden Reduction Initiative, an agency-wide effort to reduce administrative burdens placed upon local districts and to enable districts to access money more easily, and use it more effectively, and efficiently. This enhanced autonomy served to free up additional district resources to concentrate on student performance, rather than compliance measures.

The goals of the Burden Reduction Initiative were as follows:

- Streamline federal and state application, monitoring, and reporting requirements for school districts as much as legally permissible.
- Develop templates for plans and budgets that guide school districts through the process of using multiple funding sources to support proven education initiatives.
- Develop tools using existing federal and state flexibilities to assist school districts in utilizing funds for maximum effectiveness through the coordination of multiple funding sources to support single initiatives.

In order to streamline communication, the LDOE also made structural changes. As referenced above, Network Teams were created; the team consists of LDOE staff that function as a liaison between districts and the LDOE. The Network Teams serve every region of the state by providing resources, support and expertise on the ground. In addition to adding Network Teams, the LDOE assigned Points of Contact (POC) to each team. The POCs serve as a single point of contact who can provide technical assistance on federal grant programs. All POCs have a deep knowledge about how to best use federal dollars to serve the school and district strategic plans. This allows districts to know the name of one person whom they can call for support, rather than calling a different person for every grant program. Finally, efforts to increase collaboration within the agency were enhanced to better streamline communication to districts.

Communication

Organizing the LDOE in a more cohesive way facilitated better communication with districts. All communication to districts goes through the Network Teams or the weekly Department Newsletter. No longer are individuals communicating on a single topic to school leaders. Instead, announcements, policy changes, resources and information are provided through one of the two methods mentioned above and through an organized, coordinated rollout.

Data Reporting

To better streamline data reporting, the LDOE implemented a year-long Red Tape Reduction Initiative. This project required a heavy internal lift by every office in the building; constant communication and collaboration were essential to the success of the project. Results from this initiative produced the following: reduction of duplicative collections of data elements, a single district-facing calendar listing all data reporting deadlines, regular technical assistance webinars and in-person trainings for data collection systems, and a greater reliance on existing data systems to generate reports protecting districts from unnecessarily reporting duplicative information.

Monitoring

Prior to 2013, the LDOE monitored each federal grant program at least once-a-year and at various times throughout the year. This process was administratively burdensome and resulted in the LDOE interrupting schools multiple times a year taking time away from school leaders performing their most important job. After a year of planning and consolidating, the LDOE now monitors districts one time per year for all federal grant programs. Furthermore, the LDOE has developed a risk-based monitoring approach that identifies districts most at-risk. This project resulted in a Coordinated Monitoring Calendar that is produced once a year and lists all LEAs in the state, their expected monitoring date and programs that will be monitored. This new process has enabled school leaders to focus on educating Louisiana's children, rather than preparing to demonstrate grant compliance numerous times a year. This presentation (<http://www.louisianabelieves.com/docs/teacher-toolbox-resources/empowering-educators-planning-for-success.pdf?sfvrsn=10>) provides additional information on the coordinated monitoring process and how it is beneficial for Title 1 schools.

(3) Supporting Schools and Districts through Planning, Budgeting, and Instructional Tools

In order to effectively build local capacity to improve student performance, the LDOE must offer guidance and tools to LEAs so that the full extent of their attention may be placed on improving student performance. The combination of several funding sources so they work together to achieve one objective or implement one strategy/program can be a challenge. The LDOE has been focused on serving LEAs in this manner since 2010 with the development of templates and tools for program planning and budgets that guide school districts through the process of using multiple funding sources to support proven education initiatives. The District Planning Guide catalogs the most recent tools and resources, along with an outline of all the major decisions districts must annually make. The 2014-2015 guide can be accessed here: <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/district-planning-guide-for-2014.pdf?sfvrsn=4>

The first set of planning tools developed, *Tools for Integrating Education Funds*, commonly referred to as the "Fiscal Model," was the first of its kind in the nation. This toolset offered LEAs straightforward guidance on the integration of federal dollars to support research-based initiatives, including those targeting students in traditional subgroups. A team of leaders from each LEA across the state, including both fiscal and program staff, was trained on the use of these tools. The training centered not only on the use of the tools but the creation of a cohesive team so that budgeting and planning tasks were addressed from a comprehensive approach. The LDOE continues to provide more one-on-one technical assistance to LEAs as they implement this theory of action.

Strong remediation programs are imperative for Title 1 schools. As described earlier, the Department is increasing the development of resources and professional development specifically aimed at increasing student achievement within populations of students that are behind grade level. Therefore, Network leaders focus their interventions on bolstering the instructional strategies for struggling students and targeted resource allocation within these schools.

Students attending Title 1 schools have historically lacked the opportunities available to their more affluent peers. Louisiana is committed to decreasing this gap and provides funding through activities such as the Supplemental Course Academy (<http://www.louisianabelieves.com/courses/supplemental-course-academy>) to ensure every student in Louisiana has access to a diverse and rigorous course catalogue. The state also incentivizes the participation of students in Advanced Placement (AP) classes and participation in Advanced Placement exams. Research consistently shows that students who score a

3 or higher on an AP exam typically earn higher GPAs in college and have higher graduation rates.

Goals for the 2016 Advanced Placement exam cycle include:

- Expand the number of AP tests taken by 5,000;
- Grow the number of AP exam scores of 3, 4, or 5 to 36 percent;
- Grow minority student AP exam participation by 1,000; and
- Increase minority student AP exam passage rate by 5 percent.

To achieve these goals, staff will directly engage with schools with significant gaps between course participation and exam participation, the lowest exam performance, and the most significant gaps between white and minority students. The Department will provide access to *AP Insight* to schools with large opportunity gaps. *AP Insight* is a resource that helps teacher prepare to more effectively teach AP courses, assess student knowledge, and enhance student mastery of the content. *AP Insight* will help teachers identify common stumbling blocks their student encounter, and then develop ways to help students overcome these obstacles to achieve higher AP test scores. The LDE will also provide funding to train/re-train AP teachers during the summer and cover the test fees for low-income students.

Are Louisiana's AMOs, Along with Other Measures, Used to Identify Other Title 1 Schools that are Not Making Progress or Closing Achievement Gaps and to Provide Incentives and Supports for Those Schools?

As discussed extensively in the AMO section and throughout Principle 2, there are three primary measures of student performance that are aligned to Louisiana's accountability formula and system of incentives.

- First, schools must improve their overall performance by increasing their school performance score by at least ten points if their letter grade is B through F.
- Second, Louisiana's use of a non-proficient subgroup will identify those schools that have less than 50 percent of the non-proficient students exceeding expected growth, and these schools will not be eligible for any reward status. Coveted progress points are added to a school's SPS for growth achieved by nonproficient students on statewide assessments.
- Finally, the use of traditional ESEA subgroup public reporting will provide to the public, schools, districts, and the state the data necessary to 1) identify the gaps in academic achievement and/or lack of progress and cohort graduation rate, and 2) craft targeted interventions, supports, and technical assistance that will positively impact the performance of the students in specific subgroups through the Network support structure.

Also, as described earlier overview of Act 2, the overall Letter Grade performance is used to inform and support Louisiana's statewide system of choice, as well the LDOE's Network support for LEAs and schools. The existence of the RSD to provide support for Priority schools uniquely allows the District Network teams to spend significant time and resources on improvement in Focus schools and other Title 1 schools with large gaps in student growth and achievement.

Network goals for the second quarter include participation in the November and January teacher leader collaborative events from each Title 1 schools that failed to achieve either the first or second AMO listed above during the previous school year. Schools that do not send representatives are contacted to determine whether any barriers prevented them for being a part of the training. Schools that have remained failed either AMO for more than two years are required to attend.

What Instructional Practices Will Be Employed to Address the Needs of ELL Students and Students With

Exceptionalities in Other Title 1 Schools?

As noted during Louisiana’s peer review feedback conference, network leaders look at data with district and school leaders in order to determine needs and gaps both school-wide and in specific subgroups. Then, they use the LDOE-created planning tools to target supports as needed. Overall, the LDOE network leaders differentiate supports based on specific needs of districts and schools.

Additionally, as described previously, targeted supports and interventions maintain focus on the areas which drive a system of continuous improvement for students through the network structure. These priorities stem from Louisiana’s belief that the state academic content standards and the Compass evaluation system serve as guides for student performance expectations and instructional expectations. Also captured in these focus areas is the belief that educating students starts at birth and should provide opportunities for students throughout high school to prepare them for post-secondary success.

The priorities include:

1. Establishing a Planning Process
2. Preparing Children for Kindergarten
3. Developing High Quality Instruction in Every Classroom
4. Creating a Path to Prosperity for Every Student
5. Aligning Financial Resources

The cyclical process these elements seek directly lines up the relationship between student performance and instructional practices driving towards a clear vision of higher expectations. As these core elements are mastered at the school level, this process will lead directly to improvements for students. Inherently, this process represents a continuous improvement cycle which defines improvement in terms of student skill acquisition. To support this process, the LDOE Network teams will work collaboratively with districts to set goals using student performance data summarized for all students and broken out into specific subgroup performance; support cross-district planning; and strategically support capacity-building in schools and classrooms focused on specific core elements.

Students with Disabilities and English Language Learner Supports

Decisions regarding instructional needs of students with disabilities, ELL, or any other special population should be determined through concrete understanding of student performance against specific objectives. The core elements not only help schools focus on the routines for ensuring continuous improvement, but also align with ensuring teachers and schools adequately plan and prepare to meet the needs of diverse learners. Each network team includes unique specialists with backgrounds in serving special populations of students. A key element to improving instructional practices with these students includes not only effective planning but tailored feedback on instructional practices with collaborative teaming to identify specific improvements in classroom practice. Collaborating with school and district leaders to ensure effective implementation of these elements will lead to improvements for all students. The value in having a Network Team Member with a background in serving special populations will be demonstrated through their support of effective feedback and collaborative teaming sessions.

As referenced above, the LDOE has entered into a partnership with SC3 to establish professional learning opportunities for LEAs to support in establishing a reliable process to identify and refer those students who show characteristics of specific exceptionalities, while at the same time, are in the process of learning English as their second language. These professional learning opportunities include webinars, face-to-face workshops, and access to the SC3 expert in English Language Learner (ELL) issues for specific questions and needs of local education agencies (LEAs) and schools. The LDOE and SC3 established the

English as a Second Language (ESL) Coaches Academy to build the capacity of SEA, LEA, and school leadership in understanding the unique needs of ELLs. This academy plans to train 70 ESL educators interested in becoming ESL Language Coaches.

How Will Louisiana Ensure Consistent Diagnostics and Improvement Planning Based on the Needs of All Students and All Subgroups and Focused on Closing Achievement Gaps?

As mentioned previously, through a distinct set of priorities the Network teams are engaging districts around core initiatives. Implementation of these core initiatives in every school will lead to dramatic improvements for all of our students. These core initiatives represent the key systems and routines schools need to engage in to achieve the necessary higher expectations for students and the corresponding required systematic changes in instructional practice. Achieving this shift in every school requires a collaborative, strategic partnership with LEAs focused on diagnostics and improvement planning.

The two delivery models will be the Teacher Leader and Supervisor Collaboration, which will still hold the important tenants of:

- **Consistency** – Consistency will be achieved through routine frequency and process for every district around diagnostics and planning; routine data points and analyses on goals, subgroup performance/gaps, and SPS; consistency in key behaviors the LDOE seeks to drive effective implementation of in schools (core elements); and consistency in supports received from the LDOE, both with regard to specific contacts at the agency and specific engagement activities.
- **Differentiation** – Discriminating points between districts should be represented in how they approach achieving solid implementation of the core elements, setting of unique goals determined by areas of weaknesses in their student population, and any relevant decision making at the LEA level that achieves ownership and empowerment to motivate change.

Starting with the 2013-2014 school year, each school leader receives a principal's report card with information on how their school performed on the metrics that lead to student achievement and postsecondary success, as well as educator effectiveness. The report card compares a school to the district and state and allows school leaders and superintendents, in consultation with the District Network staff, to identify areas with the largest gaps and develop and prioritize strategies that will lead to significant impacts on student achievement. The analysis, particularly the subgroup analysis, provided by the principal's report card is an important resource for Title 1 schools. As mentioned earlier, after the release of the principal report card, Network staff schedule time with each principal to analyze the most recent data and determine next steps and report back to their colleagues in the Department focused on instructional support.

By setting specific frequencies for goal setting/data review and planning, the LDOE not only embeds a routine structure for having the necessary conversations regarding challenges to continuous improvement but also a natural cycle for plan, do, review, and adapt will begin to take place at every level of the educational system. These are the key steps necessary for making the behavioral shifts required for continuous improvement. In such, as districts plan to tackle key achievement gaps in their districts through targeting based on understanding their data, implementing their plans, reporting to their peers on progress and problem solving barriers, the districts will receive extensive support in understanding their leading and lagging indicators through routine goal review.

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

- 2.G Describe the SEA’s process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
- i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
 - ii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA’s differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and
 - iii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

Increasing LEA Capacity

Louisiana has developed a strong reform plan and made significant progress toward implementation; however to continuing moving this work forward, the LDOE recognizes the importance and critical need for increased LEA capacity. To advance the capacity of LEAs, Louisiana has identified four components of capacity that drive improved performance in districts and schools:

1. Governance and Leadership

The LDOE recognizes the need to inform and empower parents and the general public to actively participate in the governance of their local schools. This is why the LDOE has developed clear, transparent School Performance Reports containing a wealth of easily understood information about school performance and has implemented a number of student assessments to inform parents whether their child is on track academically. The use of the charter school model as turnaround and choice strategies has also increased parental and community engagement and shared decision-making, giving local stakeholders greater input into the direction of their schools and holding local school governing boards more accountable for performance. The LDOE has also begun to proactively reach out to existing and newly elected local school board members and charter governing board members to develop relationships, familiarize them with the state’s key education reforms, and offer support as they strive to increase student achievement in their communities.

Likewise, Louisiana must empower and support local school leaders in effectively managing their schools so that student growth can be achieved. The Louisiana Legislature, through passage of legislation, has taken bold steps to empower local school superintendents and CEOs to effectively manage their school districts without inappropriate interference from governing board members in daily school management decisions. In support of this autonomy, the LDOE regularly communicates with local school district superintendents and charter school leaders to communicate expectations for growth and to offer

supports for them and their staff in achieving those expectations. This is done through one-on-one meetings with local school district leaders, but also through regular conference calls with LDOE's executive team and bi-weekly, streamlined emails from the State Superintendent of Education that contain all information to be communicated to local school districts by the LDOE staff. These streamlined communications were in direct response to local superintendents' requests for more coordinated communication between the LDOE and local school districts, eliminating the hundreds of emails, letters, and notices regularly sent by LDOE to local school leaders statewide. An annual superintendents' meeting is also hosted to facilitate the sharing of best practices, identify common challenges and available supports, and to solicit feedback on key statewide education initiatives.

2. Mission, Vision, and Strategy

The vision of the LDOE is to create a world-class education for all Louisiana students. Its mission is to ensure higher academic achievement for all students, eliminate all achievement gaps, and prepare students to be effective citizens in a global market. In 2010, the LDOE and the State Board of Elementary and Secondary Education adopted nine critical goals to focus its efforts on improving student achievement. The state's critical goals are:

- i. Students enter Kindergarten ready to learn.
- ii. Students are literate by third grade.
- iii. Students will enter the fourth grade on time.
- iv. Students perform at or above Basic in ELA by 8th grade.
- v. Students perform at or above Basic in Mathematics by 8th grade.
- vi. Students graduate from high school on time.
- vii. Students will enroll in post-secondary education within two years of graduation.
- viii. Students will complete at least one year of college successfully.
- ix. Students will achieve all eight goals, regardless of race or class.

Each goal has accompanying targets with ultimate and immediate goals, measured by a percentage of students achieving that goal by a given year. The LDOE regularly examines state and district progress in achieving the goals, evaluates state-led initiatives through research and student achievement data to determine if they are indeed helping districts to meet the goals, and makes district and state progress reports available to school leaders, policymakers, and the general public. Districts have been able to use the LDOE's critical goals as a model for the creation of district-level critical goals. This data, combined with the new School Performance Reports, will provide valuable information to all stakeholders so that districts and schools can assess their overall progress and implement proven strategies and interventions.

3. Strategic Relationships

The LDOE recognizes that local investment is essential to the success of its key initiatives and the achievement of the state's critical education goals. Thus, the LDOE has developed all of its current initiatives with input from local educators and the general public through many regional educator meetings, community presentations and workshops, webinars, printed materials, and stakeholder gatherings. In addition, as described earlier in this section, the LDOE has sought to establish strategic relationships with district school leaders that ensure streamlined communication and frequent feedback. The District Network teams are one example of the development of strategic relationships (See below). Furthermore, the State Superintendent of Education and the Board of Elementary and Secondary Education have disseminated information and statewide education data to state policymakers in order to advance and garner support for the state's critical goals and the key reforms needed to achieve them.

Specific examples of the ways in which LDOE is enhancing district capacity are described below.

Resources and Direct Support

As discussed in Principles 1 and 3 of this request, Louisiana is providing intensive supports to schools and districts in a number of key areas, including school turnaround, serving students with special needs, and transitioning to more rigorous standards and evaluations. Going forward, the LDOE will work to more effectively target these supports, improve coordination and alignment to maximize their impact, and clearly communicate how these supports will lead educators and students to be successful in teaching and learning the state's academic content standards. Existing supports have been enhanced with the addition of specific trainings, professional development, resources, and transition activities related to the new standards and evaluations, including:

- Crosswalks and content comparison documents clearly outlining the changes from current Grade-Level Expectations to the new state academic content standards;
- Multiple trainings and professional development opportunities for district and school leaders;
- A new state-developed curriculum guide aligned with the state approved content standards that includes a full set of ELA units plans to build a complete curriculum and a robust set of instructional tools for math;
- Curriculum and assessment resources for regular education students, limited English proficient students, and students with disabilities aligned to the state approved content standards (<http://www.louisianabelieves.com/academics/instructional-materials-review/curricular-resources-annotated-reviews>);
- Professional development on the use of research-based performance tasks in ELA and Mathematics aligned with the state approved content standards;
- Model personnel evaluation frameworks for LEA use;
- Intensive, comprehensive, ongoing professional development on setting student learning targets and using evaluations to inform supports to educators in need of improvement; and
- A geographically-diverse pilot of COMPASS;
- Targeted support for a cadre of over 5,000 teachers representing every district and school in the state to ensure that every school has a series of experts on the standards and curricular tools (<http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/collaboration-teacher-leadership>);
- A one-stop-shop Teacher Support Toolbox with resources for setting goals, planning, teaching, and evaluating student results through the year (<http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox>);
- Network support for district personnel including planning guidance and month planning calls (<http://www.louisianabelieves.com/resources/classroom-support-toolbox/district-support-toolbox/district-network-support-structure>);
- Regular communication, technical assistance, and trainings to support technology enhancements necessary for online assessments; and
- A library of instructional videos that illustrate quality instruction connected to Louisiana's Compass instructional rubric and the state approved content standards.

Chartering

The state's charter authorizing process consists of a rigorous independent review that is conducted in accordance with the National Association of Charter School Authorizers' (NACSA) *Principles and*

Standards for Quality Charter School Authorizing. Applicants are evaluated on the basis of their proposed educational, financial, and organizational plans, in-person interviews with governing board and principal candidates, and their track record of performance. Less than half of all applicants are approved annually. Those who are authorized to operate a charter school are monitored annually for academic, financial, and operational performance and must demonstrate meaningful growth in student achievement in order to receive a renewal contract. In addition, even before a charter school is eligible for renewal, the state may revoke its contract for failure to meet expectations. The Louisiana Board of Elementary and Secondary Education has not hesitated to close charter schools that fail to meet standards, evidenced by nearly 20 state-authorized charter schools closing since 1996, most facing non-renewal or revocation.

This strong system of charter authorizing has earned Louisiana the reputation of having one of the highest-performing charter systems in the nation. Louisiana has led the nation in utilizing the charter model. Overall, more than 100 charter schools across Louisiana are educating nearly 60,000 students. A 2013 report by Stanford University's Center for Research on Education Outcomes (CREDO) gave high marks to Louisiana's charter schools when compared to the state's traditional schools. CREDO found that, when compared to traditional public schools, students learning at a Louisiana charter school experience learning gains equivalent to two months of added learning time in reading and three months of added time in math. In New Orleans, where nearly 93 percent of public school students attend a state or Orleans Parish authorized charter school, this figure increased to approximately four months in reading and five months in math. The report revealed that Louisiana charter school students showed greater gains in ELA and Mathematics following students' second year of enrollment. These findings reinforce charter school impact and that students in Louisiana charter schools receive additional days of learning on a consistent basis as they continue their enrollment. For example, whereas on average, second year charter school students were roughly 80 days ahead of their counterparts in feeder schools, fourth and fifth year enrollees were 180-200 days ahead. Similarly, a review of the 2012-2013 School Performance Scores (SPS) for Louisiana charter schools revealed that charter schools, particularly those in New Orleans, continue to outperform the rest of the state. On average, in 2012-2013, charter schools grew 5.6 SPS points, as compared to 4.4 points by all other public schools.

In 2011, the state approved its first two virtual charter schools following extensive research, stakeholder engagement, and consultation with the National Association of Charter School Authorizers and the International Association for K-12 Online Learning on best practices in quality virtual charter school authorizing. This work culminated in the development of a detailed addendum to the state's charter school application for virtual charter applicants, as well as state policy to address expectations for virtual charter providers and the unique needs of students enrolled in such schools and programs. During this time, the state also took steps to enhance Louisiana's charter school policies to address the performance of for-profit education management organizations who partner with non-profit charter operators, including required performance-based contracts. The LDOE will use these performance-based contracts as models to assist local school districts in forming partnerships with charter and other external providers.

In 2013, the LDOE introduced the Louisiana Charter School Performance Compact (CSPC). The CSPC is the accountability mechanism for all state-authorized charter schools. Establishing performance criteria for charter schools, the CSPC also ensures that the LDOE is held accountable for implementing a rigorous and fair oversight process that respects the autonomy vital to charter school success. It provides clear standards, timely feedback, maximum transparency; objective information for schools, students, and families; differentiated oversight, including incentives for high-performing charters schools; and comprehensive information to guide charter extension and renewal determinations. The CSPC was developed in collaboration with a variety of stakeholders, including charter school leaders, board members, charter management organizations, and financial experts.

Charter school contract renewal term length is based on the academic, financial, and organizational performance indicators defined in the CSPC. Charter contracts can be renewed for a maximum of ten years or a minimum of three years. State-authorized charter schools seeking subsequent renewal of their charter contract must meet a higher bar than in previous years. No charter school shall be renewed unless the charter operator can, at a minimum, demonstrate improvement in the academic performance of students over the term of the charter school's existence.

In requesting flexibility through this waiver, it should be noted that Louisiana will not weaken current flexibilities and autonomies afforded to charter operators, nor will it weaken the ability of authorizers to non-renew or revoke charter contracts for failure to meet established performance expectations.

Expanded Learning Service Providers

Community-based partners and other external providers can greatly support districts and schools in increasing student achievement. Such partnerships enable schools to extend learning time, engage students in activities aligned to the school's curriculum, involve families in their children's education, and expose students to diverse learning opportunities. While these partnerships are capable of producing many positive student outcomes, they ultimately must lead to improved student achievement outcomes. In 2008, Louisiana instituted performance standards for expanded learning service providers, basing one-third of evaluations on academic performance, one-third on program compliance, and one-third on parental satisfaction. In an effort to further increase expectations and enhance accountability, Louisiana will begin to base providers' evaluations predominately on evidence of raising student achievement, beginning with the 2012-2013 school year. This new achievement-focused evaluation system will be used to enhance Louisiana's 21st Century Community Learning Centers program, and while districts and schools will no longer be required to contract with an external provider for Supplemental Education Services as a remedy under the federal accountability system, the LDOE will continue to facilitate and promote school partnerships with providers that have demonstrated effectiveness in raising student achievement.

Expanded learning service providers' effectiveness data will be published online for review by education leaders seeking to partner with high-quality providers and parents seeking to enroll their children in effective programs. Additionally, Louisiana will require providers to demonstrate the degree to which their programs are aligned with the state's academic standards.

Moving Forward

The state can play an important role in ensuring that only the most effective providers make their services available to children and families and supplement the traditional school system. To that end, the LDOE will identify high-quality providers that can serve students and also leverage its scale and influence to provide support to districts, while respecting local autonomy. The LDOE has developed a rigorous central process that utilizes independent review for the approval and continued operations of external providers who deliver charter, virtual, and industry-based programs to Louisiana students and partner with local school districts. At the heart of that process will be the provider's ability to increase student achievement, demonstrating capacity, a track record of performance, alignment with the state academic content standards, and the use of effective educators. Like the state's rigorous performance expectations for charter schools, other external providers will be subject to a thorough initial evaluation, regular performance reviews, public reporting of performance data, and possible termination or non-renewal as an approved provider in Louisiana.

The LDOE will develop a rigorous process that utilized independent review for the approval and continued operation of external providers who deliver charter, virtual, and industry-based programs to Louisiana students and partner with local school districts.

How Will Louisiana Monitor the Implementation of Interventions in Priority and Focus Schools?

Implementation fidelity is the key variable that leads to continuous and sustainable change. Without clearly defining the change the LDOE seeks and embedding systematic routines to assess the extent to which this happens, success will only be achieved incrementally. Thus, the LDOE has stated clearly the core elements that will lead to improvements for our students and these elements should be happening in every school. As stated previously, the core elements are goal setting, assessment and content, feedback, collaboration, and identifying leaders.

For Priority schools, the RSD provides support in this area to inform RSD school support and transformation decisions. The Achievement Team works with direct-run principals to review student data to inform personnel and instructional decisions. In direct-run schools, staff also participate frequently in each school's cluster meetings of teachers to review student data to analyze progress in achieving student performance goals, and interpret this data to inform instructional decisions inside the classroom. Cluster teams are groups of teachers in the same grade level for elementary school, and groups of teachers in the same subject-area for high schools.

Additionally, the state reports publicly on metrics of student achievement and college and career readiness and BESE will use this data to make school closure, charter approval, and turnaround decisions to ensure students continue to have access to high quality education options.

Achieving implementation fidelity is a process of data collection, review, and adaptation of actions in response to areas of implementation weakness. The relationship between the District Networks Teams and the Focus schools lends itself naturally toward strategic routine implementation, data collection, and conversation. As stated previously, these key points of interaction include goal setting, cross-district planning, and capacity building in schools and classrooms. Through school level interactions, the LDOE will partner with LEA leaders to observe implementation of the core elements in classrooms, specifically in Focus schools. This activity represents a direct data collection of implementation information. The LDOE and LEA will work together on reviewing the information and problem solving necessary adjustments to achieve improvements in implementation. More information on the role of District Networks teams can be found in section 2.E and records of the meetings used to monitor implementation can be seen here: <http://www.louisianabelieves.com/docs/default-source/links-for-newsletters/network-focus-schools.zip?sfvrsn=2>

Another key metric that will be used statewide for assessing fidelity of instructional shifts aligned to the state's content standards will be the use of the teacher observation rubric. Louisiana has selected a modified version of the Danielson Rubric which has evidence of validity and reliability for assessing behaviors that drive student improvements. Implementation of this tool is crucial to ensuring success of our strategic plan. Thus, the LDOE is focused on achieving aligned understanding and use of the rubric throughout the state as it works with LEAs and schools. Through the process of frequently shared planning and data review, routine opportunities to discuss and problem solve issues around data collection of fidelity information and use of this data will emerge. Districts will have opportunities to learn from each other best practices and hold each other accountable for reporting and sharing this information.

While the activities stated above speak to the intent of building LEA capacity for understanding and collecting fidelity of implementation information, it is important to note that the LDOE will continue to maintain a focus on this issue. The LDOE is laying the groundwork for a clear vision and strategic plan in how the LDOE engages with districts and schools. The delivery unit will continue to support data collection and analysis on implementation information to ensure the LDOE strategic plan is achieving consistency and efficacy in its implementation and riving the changes the LDOE seeks to occur in classrooms. The most relevant information will be assessment of this classroom level change in instruction – the same metric directly relevant to LEAs. Thus, the partnership between the LDOE and LEAs around this key variable will be a turning point for understanding the extent to which Louisiana is achieving sustainable change.

What is Louisiana’s Process for the Rigorous Review and Approval of External Providers Used to Support Interventions in Priority and Focus Schools? Will Louisiana Leverage Funds from ESEA 1116(B)(10) TO Support School Interventions?

Louisiana has strong systems in place for the rigorous review and approval of external providers, including charter school operators, expanded learning providers, and other educational service providers. As described previously in this section, the Louisiana Department of Education and all local school districts are required by law to use rigorous independent evaluations of charter school applications that are in accordance with the National Association of Charter School Authorizers' (NACSA) Principles and Standards for Quality Charter School Authorizing. These evaluations include a review of the applicant's proposed educational, financial, and organizational plans, consideration of organization's track record of success, and an in-person interview. Charter contract renewals are based primarily on the school's academic performance and student growth, as well as its financial health, governance, and compliance with laws and regulations. This process has enabled Louisiana to grow one of the strongest charter school systems in the country, as evidenced by independent research and Louisiana's own comparison of student growth in charters versus traditional public schools. The use of this rigorous process for the selection of charter operators for Recovery School District (Priority) schools has been and will continue to be a successful strategy for rapidly turning around persistently failing schools.

Additionally, as described in Section 2.G., Louisiana has increased performance standards for expanded learning providers by basing evaluations primarily on student growth. Beginning in summer 2013, 21st Century Community Learning Center providers must show a positive effect on academic achievement as measured by the state identified assessment. The same evaluation framework will be used for expanded learning providers that apply to offer before or after school programs and summer programs in Louisiana public schools, including Priority and Focus schools. Priority and Focus schools have the opportunity to select providers from a list of approved providers that have demonstrated success through this rigorous evaluation process, if they wish to utilize such services.

In addition to charter and expanded learning providers, Louisiana has developed a high-quality course provider program, authorized by legislation passed and signed into law during the 2012 Legislative Session and described earlier in Principle 2. This program, which attracted many virtual education providers, will offer courses to all Louisiana students with an emphasis on low-performing schools and schools that do not offer the courses available through the program. Providers may apply to the Louisiana Department of Education for initial approval and undergo a rigorous external evaluation. They must achieve aggressive performance targets in order to remain authorized as an approved course provider. More information on the Louisiana Supplemental Course Academy can be access here: <http://lacourses.net/>.

The Louisiana Department of Education's network structure for district support includes guidance to districts with focus schools on effectively using these resources to improve student achievement, and the Recovery School District engages in the same processes with focus schools.

How Will Louisiana Hold LEAs, in Addition to Schools, Accountable For Improving School and Student Performance?

As described throughout the waiver, Louisiana has a long-standing, rigorous, state-created accountability system which holds both schools and LEAs accountable. LEAs, just like schools, receive Letter Grades. These Letter Grades represent the overall performance of the schools and students within a district. In the past and moving forward, district (or LEA) letter grades will be reported using the refined Performance Report format. As a result, parents and community members will have access to overall district performance, but also district performance against key metrics – participation in advanced courses, ACT performance, graduation rates, etc. Given the new statewide system of choice (described previously), parents and communities may use this information to make critical student placement and school governance decisions.

In addition to Louisiana's rigorous accountability system through which parents and communities hold districts accountable, the LDOE's Network structure will also be used to hold LEAs accountable. The key points of interaction between the LDOE and LEAs discussed in this document represent routine systems of accountability for the LEAs. Because the LDOE intends to review and discuss data, planning, and school level change with LEAs regularly, a pressure point will be created to motivate LEA ownership of change. Through goal setting and data review (three times a year) LEA and LDOE leadership will have an opportunity to engage in targeted conversations around specific change and impact on student results. This relationship and routine will serve as an intimate pressure point for districts to take action against the key facts of student weaknesses. Through cross-district planning and sharing (at least five times a year), peer accountability will be established where districts will both challenge and support each others' plans and progress against implementing the core elements in schools. Through activities of on-going capacity building in schools and classrooms, the LDOE and LEA will experience firsthand the progress being made in classrooms towards changes in instructional practices. This will serve as an immediate reality check against effectiveness of the LEA's plan to drive change, which will serve as a pressure point for ensuring routine self-monitoring and self-accountability. All these factors taken together create frequent accountability pressures for LEAs to take control of driving sustainable change into their classrooms and schools.

SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

<p>Option A</p> <p><input type="checkbox"/> If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none">i. the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year;ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; andiii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).	<p>Option B</p> <p><input checked="" type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none">i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students;ii. evidence of the adoption of the guidelines (Attachment 11); andiii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.
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Please refer to Section 3.B, Stakeholder Engagement for a description of the process Louisiana used to meaningfully involve teachers and school leaders in the development of these guidelines.

3.B ENSURE LEAS IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

3.B Provide the SEA’s process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA’s adopted guidelines.

Louisiana’s Approach to Student Achievement: Educator Effectiveness

The rigorous standards and strong accountability system that Louisiana has put into place are only meaningful if accompanied by efforts to support high-quality instruction and continuous improvement of Louisiana’s educators. LDOE’s teacher and leader evaluation and support system, known as Compass, will provide educators with important information about their instructional practice and impacts on student performance. Compass has clear guidelines designed with high-quality evaluation and continual improvement of instruction and leadership in mind, and is aligned with Louisiana’s Race to the Top application.

The Development of Compass

Compass Pilot Overview

The Compass pilot began in 2009-2010 with the design of the value-added model (VAM). Compass was piloted during the 2011-2012 school year as an integrated system which includes the comprehensive performance management cycle, measures of student growth (value-added, NTGS), observations and other measures of effectiveness. The results of the pilot were critical to ensuring that Louisiana’s evaluation and support systems were valid, meaningful measures that clearly related to increasing student academic achievement and school performance, and were implemented in a consistent and high-quality manner across schools within an LEA. The timeline below provides an overview of how components of Compass were piloted over time to prepare for statewide implementation.

2009-2010

The Compass pilot began in 2009 with a pilot of the value-added model in 24 schools across Louisiana. The goal for this pilot year was to create and test the Curriculum Verification and Results (CVR) portal. CVR is what VAM educators and principals use to verify their student rosters and to receive their annual ratings. Within CVR, teachers are able to verify the students they taught to ensure that their students’ academic achievement data is tied directly to the teacher.

The LDE created a report on the development of the VAM as specified in Act 54 (Attachment 11a). This report reviews the processes supporting the development of the value-added model as well as the technical processes and findings from the initial 2009-2010 Compass pilot. Of note is that the value-added model system was able to identify groups of teachers who were consistently in either the lowest performing (i.e., bottom 10 percent) or the highest performing group (i.e., top 10 percent) of teachers across years. This data is critical in targeting strategic support for low-performing teachers and in targeting retention efforts for those teachers who are high-performing.

2010-2011

The value-added component of the Compass pilot continued in 19 districts in 2010-2011. Updates to CVR were made to enhance security of information, based on educator feedback. Efforts were made to shorten the turn-around time by which school leaders and teachers received value-added data results.

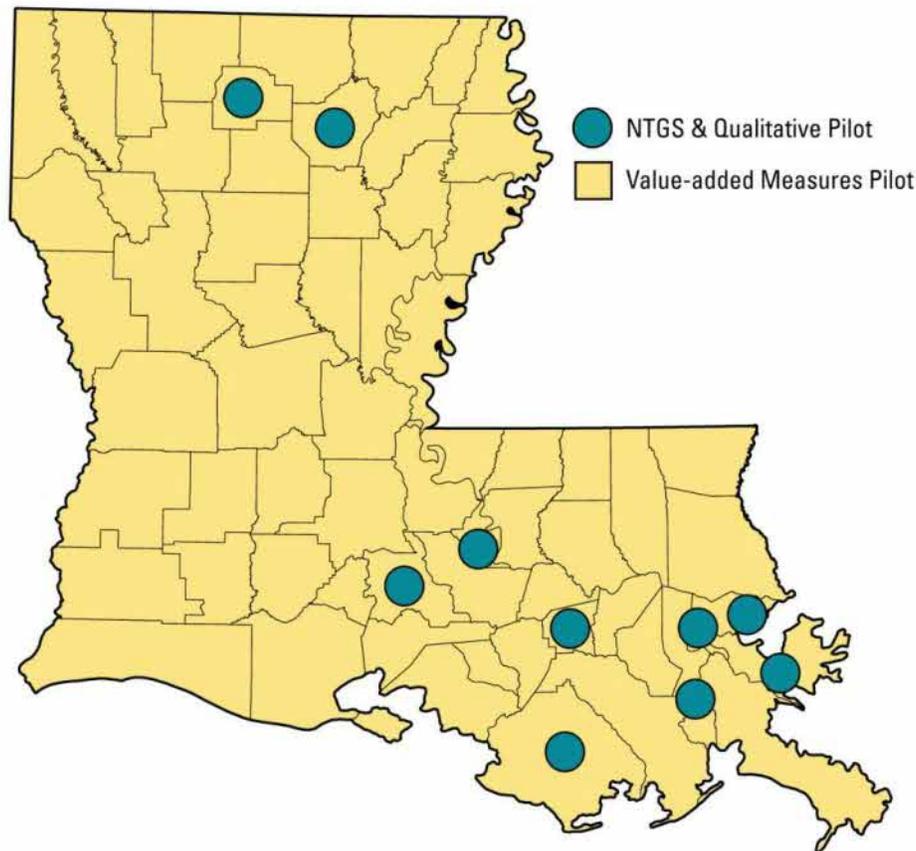


Figure 3.A. Compass Pilot Districts and Schools

2011-2012

Compass was piloted throughout Louisiana in 2011-2012 in 10 LEAs, including over 1,200 educators and 117 schools (See map below). All schools in Louisiana participated in using the VAM when available, as part of the Compass pilot.

Pilot districts were selected through a rigorous application process due to their capacity, commitment, and conditions for pilot participation. LEAs participating in the fully integrated pilot were selected from a diverse geographic representation of LEAs across the state in order to receive a diverse range of stakeholder feedback and to validate Compass effectiveness and reliability as the state educator support and evaluation model. The pilot confirmed systems and processes that drive student achievement regardless of teacher and student demographics and ensure that Compass can improve leader and teacher effectiveness regardless of the size of the LEA.

The LEAs that participated in the fully integrated pilot are described in the chart below. In addition to participation in the Compass pilot, 80 percent of the districts partnered with the state on other human capital (e.g. Model Staffing Initiative, Educator Pipeline, Teach For America) and school turnaround (e.g. Turnaround, Transformation) reforms. In addition to the Compass validation, the pilot is provided feedback and insight into local policy and district-wide best practices that can be leveraged statewide to accelerate implementation of a comprehensive and consolidated approach to human capital decision making.

Pilot LEA	2010-2011 Data				COMPASS Pilot Schools				
	Total Enrollment	% of Free/Reduced Lunch	% of Minority (Non-White) Students	Attendance Rate	Elem	MS	HS	Alt.	Total
Jefferson	45,253	76.00%	70.10%	92.70%	0	2	3	0	5
City of Monroe	8,818	78.90%	87.50%	94.00%	1	1	0	0	2
International School of Louisiana	525	52.40%	71.80%	96.90%	5	3	8	0	16
Lincoln	6,663	59.60%	52.50%	94.80%	4	0	1	0	5
Orleans	10,493	66.30%	84.00%	95.50%	3	0	3	1	7
St. Bernard	5,916	73.20%	41.10%	94.90%	5	3	1	0	9
St. James	3,825	70.80%	67.90%	94.60%	7	0	3	1	11
St. Martin	8,503	72.10%	50.30%	94.90%	9	4	3	1	17
Terrebonne	18,722	65.80%	43.00%	93.80%	20	11	5	4	40
West Baton Rouge	3,810	70.30%	55.00%	94.70%	1	1	0	0	2
State Profile	696,558	66.20%	52.20%	93.90%					117

Table 3.A. Compass Pilot Schools

Stakeholder Engagement

A critical component in the development of Compass has been and continues to be input and recommendations from stakeholders. Beginning in October 2010, teachers, principals, LEA administrators, board members, legislators, parents, students, community advocates and representatives of education organizations participated in workgroups, focus groups, webinars, surveys, pilots, and/or served on the Advisory Committee on Educator Evaluation (ACEE) (See Table 3.B). To effectively reach as many stakeholders as possible, Louisiana implemented an aggressive communication campaign via the web (e.g., LDOE and Act 54 webpages), monthly superintendents’ conference calls, and educator and professional organization list serves. To ensure accessibility and representation across the state, events were held locally, regionally, and via webinar.

These stakeholder engagement sessions were organized to gather input on the following topics:

- Teacher and leader competencies and performance standards
- Educators’ perspectives on identifying effective teaching practices in the classroom
- Measures of student growth using the value-added model and for non-tested grades and subjects
- Policy development

An Educator-Driven Process

- Nearly **10,000** educators participated in Act 54 briefings;
- More than **2,600** educators participated in online surveys to inform design and development;
- About **250** teachers have been involved in workgroups and focus groups;
- More than **15,000** teachers have participated in three value-added pilots; and
- Over half of ACEE is made up of practicing teachers.

- Parent and community feedback on educator effectiveness reforms
- Compass Pilot

Stakeholder at various levels provided input on these topics. These stakeholders included:

- National experts on educator effectiveness and evaluation
- Superintendents
- Deans and professors of colleges of education
- Teachers
- Exceptional Student Services representatives, included Inclusion, English Language Learners (ELL), Gifted & Talented, and Profound Disabilities
- Central office supervisors
- Professional organizations
- Parents and students

Advisory Committee on Educator Evaluation

State law required that a statewide advisory panel (ACEE) be formed to engage key members of the education community in the development of Louisiana’s new teacher and leader support and evaluation system. ACEE acts in an advisory capacity to provide the LDOE and the Louisiana Board of Elementary and Secondary Education (BESE) input on specific, key elements of the new educator support and evaluation system. Beginning in September 2010, the law charged ACEE with the three following responsibilities:

- Charge 1: To make recommendations on the development of a value-added assessment model to be used in educator evaluations.
- Charge 2: To make recommendations on the identification of student growth measures for grades and subjects for which value-added data is not available, as well as for personnel for whom value-added data is not available.
- Charge 3: To make recommendations on the adoption of standards of effectiveness.

Many resources were provided to the ACEE committee to support development of recommendations for each charge. On the first charge, regarding development of Louisiana’s value-added model, committee members worked closely with value-added expert and developer of Louisiana’s statistical value-added model, Dr. George Noell. In addition to this support, ACEE members also had the opportunity to participate in a discussion with national experts on value-added, including Dr. Jane Hannaway, the founding Director of the Education Policy Center at the Urban Institute in Washington, DC. ACEE members also learned from and engaged with a panel of Louisiana teachers and administrators representing school districts who participated in the value-added pilot.

On the second charge, regarding identification of non-tested grade and subject growth measures (NTGS), committee members participated in discussion with national NTGS experts from Denver, CO; Hillsborough County, FL; the Tennessee Department of Education; and the Kentucky Department of Education. In response to these presentations, ACEE devised a process to construct specific NTGS recommendation which included:

- Breaking NTGS courses into manageable groups;
- Establishing NTGS Educator Workgroups; and
- Creating tools and guidance for NTGS Educator Workgroups.

The ACEE committee drew upon the expertise and analysis provided by the NTGS Educator Workgroups in making recommendations related to measures of student growth in NTGS.

On the third charge, regarding the adoption of standards of effectiveness, committee members participated in mini-workshops designed to explore the meaning of highly effective, effective, and ineffective educator performance. As a result of these workshops, the committee made recommendations regarding these definitions for educator performance with respect to student growth measures (value-added, NTGS) and qualitative observation rubrics and overall evaluation calculation methods.

In addition to the resources outlined above, over the course of the committee, the Hope Street Group, in coordination with the LDOE, provided a private online workspace for committee members to continuously communicate and discuss pertinent issues related to the charges of the committee.

In addition to ACCE, stakeholder input was crucial to the development and adoption of Louisiana’s support and evaluation system. Because of that, Louisiana created multiple venues and channels for educator and community participation. Stakeholder engagement remains a priority for gathering technical and general feedback throughout Compass’ statewide implementation and the LDOE is continuing to explore other avenues to ensure accessibility and participation of all stakeholders.

Phase	Events	Stakeholder Engagement	# of Participants
Tool Development	Task Force and Development Workshops	<ul style="list-style-type: none"> • LCET Task Force meeting 1 • LCET Task Force meeting 2 • Teacher Standards Workshop 1 • Teacher Standards Workshop 2 • Leader Standards Workshop 1 • Leader Standards Workshop 2 • Superintendent Tiger² Team 1 • Superintendent Tiger Team 2 • NTGS Workgroup Meetings • Educator Policy Workgroup 	343 ¹
	Focus Groups – Feedback on Effective Teaching Practices and Measures of Student Growth	<ul style="list-style-type: none"> • LCET District Focus Groups • NTGS Focus Groups 	47
	Online Surveys	<ul style="list-style-type: none"> • LCET Online Survey Completed • Leader Competency Model Online Survey • Supplemental Task Force Online Survey • NTGS Survey Respondents 	2,955
	Webinars	<ul style="list-style-type: none"> • LCET Webinar for Colleges and Universities • Leadership Standards Kickoff Webinar Overview • Superintendent Policy Webinar 	37
	Oversight Meetings	<ul style="list-style-type: none"> • Technical Advisory Meetings • Superintendent Advisory Committee on Educator Evaluation 	60%
	Parent & Student Engagement	<ul style="list-style-type: none"> • NAACP panel discussion and work session on educator effectiveness and school turnaround reform 	34%

Phase	Events	Stakeholder Engagement	# of Participants
Policy	ACEE Committee	<ul style="list-style-type: none"> • 50% of practicing classroom educators • 1 appointee from Associated Professional Educators of Louisiana Department of Education • 1 appointee from Louisiana Association of Educators • 1 appointee from Louisiana Federation of Teachers • 1 appointee from Louisiana Association of School Superintendents • 1 appointee from Louisiana Association of Principals • 1 appointee from Louisiana Association of Public Charter Schools • 2 members of the Senate Committee on Education, appointed by the chairman thereof • 2 members of the House Committee on Education, appointed by the chairman thereof • 1 members appointed by each member of Louisiana's Board of Elementary and Secondary Education • 2 parents of public school students 	34
Pilot	Value-added Model	<p>Participating in the 2010 pilot was: 19 LEA's, which included 2 charters, 270 schools, and 3,019 teachers who received value added scores.</p> <p>Participating in the 2011 pilot are all LEA's and schools who have data, which equaled: 107 LEA's, 1,074 schools, and 12,273 teachers received value added scores.</p>	15,292
Policy	Qualitative Measures & NTGS	<p>In 2010, one school district participated in a pilot of qualitative measures. In 2011, nine school districts and one charter school are participating in the pilot of NTGS and qualitative measures. These LEAs were selected based on such factors as demographics, number of students, and region. There are several data collection points throughout this pilot that are planned to measure efficacy of the systems, processes, tools, and capacity of schools and districts to implement NTGS and the qualitative evaluation process. Teachers, principals, superintendents, and district leaders will be provided opportunities to share feedback via face-to-face interactions and surveys. Data will also be collected on usage of HCIS to drive the performance management process.</p> <p>In addition to these formalized opportunities for pilot participants to provide the LDE feedback, each district participating in the pilot is assigned an LDE liaison and performance management coach whose purpose is to become embedded in their assigned district to provide technical support, build district capacity, and gain feedback.</p>	~1,500
	Local Policy Development	<ul style="list-style-type: none"> • Human Resources Directors from LEAs across Louisiana • Deans from various Louisiana teacher preparation programs 	~45

Table 3.B. Compass Stakeholder Engagement Summary

Compass Policy

In 2010, the Louisiana Legislature passed groundbreaking legislation (See Attachment 11a) to improve teaching and learning across the state and to establish within each LEA an effective system for support and evaluation of certified and other professional personnel. The law's aim was to:

- Support teachers, schools, LEAs and education leaders in raising student achievement by providing tools and information to drive improvement;
- Provide clear performance expectations and timely feedback to all teachers and leaders;
- Provide a framework and more opportunities for professional growth and development through a comprehensive performance management approach that begins at the beginning of the school year and ends at the end of the school year; and
- Establish professional development as an integral part of a career in education.

§3881(A) and (B)(3-4)	
Evaluation Requirements	Act 54
§3885(A) and (B)	Act 54
Supporting continuous improvement	§3881(A) and (B)(3-4) §3885(A) and (B) §3902(B)(2)
Meaningful differentiation	§3902(C)(2)
Multiple, valid measures	§3902(B)(5)
Regular evaluations	§3902(A)

Table 3.C. Alignment of State Law and Regulations with USDOE Guidelines

Bulletin 130- Regulations for the Evaluation and Assessment of School Personnel

Additionally, Louisiana’s Board of Elementary and Secondary Education (BESE) updated Bulletin 130: Regulations for the Evaluation and Assessment of School Personnel, which defines their specific policies around the use of the Compass tool. (See Attachment 10.) This Bulletin has undergone revisions in January and December 2013 in order to update these polices based on educator feedback on the Compass tool.

The purposes for which personnel evaluation will be used in Louisiana, as defined by Bulletin 130 §103 are as follows:

1. to support performance management systems that ensure qualified and effective personnel are employed in instructional and administrative positions;
2. to enhance the quality of instruction and administration in public schools;
3. to provide procedures that are necessary to retain effective teachers and administrators and to strengthen the formal learning environment; and
4. to foster continuous improvement of teaching and learning by providing opportunities for targeted professional growth and development.

Bulletin 130 further defines the specific requirements of personnel evaluation for teachers and administrators from state law:

- For teachers, the 50 percent of the evaluation based upon growth in student learning shall measure the growth of their students using data from the value-added model and/or student learning targets. For administrators, the 50 percent of the evaluation based upon growth in student learning shall incorporate a school-wide measure of growth.
- The 50 percent of the evaluation that is based on a qualitative measure of teacher and administrator performance shall include a minimum of two observations or site visits. This portion of the evaluation may include additional evaluative evidence, such as walk-through observation data and evaluation of written work products.
- The combination of the applicable measure of growth in student learning and the qualitative assessment of performance shall result in a composite score used to distinguish levels of overall effectiveness for teachers and administrators.

The evaluation formula, as defined in state law and Bulletin 130, demonstrates Louisiana’s commitment to improving student achievement and educator effectiveness by tying an educator’s evaluation directly to their students’ outcomes thus ensuring educators have meaningful data to facilitate ongoing professional development.

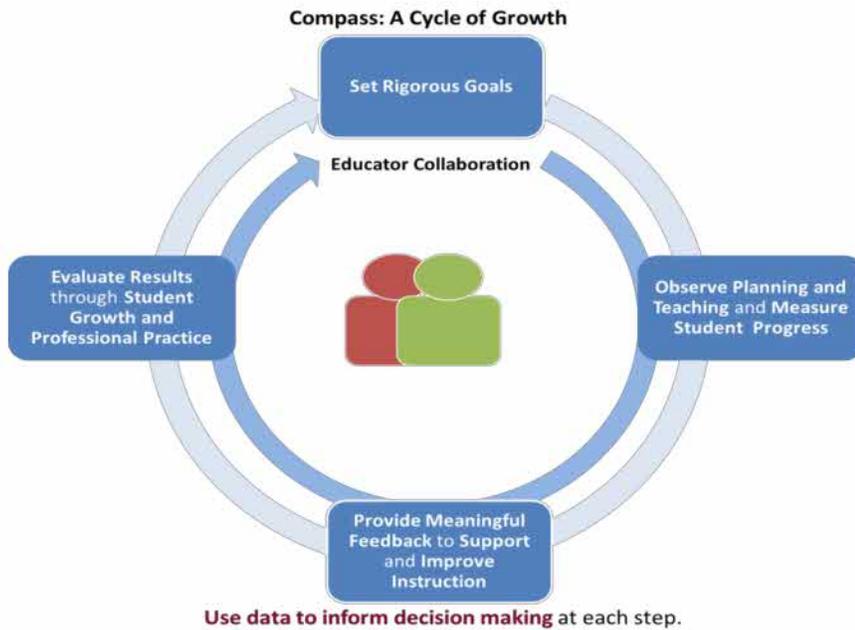


Table 3.D. The Compass Cycle

To effectively and meaningfully differentiate levels of teacher and leader effectiveness, a four-point rating scale is used. This scale allows for increased and targeted differentiation of educator performance and more precisely informs and guides the accompanying support and development.

Compass provides rigorous tools and a model for educator and leader support and evaluation statewide but also allows for evaluation, approval and implementation of rigorous local tools aligned with the requirements of state law (e.g. The System for Teacher & Student Advancement-TAP®). Through Compass, educators set meaningful and ambitious professional and student achievement goals and leverage a comprehensive system of observation, evaluation, and feedback to guide professional development specific to their needs and goals.

Compass provides a balance of support and accountability for student achievement, including consequences for those educators not meeting expectations. This ensures that Louisiana educators are held accountable to increasing student achievement while also receiving the support needed to grow and develop as professionals.

Continuous Improvements

Since the first year of implementation of Compass in 2012-2013, the LDOE has continuously sought feedback from stakeholders on how the tool could be improved to provide greater feedback to educators on their professional practice. State Superintendent White has engaged in numerous stakeholder meetings with district Superintendents, principals, teachers and community members in order to identify and implement the changes that have occurred to Compass during the 2012-2013 and 2013-2014 school years. After consulting with these groups, and after a public comment period, the State Board of Education approved the following changes to Compass policy contained in BESE Bulletin 130 - Regulations for the Evaluation and Assessment of School Personnel (<http://www.doe.louisiana.gov/osr/lac/28v147/28v147.doc>):

2012-2013

- **Increased Feedback to Teachers in the *Effective* Range:** To enhance the feedback to value-added teachers in the *Effective* range (20th-80th percentile), evaluators can now consider data from student learning targets, as well as value-added data, and use their professional judgment to assign these teachers a student growth rating of either Effective: Emerging (2) or Effective: Proficient (3). Evaluators may not assign a rating out of the Effective range.
- **Extenuating Circumstances:** Value-added data can be invalidated for teachers that have 60 or more excused absences in a given academic year due to approved leave, such as maternity, military, sick, or sabbatical leave. Other extenuating circumstances that have significantly compromised an educator's opportunity to impact student learning and have been approved by the state superintendent, at the request of the district superintendent.
- **Providing Greater Flexibility to Highly Effective Teachers:** One of the observations may be waived for teachers who have earned a rating of Highly Effective according to the value-added model in the previous year.
- For full details on all changes made to Compass during the 2012-2013 school year, including those that did not require a change to policy, see Attachment 11c.

2013-2014

- **Increased Flexibility in Observations:** Bulletin 130 requires a minimum of two observations annually, at least one of which is a full-lesson observation. Above and beyond this one required full-lesson observation, districts can make choices about the number of observations teachers receive over the course of a school year and the duration of those observations. Any classroom visit may be considered an observation, regardless of whether it is referred to as a walkthrough, a snapshot, or any other name. (See Attachment 11d)
- **Hold Placed on Value-Added Data:** Louisiana is transitioning to higher expectations for students and assessments are changing to match these new expectations, therefore VAM data will not be available for the 2013-14 school year and the 2014-15 school year due to a lack of baseline data during this time period. Instead, the Department will share transitional student growth data during this time, however there is no requirement to use this data and therefore evaluators can use student learning targets as the basis of the student growth component of the Compass evaluation for all teachers.

2014-2015

Legislation from the 2014 Legislative Session required the LDE to establish a subcommittee, comprised of accountability commission members, educators, and legislators, to "report on and make recommendations regarding the overall effectiveness of the evaluation program, including but not limited to any recommendations for changes to board policy or state law with respect to":

- (a) "value-added assessment model,"
- (b) "measures of student growth for grades and subjects for which value-added data are not available and for personnel for whom value-added data are not available," and
- (c) "elements of evaluation and standards for effectiveness as defined by the board."

This report led to a set of policy improvements.

- **Transition Policy:** "Time to learn" policies extended through 2015-2016 to establish a two year baseline, as described in this BESE press release: <http://bese.louisiana.gov/documents-resources/newsroom/2015/03/06/bese-adopts-2015-16-school-funding-formula-additional-policies->

for-standards-and-assessment-transition.

- For the 2013-2016 school years, transitional student growth data (TSGD) produced for use.
- At the evaluator’s discretion, TSGD can be used as a measure of student growth.
- LEAs may define local rules pertaining to the use of such data.

These provisions were approved only for the designated school years – 2013-2014, 2014-2015, and 2015-2016. For the 2016-2017 school year and beyond, the state will once again have value-added data and will resume their use statewide as required by law and in Bulletin 130. Any corresponding uses of such data for educator evaluations or personnel decisions involving principals and teachers of tested grades and subjects will occur pursuant to state law and will also follow this timeline.

- **Principal Accountability:** Principals set at least two school goals, including:
 - Overall SPS growth goal; and
 - more specific SPS growth goal, based on a component
- **Principal Empowerment:** Prior to 2015-2016, if an educator was ineffective in the student growth or the qualitative evaluation, the teacher or leader automatically received an overall final evaluation rating of ineffective. Beginning in 2015-2016, principals will consider multiple measures when evaluating teachers and the automatic “ineffective override” will not apply. Further, when VAM is available, evaluators are empowered to use multiple measures, including VAM, for a rating that is within +/- 1 of the VAM score.

THE COMPASS TOOL

Compass Process Overview

Measuring and reporting performance metrics alone has rarely led to dramatic organizational improvement and outcomes. State law calls for implementation of an educator support and evaluation model that incorporates qualitative and student growth measures as part of a fair and rigorous comprehensive performance management process. Performance management is a systematic approach to using educator effectiveness data as well as other tools (e.g., observations, goal planning) to facilitate learning, continuous improvement, and a relentless focus on results (e.g., student achievement). It differentiates between educators’ effectiveness in a way that informs all human capital decisions (e.g., tenure, compensation, promotion, release), improves teaching and learning over time, and ensures all students are college and career ready.

Beginning in the fall of each school year, the evaluation process commences with educators setting goals, or Student Learning Targets (SLTs) informed through the use of pre-assessments and prior student achievement. Educators discuss these goals with their evaluator to determine if they are attainable, yet rigorous enough to push students towards higher academic expectations. Throughout the year, there are ongoing observations and evaluations against state-approved standards and goals, self-reflection, and discussions regarding teacher and leader performance.

The final performance evaluation is a combination of the qualitative assessment of professional practice and measures of student growth resulting in a composite score used to distinguish levels of overall effectiveness for teachers and administrators. Through the Compass tool, LEAs and schools provide multiple opportunities for teachers and leaders to receive feedback, reflect on practice, receive rewards for exceptional practices, and consider opportunities for improvement. This process also enables LEAs and schools to identify areas of high need and provide strategic, targeted, differentiated, and job-embedded support to those educators to more

effectively enhance and sustain exceptional teaching and learning environments.

Performance Measures

Educator evaluation systems should meaningfully differentiate levels of educator effectiveness. This differentiation allows for increased and targeted educator support with the long-term goal of improving the educational outcomes of students in Louisiana. This more rigorous measurement of teacher and leader effectiveness will provide LEAs and schools with the information needed to more objectively identify highly effective and persistently ineffective educators to inform human capital decision making. Louisiana’s multiple measures are rated on a scale of one to four, with four equating to *Highly Effective* and one equating to *Ineffective*. The average of the two will determine the overall composite score which will then translate into one’s overall effectiveness rating. Educators receiving an *Ineffective* rating in either measure will be rated overall as *Ineffective* and provided intensive support.

The two performance levels that fall between *Highly Effective* and *Ineffective* are *Effective: Proficient* and *Effective: Emerging*. These four rating levels are a major improvement from the three-point scale most LEAs previously used to evaluate educators. The additional performance level was designed to distinguish between multiple levels of educator performance and to provide educators more opportunities for growth as part of the comprehensive performance management process.

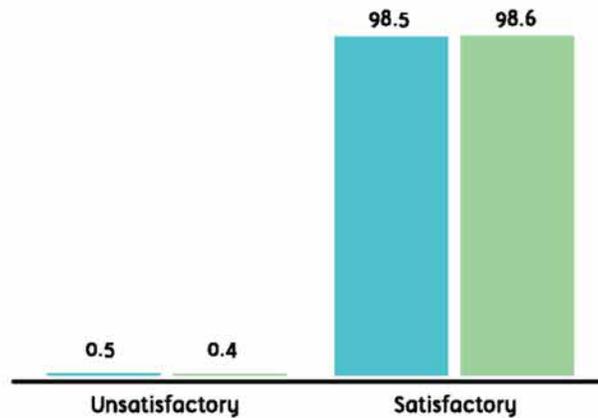
These distinct levels of educator proficiency allow school and district leaders to more strategically base all human capital decisions on educators’ demonstrated effectiveness, such as differentiated support and professional development; recognizing educators with exemplary performance; ensuring equitable distribution of effective educators; and hiring, compensation, promotion, and release.

Effectiveness Rating	Composite Score Range
<i>Ineffective</i>	$x < 1.5$
<i>Effective: Emerging</i>	$1.5 \leq x < 2.5$
<i>Effective: Proficient</i>	$2.5 \leq x < 3.5$
<i>Highly Effective</i>	$3.5 \leq x$

Table 3.E. Composite Score Scale

As a result of the Compass process, more Louisiana educators than ever before set goals and received feedback on their performance. In terms of educator feedback, past evaluation systems yielded minimal, uniform data that were not reflective of educators’ diverse skills and needs. In 2010-2011, for example, more than 98 percent of educators received a “satisfactory” rating. This year, however, evaluators used the Compass process to provide educators with individualized information based on multiple measures of performance. As a result, educators’ final ratings are more diverse than in past years, spanning four performance levels.

Educator Rating in 2010–2011:
Percentage of Educators



Teacher Data
Leader Data

Compass Ratings in 2012–2013:
Percentage of Educators

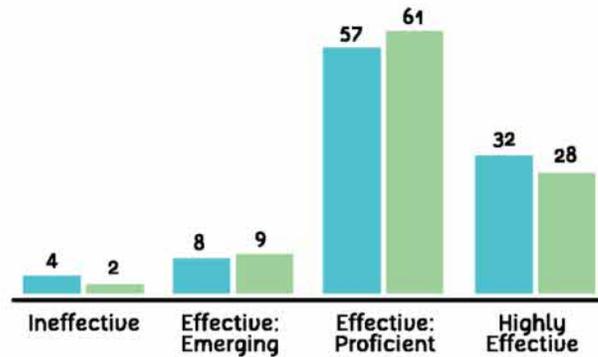


Table 3.F. Comparison of Educator Effectiveness Ratings

Measure of Professional Practice: Observations

Pilot Process

For the fifty percent of the evaluation based on qualitative data, Louisiana piloted a set of standards for both teachers and leaders that fall under the competencies listed below. Over 200 Louisiana educators used the guidance of multiple national experts to identify those teacher and leader standards and competencies believed to contribute to improved student achievement. Teachers in the pilot were observed according to 11 revised teaching standards that fall under four competencies. Administrators were evaluated using 17 standards that fall under five competencies. Pilot participants were evaluated on the standards using a preponderance of evidence, gathered over time, through both classroom observations and site visits and through a critique of submitted materials (i.e. lesson plans, assessments, and professional development certifications) as part of the comprehensive performance management process.

Teacher Competencies	Leader Competencies
Planning Instruction Environment Professionalism [Appendix 3F]	Ethics/Integrity Instructional Leadership Strategic Thinking Resource Management Educational Advocacy [Appendix 3G]

Table 3.G. Louisiana’s Pilot Teacher & Leader Competencies

The LDOE is incredibly grateful for the participation and feedback from over 1200 educators in the 2011-2012 pilot. Through feedback informed by the pilot, the LDOE followed through on its commitment to make revisions to the rubric and evaluation process in preparation for 2012-2013 implementation.

One clear takeaway from the Compass pilot was the need for a rubric that is clearer, more concise, and more directly aligned to the state academic content standards. To meet this need, the LDOE decided to adopt a modified version of Charlotte Danielson’s *Framework for Teaching* as the Compass teacher rubric. The modified framework consists of three domains and five components (See Table 3.H.) Changes were made to eliminate redundancies within the standards and descriptors, to make it easier for evaluators to distinguish between each level of effectiveness, and to ensure core competencies focused on supporting rigorous instruction. This rubric not only addresses the concerns of educators from the pilot, but will also allow educators to leverage resources available nationally as it has been implemented in over 15 states.

Domain	Component
I. Planning and Preparation	1c. Setting Instructional Outcomes
II. The Classroom Environment	2c. Managing Classroom Procedures
III. Instruction	3b. Questioning and Discussion Techniques
	3c. Engaging Students in Learning
	3d. Using Assessment in Instruction

Table 3.H. Louisiana’s Revised Teacher Domains and Components

Each teacher and leader standard includes a recommended model performance rubric and descriptors clearly summarizing observable and tangible instructional and leadership behaviors. They are provided to increase reliability among evaluators and to help educators focus on practices that enhance teaching and learning. Evaluators use these performance rubrics to assess how well a standard is performed.

The LDOE allows districts the flexibility to adopt alternate tools for measuring qualitative performance, provided they are reviewed and approved by the LDOE prior to implementation to ensure that they are aligned to the core competencies defined by the state, that they measure performance across multiple levels of proficiency, and that the LEA has demonstrated how the tool is valid, reliable, and supportive of student performance goals.

All new evaluators are certified by LDOE or its designee through Compass Evaluator Training sessions. These sessions provide evaluators with an overview of the Compass process, and the opportunity to norm on Compass rubric components.

Implementation

Compass, in its entirety, provides a systematic and comprehensive approach to continuous support and improvement. Observations of educator performance are an essential component of Compass. During the first year of Compass, 99% of teachers and leaders were observed using the Compass rubrics or an approved alternative. For those schools using the Compass rubrics, below is a chart that shows the statewide distribution of scores amongst the various components of the rubric.

2012-2013 Professional Practice Component Distributions (Statewide)					
Teachers	Average Score	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
1c: Setting instructional outcomes	3.3	0.51%	6%	43%	51%
2c: Managing classroom procedures	3.2	0.49%	6%	46%	48%
3b: Using questioning and discussion techniques	3.0	0.78%	10%	59%	31%
3c: Engaging students in learning	3.1	0.55%	7%	56%	37%
3d: Using assessment in instruction	3.1	0.67%	8%	52%	40%
Leaders	Average Score	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
1a: Sets ambitious, data-driven goals and a vision for achievement; invests teachers, students, and other stakeholders in that vision	3.3	0.26%	6%	46%	47%
2a: Facilitates collaboration between teams of teachers	3.2	0.57%	7%	49%	43%
2b: Provides opportunities for professional growth and develops a pipeline of teacher leaders	3.2	0.39%	7%	54%	38%
2c: Creates and upholds systems which result in a safe and orderly environment	3.5	0.09%	3%	32%	64%
3a: Observes teachers and provides feedback on instruction regularly	3.3	0.30%	8%	47%	46%
3b: Ensures teachers set clear, measurable objectives aligned to the state content standards	3.1	0.35%	11%	58%	31%

3c: Ensures teachers use assessments reflective of the rigor of the state content standards	3.1	0.61%	12%	57%	31%
Counselors	Average Score	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
1: Individual Student Planning	3.4	0.30%	4%	39%	57%
2: System Support	3.3	0.10%	5%	46%	49%
3: Responsive Services	3.4	0.10%	4%	43%	54%
4: School Counseling Curriculum	3.1	0.70%	13%	45%	42%

Table 3.I. Statewide Observation Rating Distribution

All evaluators using the Compass rubrics to evaluate teachers and leaders are required to undergo Compass Evaluator Training that is offered continuously throughout the school year by each LDOE Network Support Team. During this training, evaluators watch instructional videos aligned to each component of the Compass rubric in order to norm of the critical attributes of each component. Additionally, the instructional Video Library offers evaluators exemplars of effective instruction aligned to the Compass rubric, with corresponding notes that provide details on how the teacher’s lesson could have been improved in order to achieve a *Highly Effective* rating.

Updates in Response to Educator Feedback

Act 54 (2010) requires that each evaluation at a minimum include at two observations with at least one of them being announced and lasting for the entire length of the lesson including a pre- and post-observation conference. For the 2013-2104 school year, districts and evaluators were provided with greater flexibility in observations above and beyond this one required full-lesson observation, allowing them to make choices about the number of observations teachers receive and their duration. The move from one annual observation every three years to multiple, annual observations, represents a paradigm shift in the way that leaders support and evaluate teachers as research shows the reliability of ratings increases with multiple observations. More observations will dramatically increase the amount of time school leaders will be able to observe classrooms and to provide timely feedback to teachers than ever before.

The LDOE has also responded to the field in the development of a compass rubric resource, the Guide for Evaluators of Teachers of Students with Significant Disabilities. While the Compass teacher rubric is inclusive enough to be applicable to all settings, this document provides additional support to these teachers and evaluators in better understanding how the rubric components apply to their classrooms. In addition, specific guidance for teachers of students with special needs, including teachers of English Language Learners (ELLs), has been provided relative to the student learning target process. The LDOE published an initial library of student learning target exemplars in May 2012, and made additions to the library in August of 2013 to include exemplars developed by workgroups of educators and experts in the areas of mild/moderate disabilities, significant disabilities, gifted/talented, speech, and ELL.

Measure of Student Growth: Value-Added Assessment Model

The Pilot

The value-added model was developed and validated for state use through the following process:

1. Advisory Committee on Educator Evaluations (ACEE): ACEE made recommendations on the development and use of a value-added assessment model to be used in educator evaluations.
2. Development, Testing, and Deployment of Curriculum Verification Record (CVR): The LDOE developed a secure web-based portal through which teachers and educational leaders verify the accuracy of class rosters prior to their use in the value added analysis, and access their value added reports.
3. Field Testing: Over a two-year period, the state conducted pilot and validation activities of the value-added model for teachers and educational leaders. Additional studies have been conducted and show moderate stability of educator performance across multiple years. Educators have been provided with ongoing professional development and resources to support effective use of the value-added model.
4. Establishing Measures of Effectiveness: For teachers where value added data is available, the composite percentile is converted to a 1.0-4.0 scale to use in the teacher's final evaluation. Teachers and leaders (school-wide) whose value added, composite percentile fall within the bottom 10% will receive an ineffective rating. Teachers in the middle 20-80% range will receive a rating of effective. The top 10% of teachers will receive a rating of highly effective.

Implementation

LDOE uses a statistical covariate value-added model to measure student growth for teachers and administrators, where available. The value-added model is applied to grades and subjects that participate in state-wide standardized tests and for which appropriate prior testing is available. However, the value-added model is not be used for evaluations where there are fewer than ten students with value-added results assigned to an educator. Overall, Louisiana's value-added model links academic growth of students and takes into account the following student-level variables:

- prior achievement data (up to three years);
- gifted status;
- section 504 status;
- attendance;
- disability status;
- eligibility for free or reduced priced meals; and
- prior discipline history.

Teachers in the following grades/content areas received value-added data for the 2012-13 school year:

- 3rd Grade: English Language Arts, Math
- 4th – 8th Grades: English Language Arts, Math, Science, Social Studies
- Up to 9th Grade: Algebra I, Geometry*

All teachers in the above mentioned content areas received value-added data, unless they had less than 10 students eligible for a value-added score in their classroom, or they experienced an extenuating circumstance that greatly impacted their ability to impact student achievement. The statewide distribution of value-added scores can be found in the 2012-2013 Compass Final Report's Teacher Compass Scores by District report.

Updates in Response to Educator Effectiveness

For the 2013-2014 and 2014-2015 school years, the Department will not calculate value-added data for teachers. Instead, the Department will share transitional student growth data during this time. Once the new assessments aligned to Louisiana’s new content standards are fully integrated into Louisiana schools, and a baseline for student growth can be established, the LDOE will revisit the use of value-added data as part of Compass evaluations.

Measure of Student Growth: Student Learning Targets

The Pilot

SLTs allow educators to create the most meaningful goals for their students by taking into consideration course content, student population, and baseline performance data. The goal-setting practices on which Louisiana bases its SLT process has been shown to increase effectiveness. Teachers in Denver, for example, identified setting these types of objectives as “creating more focused efforts”. (Locke and Latham, 2002). Furthermore, the differentiation inherent in Louisiana’s SLT process allows for greater personalization of goals and demands specificity, two factors which have been shown to increase the likelihood of goal attainment (Community Training and Assistance Center, 2008).

To develop the SLT process, educators (teachers and principals) from across the state worked with national experts on teacher evaluation and were guided through options for structuring SLTs, integration of rigor into these measures, and ensuring consistency in collecting the bodies of evidence which support the assessment of student learning. Workgroup recommendations and discussions were presented for the following groups:

- Elementary
- Secondary
- Creative Arts
- Career & Technical Education (CTE)
- Physical Education & Health
- World Languages
- Special Populations (includes Mild/Moderate, English Language Learners (ELL), Gifted & Talented, and Significant Disabilities)
- Instructional Coaches and Academic Interventionists
- Library Media Specialists.

To support statewide implementation, each workgroup provided formal recommendations regarding the type(s) of assessment that best measured student learning, as well as sample exemplars and non-exemplars. The work groups also provided guidance on assembling bodies of student work that adequately demonstrate rigorous student achievement and identified and proposed solutions to mitigate challenges to implementing SLTs. The state also piloted several measures of student learning in NTGS in small-scale pilots in 2011. This pilot helped Louisiana refine and enhance its strategy for evaluating student growth and statewide implementation approach.

In order to support educators’ development of SLTs, the LDOE has released an extensive library of SLT exemplars ranging from every grade level and covering all core subjects and several ancillary and special education classes. Additionally, the Department released a Student Learning Target Guide at the start of the 2013-2014 school year to support teachers and leaders in establishing goals that are more aligned to the more rigorous standards set forth by the state academic content standards.

Extensive professional development and ongoing guidance in establishing valid SLTs will continue to be provided to districts along with ongoing monitoring of educator progress on establishing goals and measures. LDOE will pay special attention to teachers of English Language Learners and special education teachers to assure that they are able to create SLTs that accurately reflect their impact on student achievement. Concurrently, district personnel will provide campuses with guidance, support, and training in selecting assessments and SLTs.

These Louisiana value-added and SLT models ensure that all teachers in Louisiana receive an evaluation score based the demonstrated growth of the students on their rosters. Ensuring all grades and subjects has a valid method by which to measure student growth allows educators to hold themselves accountable for their students' achievement. The overall success of Compass depends largely on the engagement of educators along with intensive support to districts and a feedback loop that allows the state to enhance both tools and supports.

Implementation

At the beginning of the school year, all educators, regardless if they are in a tested grade and subject or not, should define what students should achieve by the end of the school year, and set Student Learning Targets (SLTs). Each school leader and teacher will work with their evaluator to set a minimum of two SLTs that reflect an ambitious but reasonable expectation of learning over a set period of time for their students.

Once a teacher has determined the group of students for which she is aiming to set a goal, a teacher goes through four steps.

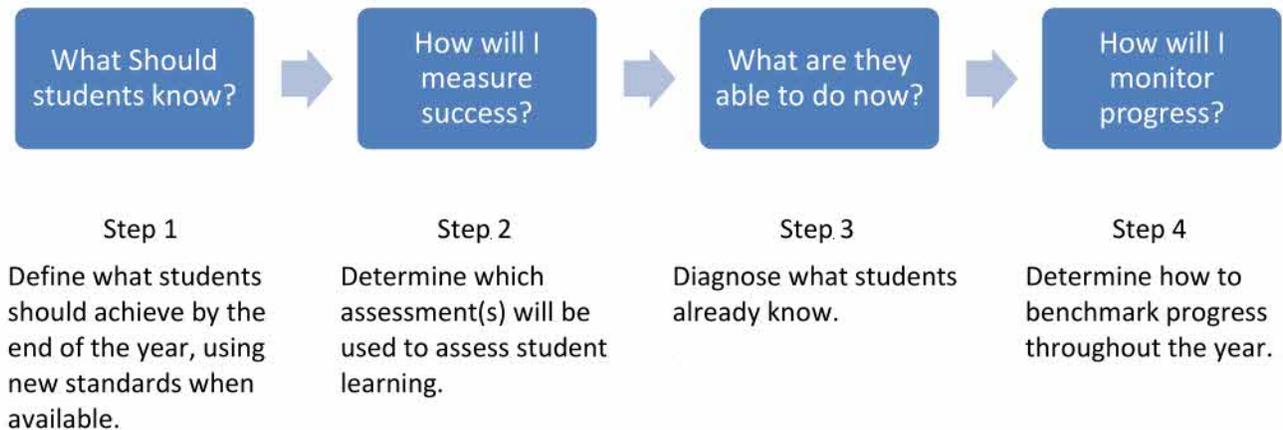


Table 3.J. Student Learning Target Development Process

Over the course of the school year, teachers may have shifting class assignments or shifting class rosters. Evaluators and teachers, together, should determine how to adjust student learning targets appropriately to accurately reflect ambitious, reasonable goals for each individual teacher.

The process for setting and progress monitoring SLTs is determined by each district and/or their Network Support Team. Evaluators receive in-depth training on how to support teachers and school leaders through this process during Compass training for new evaluators. Additionally, the LDOE provides an analysis of the ratings of teacher and leader SLTs and VAM scores to the actual proficiency rates of students in their schools through the Compass Final Report.

During the first year of implementation, 95 percent of teachers and 99 percent of leaders had a minimum of two rated SLTs entered into CIS as part of their final Compass evaluation. Below is the distribution of SLT ratings statewide by personnel type:

Personnel Type	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
Teachers	3%	9%	30%	58%
Leaders	2%	17%	42%	40%
Counselors	0.00%	12%	18%	71%

Table 3.K. Statewide Student Learning Target Distribution

Compass for School Leaders

Implementation

School leaders undergo the same evaluation process as teachers each year. The leader’s SLTs account for 50 percent of their overall evaluation. With this data at hand, LEAs can more efficiently and thoughtfully identify the strengths of their school leaders and prioritize areas for professional development. Professional learning communities, monthly principal meetings, principal mentorships, and other support structures can then be refined based on the school leader effectiveness data that Compass provides to drive school-level student achievement.

The support and evaluation process for Louisiana leaders is nearly identical to the process for Louisiana teachers, as described extensively throughout Principle 3. The leader will be assigned an evaluator who will be responsible for conducting site visits to gather evidence and assign ratings to determine a final evaluation score, as well as providing ongoing feedback throughout the year in support of helping the leader reach her/his goals and targeted areas of development. This process was piloted along with the teacher evaluation and support process during the 2011-2012 school year and was fully executed during the 2012-2013 school year.

Also, the Compass leader rubric has been designed to align with the teacher rubric. Comparing the two rubrics, one will see that the teacher rubric requires teachers to think about those components of effective teaching most impactful to increasing student achievement, while the leader rubric requires leaders to think about what a principal needs to do to support teachers in those efforts while being able to effectively manage a school.

Updates in Response to Educator Feedback

In response to feedback from the field, the Compass leader rubric was revised in the summer of 2013 to reflect changes to the following components in order to further clarify feedback and collaboration practices for principals:

- Component 2a: Facilitates collaboration between teams of teachers

- Component 3a: Observes teachers and provides feedback on instruction regularly

The LDOE will continue to work with Network Teams and district leaders to continuously evaluate this rubric to ensure that it is the best tool for improving leader practice and performance across the state.

DISTRICT SUPPORT AND FEEDBACK

The LDOE provides guidance to LEAs on how to best utilize the tools and processes available to support the ongoing professional development of teachers and leaders. The state's guidelines require that LEAs provide professional development to teachers and leaders based on their individual areas of need, as identified by the evaluation process. Below are the key support tools provided by the LDOE for educators and leaders:

- *Compass Evaluator Training*
- *Video Library*
- *Compass Information System*
- *Compass Final Report*

Compass Evaluator Training

All evaluators using the Compass rubrics to evaluate teachers must undergo a two-day Compass Evaluator Training prior to observing teachers or leaders. During these two-day training workshops, evaluators learn how to support and develop rigorous, standards-aligned instruction through the Compass cycle by:

- reviewing and providing feedback on student learning targets
- completing high quality observations focused on teacher development
- using observation evidence and student performance data to deliver feedback
- using collaboration to support teacher development
- utilizing the Compass Information System and Classroom Support Toolbox to support development

While there is not a formal process for monitoring the extent to which training is impacting observer practice in the field, the LDOE does provide an analysis of the ratings of teacher and leader SLTs, VAM scores and observations to the actual proficiency rates of students in schools through the Compass Final Report.

Compass Information System

The Compass Information System (CIS) is a free, web-based system that provides teachers, leaders, and administrators with the ability to record evaluations and access to individual and aggregate data needed to make informed decisions about teacher, leader, student, and school performance to drive instructional improvement. This allows educational leaders to more strategically prioritize professional development resources and learning opportunities for educators to improve teaching and learning. CIS also provides information on performance to teachers on an ongoing basis, including timely feedback linked to performance standards following observations.

Using the system:

- Teachers, librarians, counselors, and leaders can establish student learning targets (SLTs) and share them with their evaluators and administrators.
- Evaluators can perform observations on their assigned employees, upload observations notes and

feedback, and review employee performance.

- School districts and charters track Compass implementation through detailed school and teacher-level reports and submit their own annual reports to the LDOE.
- Each district is assigned an LEA Administrator that is responsible for overseeing the day-to-day management of their district's CIS data.
- Additionally, the system automatically calculates evaluation scores from the data entered on observations and student growth when evaluators perform an end-of-year evaluation.

Following the 2012-2013 school year, the following updates were made to CIS to allow for greater flexibility by evaluators when observing educators, and to provide more detailed feedback on their performance:

- Redesigned observation and site visit screens: The new screens have a more flexible design and will enable observers to upload notes and other documents. These screens now accommodate multiple approaches to scoring as well.
- Flexible evaluator assignments: Allows multiple evaluators for a single employee and the ability to rate any rubric component in an observation or walkthrough.

Compass Final Report

In September 2013, the LDOE released the 2012-2013 Compass Final Report (Attachment 11e), detailing end-of-year outcomes for the first year of evaluators using the Compass tool. In its first year of implementation 99% of the teachers and leaders in Louisiana received a complete evaluation.

The intent of the Compass Final Report is to provide the public and educators a field of information that can help in adjusting implementation expectations, in making connections from school to school or district to district, and in considering future policy decisions. Beyond providing a comprehensive summary of districts' and schools' use of the Compass tool, the report details important trends.

Unlike in past years, evaluation results for administrators and teachers generally align with student progress and achievement results in school districts. For example:

- Of the ten parishes with the highest percentage of teachers rated in the top two levels, seven were in the state's top 25 percent in student progress or student achievement. All are in the top half of districts in terms of student achievement.
- On average, parishes in the top 50 percent in terms of student progress rated 10 percent of teachers in the bottom two categories. Parishes in the bottom 50 percent of student proficiency growth rated, on average, 17 percent of teachers in the bottom two categories.
- Of the ten parishes with the highest percentage of teachers rated in the bottom two categories, nine were in the bottom quartile in student progress or student achievement.
- Of the ten parishes with the highest percentage of teachers rated Ineffective, seven experienced an aggregate drop in student proficiency.

Some districts that achieved high levels of growth in 2012-2013 used classroom observations to set a particularly high bar for teaching quality, giving educators increased feedback and room to improve. This was particularly evident in districts that made gains with low-income students, implying a link between the rigor of classroom observations and student progress in challenging settings.

- Evaluators in the Recovery School District (RSD) in New Orleans, where the district ranked in the 97th percentile in terms of student progress, set a high bar and were less likely to assign highly

effective observation scores: 9 percent in the RSD versus 27 percent statewide.

- St. Bernard Parish ranked in the 96th percentile in student growth and in the 88th percentile in terms of student achievement. The parish also had the highest percentage of teachers with value-added scores in the top two levels (81 percent). Evaluators were less likely to assign Highly Effective observation scores, though: 8 percent in St. Bernard Parish versus 27 percent statewide.
- East Feliciana Parish ranked in the 94th percentile in terms of student growth yet assigned substantially more rigorous observation scores. East Feliciana evaluators assigned 64 percent of teachers Proficient or Highly Effective observation ratings compared to 90 percent statewide.
- Ascension Parish student progress ranked in the state's top quartile, but because of a very high bar for classroom teaching, 6 percent of observations yielded a Highly Effective measure, compared to a statewide average of 27 percent.

In order to further support leaders and teachers as they use the Compass tool, the Department:

- Continued accountability guidelines. Differences in how the tool is used from parish to parish validate the continued need for stringent accountability guidelines, as with the current requirement that very low student progress results definitively lead to lower ratings.
- Provided additional tools and enhancements. In order to create a common understanding of teaching excellence, additional videos were added to the Video Library in December 2013 and more are planned for the spring of 2014.
- Increased support and feedback. The Department adjusted the school leader observation tool to be more specific in its expectation for principals to provide frequent, specific feedback to teachers. The state's Network Teams, led by former Louisiana administrators provided support to administrators in setting a high bar for teaching excellence.
- Improved technology. As a result of educator feedback, the Department made adjustments to CIS to make it easier to use and more flexible, allowing administrators to spend more time in the classroom and reflecting with teachers.

The 2014-2015 Compass Annual Report can be access here: <http://www.louisianabelieves.com/docs/default-source/teaching/2013-2014-compass-annual-report.pdf?sfvrsn=2>

Instructional Video Library

The goal of the LDOE is to support improved teacher practice that will, in turn, ensure that Louisiana's students are college and career ready. As we raise our expectations for student learning and the rigor of classroom instruction in the 21st century, we (at the state, district, and school level) must also rethink how we support teachers.

In June 2013, the Department released a key tool in supporting LDOE's goal of improving teacher practice so that students are college and career ready, the Video Library. The library serves as a virtual resource for teachers and evaluators in highlighting effective instructional practices that will allow them to direct their own professional development. The library provides educators with materials that bring the Compass Rubric to life, in addition to guidance on how to align their instruction to the state academic content standards.

In addition to providing exemplars of instructional practices that are aligned to Compass and the state standards, the library also offers examples of lessons that are not aligned to the state standards and are rated Ineffective or Effective Emerging. The LDOE provides examples of how these lessons could be improved in the "Video Notes" that accompany each video in the library.

Ultimately, viewers of the video library will leave with a clear understanding of the rigorous standards for instructional practice set forth by the state's academic content standards and how to set higher expectations for student achievement through the implementation of the Compass Teaching Rubric. Educators can use the library independently, as a self-study tool; as a resource in collaboration meetings; or as the basis for professional development.

In December 2013, the LDOE expanded the Video Library to include nine new instructional videos and three new feedback videos that highlight effective feedback conversations between educators and their evaluator. The LDOE released additional tools to the video library in the spring and summer of 2014 including an instructional planning case study, collaboration videos and an Intensive Assistance Program video exemplar.

COMPASS DRIVES ALL TALENT DECISIONS

Research has shown that teacher effectiveness is the greatest determinant of student outcomes followed closely by principal effectiveness. More than 80 percent of all education funding is spent on personnel and traditionally little was done to build systems to support educators. Through creation of Compass, rigorous policies and tools, support resources, and training materials aligned to the state academic content standards, Louisiana is poised to dramatically improve the effectiveness of its educators. The state creates conditions for enhanced teaching and learning by:

- Further strengthening professional development opportunities to improve teaching and leadership over time;
- Implementing systems to base all human capital decisions on educators' demonstrated effectiveness; and
- Strengthening certification and training pipelines and placement practices for teachers and leaders.

Compass Drives Professional Support & Development Growth

The first year of implementation of Compass demonstrated a clear differentiation among teachers and leaders who are making significantly different contributions to student growth. Ensuring differentiation of teacher and leader performance was a priority for Louisiana and the many educators who played a central role in the design of Compass. Through the ACEE committee, educators endorsed an evaluation system with a scale that adequately addresses areas of strength while discerning specific areas for professional development.

The rigorous standards and strong accountability system that Louisiana put into place can only be meaningful if accompanied by efforts to support high-quality instruction and continuous improvement of Louisiana's educators. The LDOE released an interactive online Classroom Support Toolbox for educators and school districts in February of 2013. The toolbox provides increased clarity and support for teachers and districts without prescribing how to teach and was developed as a result of feedback from educators and districts.

Types of resources provided on the website range from sample yearlong curriculum plans to instructional videos and guidance on how to set goals for student achievement. Assessment guides for the upcoming school year are also included to clarify how the state tests align to the new, rigorous standards. Sample assessment questions are provided. Additional resources, such as additional sample plans, video exemplars, text sets and unit plans were added throughout the remainder of the 2012-2013 school year.

In addition to the Toolbox, Louisiana has strengthened professional development opportunities to improve teaching and leadership over time through the following Compass-aligned professional development centered on Louisiana's academic content standards and Common Assessments which includes:

- Creating training and tools to make the state academic content standard accessible to teachers through formative assessment and assignment tools;
- Giving teachers and administrators access to teacher performance data through the CIS platform;
- Supporting districts in implementing strong job-embedded coaching models and professional development tools which allow teachers and principals to access performance data and curriculum supports to improve performance; and
- Building districts and schools capacity to use data well, LDOE will help LEAs and schools implement strong data structures and data use-practices; and
- Build evaluators' and central offices' skills at evaluating educator performance and providing student outcome-aligned feedback that drives enhanced practice.

Critical to Louisiana's plan to drive student achievement is the alignment and integration of the state academic content standards with Compass and other key opportunities along the talent continuum. The implementation of rigorous college-and-career-ready standards paired with advancement of talent reforms will facilitate strong educator effectiveness practices in every district, school, and classroom. This integrated approach, coupled with the implementation of strong, aligned assessments, will ensure that every student in Louisiana is taught by an effective teacher and every teacher is supported by an effective leader.

Compass Drives Compensation, Promotion, Tenure, Retention, and Release

Louisiana has performed a comprehensive review of its talent practices at the state and local levels to improve and align educator preparation, certification, support, and evaluation. Educator effectiveness information can be used when awarding promotions, prioritizing retention and release, as well as to inform tenure decisions.

All LEAs in Louisiana are required by law to dismiss teachers and administrators who chronically underperform despite receiving substantial assistance and support. Act 54 requires LEAs to implement intensive assistance programs for any educator rated ineffective even for a single year, and to initiate dismissal proceedings for all teachers and administrators who, after undergoing IAPs, are still ineffective. This plan must be created collaboratively with the educator and must also include specific steps that should to be taken to improve, identify the assistance, support, and resources that are to be provided by the evaluator, establish an expected time line for achieving the objectives of the plan, and the procedures for monitoring progress including observations and conferences.

If after three years of ineffectiveness the educator is still rated ineffective and they are within an initial certification or renewal cycle, state law calls for that educator's certification to be not granted.

Act 1 of 2012 provided additional autonomy to district and school leaders in making personnel decisions based on merit and demand and in the best interest of students. Below is a summary of the law's major provisions:

- **Educator Compensation:** Districts adopted new educator compensation policies during the 2012-2103 school year that recognize performance, as defined by Compass ratings, demand, and

experience. Educators performing at the *Effective* level or above are eligible for merit pay or stipends.

- **Hiring:** The law requires that school boards delegate personnel decisions to superintendents, including hiring, assignment, and dismissal. School boards are not to make, or require approval of, such decisions. The LDOE currently monitors school board meeting minutes to ensure that districts have policies in place that allow for this delegation of authority to occur.
- **Reductions in Force:** Districts adopted reduction in force policies that use performance as a criterion and do not permit seniority to be used. These policies were put into effect for the start of the 2013-2014 school year.
- **Tenure:** Educators who earned tenure prior to July 1, 2012, will retain this status in 2013 no matter their evaluation rating. Starting with the 2013-2014 school year, tenured teachers who are rated *Ineffective* will lose tenure. For educators without tenure, those who receive a *Highly Effective* rating for five years within a six-year timeframe will gain tenure. Thus, no teacher will be newly awarded tenure this year.

Ultimately, the role that annual evaluation will play in informing personnel decisions was designed to ensure that Louisiana has the most effective teachers and leaders working with its students. Compass encourages districts to take measures to ensure that the best teachers remain in their schools and expand their impact.

Compass Drives Certification and Training Pipelines and Placement Practices for Teachers and Leaders

The ability to predict future effectiveness is critical to making strong, sound human capital decisions that are in the best interest of students. This includes conducting analyses, building systems, and implementing policy that enable school and LEA leaders to reveal the knowledge, skills, and abilities that applicants possess that will lead them to be effective in the classroom early in an educator's career.

Certification

According to state law, the state will no longer grant or renew certification without evidence of effectiveness during a three-year period, and it will revoke certification from individuals who demonstrate persistent ineffectiveness over time. Certification renewal decisions will be considered on an annual, rolling basis, allowing the state to leverage the most up-to-date information on educators' performance in making certification decisions. Certification requirements will be streamlined and simplified to ensure that there is one common process for all educators and ancillary personnel.

Preparation

The LDOE believes that Louisiana's students are capable of mastering even the most rigorous academic content. The Department has acted on this belief by raising academic expectations for students. Louisiana's students have increased steadily on the LEAP over the past ten years as the graduation rate has increased to 72.3 percent. At the same time, though, performance on national assessments like NAEP shows that Louisiana's students are not improving at the same rate as their peers nationally.

To help students meet these expectations, Louisiana has also raised the bar for teaching excellence. Louisiana has taken a significant step toward building a quality pool of certified teachers by evaluating teacher preparation programs in the state based on student achievement (value-added) in the graduates' classrooms. Louisiana was the first state in the nation to develop and implement a statewide value-added model to measure the impact Louisiana teacher preparation program graduates impact

student achievement in grades 4-9. Teacher preparation programs have responded positively to this available data.

In order to have the greatest impact on student achievement, future teachers and leaders must enter Louisiana's schools prepared to help their students meet Louisiana's rigorous state academic content standards. New student standards and assessments combined with new measures of effectiveness for educators will require significant shifts in educator preparation. To achieve this goal, the Department launched *Believe and Prepare: Educator Preparation Innovation Grants* (Attachment 11.f) in December of 2013. Grants were awarded in March 2014, and the pilot programs are in operation.

Through the *Believe and Prepare: Educator Preparation Innovation Grants*, schools, districts, and preparation programs have the opportunity to accomplish this goal by using Louisiana's best schools as classrooms to prepare future educators, giving them the opportunity to practice their skills with real students. Programs also draw on the expertise of Louisiana's best teachers to ensure future educators develop the skills they need to be successful. Believe and Prepare grants offer schools, districts, and new and existing teacher and leader preparation programs the opportunity to work together to design innovative preparation programs centered on classroom-based, on-the-job training.

Recruitment

Districts can use teacher effectiveness data to make decisions on teacher recruitment and placement in order to ensure that the lowest-performing students and those in greatest need are served by highly effective teachers and leaders. This process is supported by the LDOE through the use of the *Talent Recruitment System*, a free, web-based service that pairs job-seeking educators with Louisiana districts/schools seeking to hire them.

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Attachment 1

Notice to LEAs

LDOE Weekly Newsletter



June 23, 2015

Superintendents' Message

Dear Colleagues,

Today I was privileged to moderate a panel of university and school system leaders discussing [Believe and Prepare](#) and the promising vision of educating teacher candidates in the classroom, alongside mentor teachers. Panelists included preparation program leaders from pioneering programs at Arizona State University, Louisiana Tech, and Texas Tech. We were also lucky to hear from Patrice Pujol of Ascension Parish, which has developed its own alternative certification program in high-need subject areas and hard-to-staff schools.

The panelists each shared a vision for a true professional preparation experience: one with at least a full year of residency in the classroom, for example, with multiple tiers of mentor support, and with a seamless partnership between the preparation program and the school itself. I was struck by their confidence in this model; panelists shared, for example, that graduation from their programs is contingent on candidates performing effectively in the classroom.

But I was also struck by their humility in describing the hard work necessary to achieve this model and the barriers they had to overcome in the process. Teacher candidates may endure financial hardship without careful planning, for example. Similarly, school systems need to see benefit in what may be initially perceived as the risky step to give teacher candidates more time in the classroom. Finally, preparation programs must embrace a fundamental and important shift in the role of the professor.

But none of the panelists accepted any barrier - financial, operational, logistical, academic, or otherwise - as something that should stop their institutions from designing and enacting a professional preparation model. I left the session this morning feeling like this is something we owe our students and the next generation of teachers both. As we enter the second year of [Believe and Prepare](#), doubling the size of the pilot program, I look forward to discussing the issue further.

We educate our teacher candidates for years, often using public dollars. By the time they graduate and enter the classroom, we should have no doubt as to their effectiveness or professionalism.

As always, thank you for all you do for our children,

John

John White
Louisiana Department of Education
Twitter @LouisianaSupe

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District Support

Compass End-of-Year Deadlines

Attention Compass Contacts and Principals:

All Compass data for the 2014-2015 school year must be entered into the [Compass Information System \(CIS\)](#) by **Friday, July 31**.

To assist schools and districts with the Compass close out process, the LDOE developed the [Compass 2014-2015 Guide to End-of-Year Processes](#) document that guides each user (teacher, school administrator, and district staff) through the steps needed to complete the Compass process. Listed below are direct supports available to assist educators.

Weekly CVR-CIS Office Hours

Background: Dedicated time to answer questions related to the CVR-CIS process

When: Every Wednesday at 11:00 a.m. (through the end of July)

Access: Join the CVR-CIS office hours [here](#).

Contact compass@la.gov with questions.

Teacher Leader Summit Survey and Sign-In Sheets

Thank you again for attending the 2015 Teacher Leader Summit! The Department is eager for your feedback on this event so we can make improvements for next year. Please complete this brief [survey](#) by **5:00 p.m. on Friday, June 26**.

Click the links below to access the participant sign-in sheets. Participants' attendance will be reflected in their Coursewhere transcripts by July 3, 2015.

[2015 Superintendent Collaboration Event](#)

[2015 Teacher Leader Summit](#)

Please reach out to louisianateacherleaders@la.gov with any questions about the Teacher Leader Summit.

High School Opportunities

2015 Jump Start Super Summer Institute

2015 Jump Start Super Summer Institute (SSI) is being held at South Louisiana Community College in Lafayette, LA, from July 20-24, 2015. SSI will provide teacher certification training for [Statewide Jump Start Industry-Based Certifications](#) and is being co-hosted by the Louisiana Department of Education, South Louisiana Community College, and Louisiana Community and Technical College System.

All registrants have been emailed a final registration confirmation and will receive an email from the session facilitator by Friday, June 19.

Districts / charters received an invoice, via email the week of May 25, indicating total registration fees due by June 19, 2015. Each district / charter should submit payment accompanied with a copy of the on-screen registration confirmation / message for all teachers registered. Mail payment to:

Louisiana Department of Education
Appropriation Control
ATTN: Michelle S. Hill
P. O. Box 94064
Baton Rouge, LA 70804-9064

Please direct all questions about the 2015 Jump Start Super Summer Institute to JumpStart@la.gov.

Jump Start Career Development Fund: Year End Report

Districts, charter schools and special schools are reminded to complete the [Career Development Fund year-end report](#) and submit it to JumpStart@la.gov by July 15, 2015. Districts, charter schools and special schools received a 6% MFP adder (state funding portion only) for student enrollments in "technical" CTE courses. This adder equaled ~\$240 per student enrollment by course. The CDF adder was in addition to the current 6% MFP adder for any student enrollment in a CTE course. There was a minimum CDF allocation of \$25,000 per district or \$10,000 per charter/special school.

Click [here](#) for the end of year CDF report template. For more information about CDF, please contact JumpStart@la.gov.

Course Choice/SCA School Level Information

Course Choice funded through the Supplemental Course Allocation (SCA) will provide students and schools with access to a broad variety of course offerings from online, face-to-face, industry training, and dual enrollment course providers. These course offerings will enable schools to provide courses not currently available to their students, including:

- Career and technical preparation, supporting the Jump Start program
- Academic work required to achieve TOPS
- Advanced coursework not available at the school due to limited resources
- Dual Enrollment
- Intensive remediation for students struggling to stay on pace for graduation

The registration process will open in early June. Each high school should have an account on the system to approve registrations.

If you are unsure of the user account for your school please send an e-mail to SCA@la.gov requesting account information. Please include your school name and school district in the body of the message.

Course Choice/SCA Registration System: <http://lacourses.net/>

Information: <http://www.louisianabelieves.com/courses/supplemental-course-academy>

Weekly Course Choice Webinars will be held each Monday to provide school counselors with an overview of the registration system.

- **July 13, 2015: 2:00 p.m. - 3:00 p.m.**
- **July 20, 2015: 2:00 p.m. - 3:00 p.m.**
- **August 3, 2015: 2:00 p.m. - 3:00 p.m.**

Web Conference Link: <https://louisianaschools.adobeconnect.com/r3q1d9pfl1q/>

To connect by telephone only (no computer): 1.800.832.0736 Access code 1053465

Supplemental Course Allocation Dual Enrollment Cooperative Endeavor Agreement (CEA)

Districts and Charter schools can voluntarily choose to execute a collaborative endeavor agreement (CEA) for the purpose of utilizing the Louisiana Office of Student Financial Assistance (LOSFA) Grant Award System to pay participating postsecondary institutions for student dual enrollment course tuition. This CEA is intended to streamline the payment process for LDOE's Course Choice postsecondary dual enrollment course offerings funded through Supplemental Course Allocation.

Execution of the CEA is voluntary and has absolutely no implications on SCA funding.

Please click [here](#) for the proposed collaborative endeavor agreement (CEA).

Please email any questions you may have about the CEA to SCA@la.gov.

Grant Opportunities

High Cost Services Competitive Application Release

The Department is able to provide a High Cost Services Grant to LEAs through the eGMS application process. The Department has \$13.4 million available for school systems and schools who serve the state's students with costly disabilities. The application process is now open in eGMS and applications are due **by July 10, 2015**.

If you have any program questions you may contact Nancy Hicks at nancy.hicks@la.gov or if you have fiscal question you may contact Sheila Guidry at sheila.guidry@la.gov.

Assessment & Accountability

LEAPweb Merge Final Deadline

Please forward to District Test Coordinators and Data Managers.

In order to ensure the accuracy of LEAPweb data for accountability and reporting purposes, the deadline for completing all LEAPweb test history merge requests has been **extended to Friday, June 23, 2015**. Requests will no longer be accepted after this date.

Please contact assessment@la.gov with any questions.

2015-2016 Assessment Planning Meeting

Please forward to District Test Coordinators and Accountability Contacts

District test coordinators and accountability contacts are invited to attend the **2015-2016 Assessment Planning Meeting** to discuss assessment and accountability, test security, and transition to the Louisiana Secure ID system for the 2015-2016 school year.

Each meeting will take place from **8:30 a.m. to 3:00 p.m.** at one of the following locations:

- **Thursday, July 16** at the Jefferson Parish School Board in Harvey
- **Monday, July 20** at the Claiborne Building in Baton Rouge
- **Tuesday, July 21** at the Claiborne Building in Baton Rouge
- **Thursday, July 23** at the Family Life Center in Jena

Participants may register through [Coursewhere](#).

Please contact assessment@la.gov with any questions.

2014-2015 ACT Billing Rosters in FTP

Please forward to District Test Coordinators and Financial Managers.

ACT billing rosters for spring 2015 ACT and WorkKeys testing will be available on the FTP site from June 22, 2015 until July 24, 2015. These rosters identify the students in each LEA that are billable for the exam. Invoices must be paid **by July 10, 2015**.

Please contact assessment@la.gov with any questions.

Data

Data Files Available in the FTP

Please forward to all data coordinators.

Week of June 15: LAA 2 secure and non-secure test materials for district administration of the LAA 2 assessment, LEACode_LEA_15_LAA2, are available on the FTP site from June 18, 2015 until July 18, 2015. Please supply these files to District Test Coordinators.

Week of June 22: The ACT Billing Rosters for the 2014-2015 Spring Testing of ACT and WorkKeys, LEACode_LEAName_2015_ACTBilling, are available on the Data Management sFTP sites for relevant districts from June 22, 2015 until July 24, 2015. Please download and supply the file to District Test Coordinators and Financial Managers. Please contact LDEData@la.gov with questions.

Implementation of State Data Privacy Laws and Data Sharing Agreements

Please share with Data Managers.

Act 837 of the 2014 Legislative session placed new data sharing restrictions on LEAs as of June 1, 2015. However, during the 2015 Legislative session, the legislature took action to amend those laws through [HB 718](#) to extend this deadline. The Governor has signed HB 718, and therefore the Department will provide further guidance to LEAs on how they should complete data submissions for the 2014-2015 school year.

Pursuant to these laws, LEAs must have a contract or data sharing agreement with private vendors that deliver services under state contracts. Based on feedback from the LEAs, the Department will be amending the existing data sharing agreements in the coming weeks. At that time, LEAs should download the addendum, sign, scan, and email the signed copy to LDEData@la.gov.

In the interim, the Department will remove the existing agreements and addendums from the website until the amended

agreement has been executed. LEAs that have already signed addendums for existing data sharing agreements, will need to opt in once again after the amended agreements are posted.

If you have questions, please contact elizabeth.laird@la.gov.

Policy

Louisiana ESEA Flexibility Renewal Application

As part of the Elementary and Secondary Education Act (ESEA) flexibility waiver renewal process, states must provide an opportunity for stakeholders to comment on the renewal application prior to submission to the U.S. Department of Education. The draft application may be viewed [here](#) and comments may be submitted to ESEAWaiver@la.gov before **June 30, 2015**. Please note that this application merely updates current state policies and initiatives underway.

Other

School Based Nursing Billing Codes-Correction of Codes on Previous Announcement

The Department has been notified by DHH Medicaid of their approval for LEAs to begin billing for the School Based Nursing Billing codes in the attached chart. LEAs may begin to bill for the designated School Based Nursing services on July 1, 2015. If you have any questions or need additional information, please contact Michael Comeaux, LDOE Healthy Communities Section Leader at 225.342.3500 or via email at Michael.Comeaux@la.gov or Janice Zube, CSoc DOE Liaison at 225.342.4373 or via email at Janice.Zube2@la.gov.

Education in the News

[BESE applauds Common Core compromise, plans February vote on revised standards](#)

[BESE recognizes state Teacher and Principal of the Year finalists](#)

[State education board addresses preschool concerns, changes policy](#)

[Kenilworth student takes bronze in international competition](#)

[New Law may affect student recognition](#)

[Late enrollment opens July 8 for New Orleans public schools](#)

LDOE Contacts

[John White](#)
State Superintendent of Education
(toll-free) 877.453.2721
Twitter @LouisianaSupe

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[LDOE Website](#)
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Attachment 2

Public Comments on Request Received

Bridget Devlin

From: Bruce W Langley - [REDACTED]
Sent: Wednesday, June 24, 2015 1:47 PM
To: Bridget Devlin
Subject: RE: ESEA Waiver Renewal Application

Good afternoon Ms. Devlin,

The waiver renewal application looks great.

Regards,

Bruce W Langley, Sr. CLTC
Financial Services Professional
Agent, New York Life Insurance Company
Registered Representative offering securities through NYLIFE Securities LLC (member FINRA/SIPC)

[REDACTED]
3912 Church Street

[REDACTED]
Zachary, La. 70791

[REDACTED]
(225) 658-7643 (Office)

[REDACTED]
(225) 654-7184 (Fax)

Visit us on the Web at:

<http://www.brucealangley.nylaagents.com>

www.newyorklife.com/whatsrightforyou

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Please copy email optout@nylifesecurities.com

New York Life Insurance Company, 51 Madison Ave., New York, NY 10010

From: Bridget Devlin ([REDACTED])
Sent: Tuesday, June 23, 2015 2:51 PM
To: 'Anna Larriviere'; 'Brigitte Nieland'; 'Carol Price'; 'Debbie Meaux'; 'Debbie Schum ([REDACTED])'; Jeanne Burns; 'Judy Vail'; 'Kathy Noel'; 'Laurie Carlton'; 'Lee Ann Wall'; 'Mickey Landry ([REDACTED])'; 'Patrice Pujol'; 'Rachel Magee'; 'Sandra McCalla'; 'Stephanie Desselle'; 'Steve Monaghan'; 'otha.anders@lincolnschools.org'; Bruce W Langley
Cc: Jessica Baghian; Erin Bendily (DOE)
Subject: ESEA Waiver Renewal Application

Commission members,

We have prepared an application to submit for renewal of Louisiana's Elementary and Secondary Education Act (ESEA) Flexibility Waiver. As representatives of education practitioners and stakeholders, we would appreciate any feedback you may have. Please note that this application merely updates current state policies and initiatives underway.

The application can be viewed here: <http://www.louisianabelieves.com/accountability/federal-accountability> You may send comments to ESEAwaiver@la.gov or directly to me. The application will be submitted to the U.S. Department of Education on June 30.

Please let me know if I can provide any additional information.

Thank you in advance,
Bridget

Bridget Devlin
Policy Director
Louisiana Department of Education
225.342.6100
1201 North Third Street
Baton Rouge, LA 70802
<http://www.louisianabelieves.com/>
Louisiana Believes

Overall Feedback

I saved the overall feedback for last and my feedback and comments wound up so long and led me to provide a couple of additional attachments to be read if/as time permits—they are just examples of why the reform initiatives across areas of standards, professional development, assessments and outcome-based accountability matter so much. I enjoyed having the opportunity to read the application; I am very impressed and excited about Louisiana's direction in all areas to ensure we remain on track in ensuring we are fulfilling our commitments to all kids. Thank you very sincerely for the time and work over the years and in drafting this application. I may be biased, but I would give it an A 😊.

At first, there are just minor revisions that I happened to see. I was not reading the application with that focus though.

Possible Minor Revisions

p. 15 approval (?)

application and into the development of the application itself. Groups involved include educators – teachers, principals, district-level officials and Superintendents, and university and college professors and deans – and the public – business leaders, civic leaders, and parents.

Stakeholder Engagement for Application Initiatives

Each of the initiatives and policies contained in this waiver renewal request has been fully vetted by education stakeholders and the public through open meetings of the State Board of Elementary and Secondary Education, its public stakeholder advisory councils (namely the Accountability Commission, the Superintendents' Advisory Council, and the Special Education Advisory Panel), and the Louisiana Legislature. This includes the process of adopting, implementing, reviewing, and, as necessary, enhancing the state's academic content standards, state and district accountability system, and educator evaluation and support system in order to meet the state's mandate of preparing Louisiana students to successfully transition to postsecondary education and the workplace. Documentation relative to specific initiatives or policies, including meeting agendas, presentations, minutes, and policymaker votes may be found on the respective websites of the Louisiana Department of Education, the State Board of Elementary and Secondary Education, and the Louisiana Legislature.

On June 23, 2015, this document was posted on the website of the Louisiana Department of Education, distributed through a press release, and included in the LDOE weekly newsletter that has a readership of roughly 1,400 educators and education stakeholders. Individuals may submit comments through the email address ESEAwaiver@la.gov until June 30, 2015. The document was also shared with each member of the Louisiana Committee of Practitioners (the state Accountability Commission) for feedback. The version of the document that receives final approval from the U.S. Department of Education will also be posted on the Louisiana Department of Education website for public information.



p. 32 may (?)

While the majority of Louisiana's English Language Learners are concentrated in New Orleans, the remainder of the southeastern region of the state has also experienced an influx of Spanish speaking students and LDOE is working closely with the school system most affected to assist in offering support to the educators and families. An inventory was taken to assess the financial impact on districts and the LDOE is working with districts with the greatest costs to allocate their resources in the most beneficial way for students, including the identification of federal support and funding.

Since New Orleans and the surrounding area serve an overwhelming majority of the English Language Learners, the development of an outreach strategy, support structure, and LDOE technical assistance have been focused there. As resources and best practices are established in the southeast during the 2014-2015 school year, Louisiana will determine, as part of the phase 2 strategy described above, how the work there can most effectively be applied to the smaller ELL populations across the state.

Louisiana's State Assessments to Ensure College and Career Readiness

Louisiana administers state assessments for all four core content areas – ELA, math, science and social studies - in third grade through high school. Each test is aligned to Louisiana's rigorous state standards. In 2015-2016, students in grades 3 to 8 will take state-created science and social studies exams, as well as ELA and math exams that may include up to 49.9 percent of questions from a federally funded testing consortium. High school students will participate in the same assessments as they did in 2014-2015. Specifically, high school students will take state-created end-of-course exams (EOCs) in English II, English III, Algebra I, Geometry, Biology and U.S. History. They will also participate in the ACT series – EXPLORE (8th and 9th), PLAN (10th), and ACT (11th).

Middle school students in Louisiana have the opportunity to earn Carnegie credit before entering high school, with the most common credit earned in Algebra I. Middle school students enrolled in Algebra I will take the 8th grade level statewide math assessment (e.g., 8th grade LEAP). Starting with the 2015-2016 school year, students will only be

p. 40 As (?)

were considered to the RSD, the aggressive injection of new educators and instructional models to the creation of an environment in New Orleans that provides the greatest amount of choice of any urban district in America, where families may choose from 57 RSD charter schools. All schools in the RSD retain, promote, and dismiss staff based on performance, implement longer school days and/or a longer school year, and use data-driven instructional models that provide real-time feedback on student learning.

In 2008, the RSD expanded outside of New Orleans through the takeover of five schools in the Baton Rouge area. In 2009, the RSD added an additional four schools in Baton Rouge and two schools in Shreveport. For the 14-15 school year, the RSD oversaw six RSD charter schools in Baton Rouge and one RSD school in Shreveport. The RSD, in collaboration with the LDOE, has also worked with several – mostly rural – LEAs pursuant to detailed agreements that allow the LEAs to continue to operate the schools upon the condition that such districts work collaboratively with the RSD regarding critical aspects of school accountability and/or school operations.

As an example of the power of this turnaround mechanism, from 2007 to 2014, schools in the RSD in New Orleans demonstrated academic growth rates four times greater than the state's average academic growth rate during the same period. (See chart below for more detailed performance growth information)



p. 48 possessive (?)

Refining the High School Accountability Formula (i.e., schools with grade 12)

The high school formula was dramatically simplified in order to focus schools and school leaders on measures that matter most – assessments of college- and career-readiness and high school graduation. Specifically, School Performance Score calculations for high schools consist of the schools cohort graduation rate, performance on End-of-Course Tests, performance on the ACT, and a simplified, more rigorous Graduation Index. The Board of Elementary and Secondary Education approved the revisions to the high school accountability formula described below in June 2012 (see Appendix 2.B).

p. 73 responsive (?)

	partnership, or management agreement.	identified as Focus schools. Some of these schools improved their performance while in the Recovery School District.
--	---------------------------------------	---

2.D.ii Provide the SEA's list of priority schools in Table 2.

The 2013-2014 list of Reward, Priority, and Focus schools for use in the 2015-2016 school year can be viewed at this link: <http://www.louisianabelieves.com/docs/default-source/accountability/2013-2014-focus-reward-priority-list.xlsx?sfvrsn=10> The list of schools using data from the 2014-2015 data for use in the 2016-2017 school year will be released prior to January 31, 2016.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

Overall, the RSD's turnaround philosophy closely mirrors and aligns with the turnaround principles emphasized by the USDOE. During the 2013-14 school year, the RSD managed direct-run schools on a day-to-day basis. However, beginning with the 2014-15 school year, the RSD no longer directly manage any schools. All RSD schools will be charter schools (Type 5 charter schools). The relationship between the RSD and charter schools is governed by accountability through the charter school contract, providing system-wide supports to support equity, and broad oversight rather than direct management. The system wide supports (e.g., enrollment, expulsion policy, etc.) described below demonstrate how the unique components of a state-run school district allow for an organizational structure and reactive interventions that motivate student success.

(1) Providing Strong Leadership

The RSD provides operational flexibility to each of its charter schools by giving each school leader the authority to make all scheduling, staff, curriculum, and budget decisions at the school level, with the oversight and guidance of their charter boards. School leadership plays a fundamental role in the success of schools. In a charter school application, school leaders and partners to whom the school is assigned are new operators and

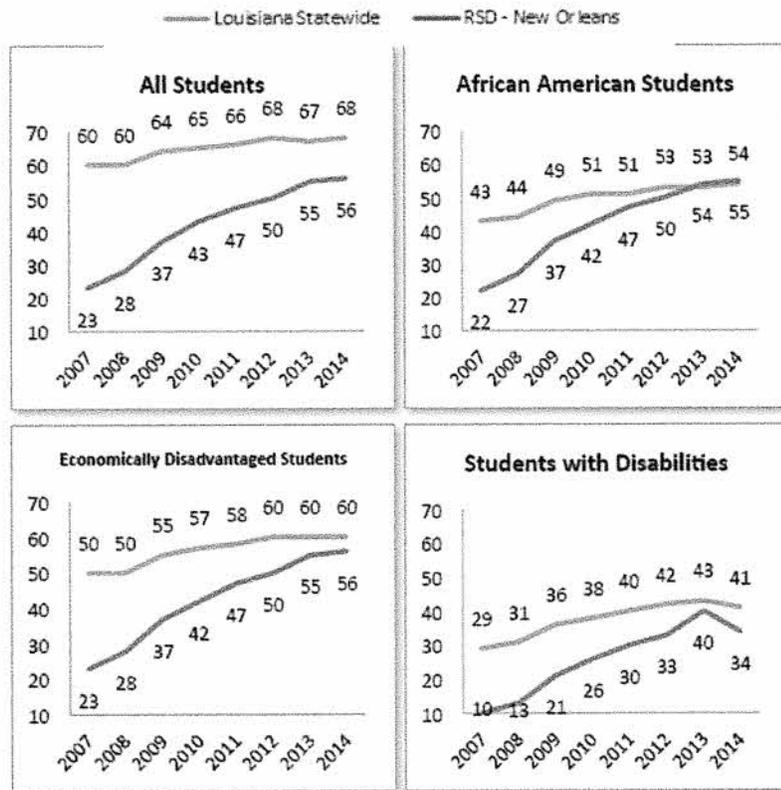
Explanation. One of the biggest strengths I see in this application through reading the history from 1999 until present, which I thoroughly enjoyed because I did not enter the K-12 system until 2009, is that whether all of us at the ground could see it along the way, and regardless of whether we can all see it now, state leaders have been very responsive to new challenges, expanding meaningful supports and interventions to more districts, schools, professionals, students and families across the state and now, gradually going into even deeper levels of the school and classroom with continued teacher and principal professional development and supports; looking at subgroups and super subgroups of students and the unique dynamics and factors-- challenges and strengths--that exist in schools and communities.

New Orleans in 2005 was a unique situation in the midst of the 1999-2015 timeline in our state. There was no choice but to respond quickly which may have been reactive—that was the same no matter where you were in the state, for example, I was in my counseling psychology graduate program at that time and we served as first responders for evacuees in Ruston, LA. Many were suffering from PTSD, and at the same time trying to locate family members and friends, needed assistance with FEMA, getting oriented to living in a college dorm with other families and their children, all of whom needed financial assistance, clothes, food, and some with infants and toddlers who needed diapers—nothing can truly prepare anyone for a situation like the aftermath of Katrina. You go and you do whatever you can. But the term "reactive" in districts where I have worked is often discussed as a place from which we need to move away and toward being proactive and responsive.

That said, before then, and in the time since, what I can see in the history-to-now is a progression of policy changes and solutions based on educator input, the changing needs of students, professionals and schools given the changing expectations of the world for which we are charged with being knowledgeable and preparing our next generation to be successful and a great deal of work. And what is particularly striking to me on p. 41 is the rate of progress that has been achieved in Nola.

As the chart on the right demonstrates, over the past seven years, the RSD has increased student proficiency (students scoring "Basic" or above) on all state standardized tests by 33 percentage points, while the state has increased eight percentage points.

The RSD schools in New Orleans have also shown significant growth for special student populations at a far greater rate than the state's average growth. In fact, in 2014, the RSD in New Orleans actually surpassed the state's average for achievement for African American students.



We absolutely need to continue raising the bar, insist on high expectations for students, professionals and schools; hold ourselves accountable and be held accountable to kids, families and the public in a meaningful way and not lose focus on that because we do still have work to do. Looking at different policies, system structures, interventions, mindsets and attitudes and how those and any other factors impact the rate of progress we make toward goals we set as a state and beyond, in my opinion, are such important pieces of the work moving forward.

There are many strengths among educators and within schools I work, and I have confidence in our kids and our state's professionals' abilities to drive this work in partnership with families, communities and all stakeholders. One challenge I find too many times that does a pose a barrier is a gap among professional perceptions when we talk about what is involved in both understanding and meeting all kids' needs in practice—that "sense of urgency" feeling. One thing I repeatedly find is that it depends on whose eyes you're looking through—your own or a child's. In my view, it is the next generation's opportunities and timeline within which we should be considering and working not our own. I see that commitment and sense of urgency still with regard to where we are currently—a good balance exists from what I see—within Louisiana's proposal through the waiver application to align work and goals based on the principles within the grant. I really like that, all of it.

I digressed a bit, but with all of that said, where I am coming from with the term "reactive," is that in districts and schools and through conversations with some educators where I have worked the term is often discussed as a place from which we need to move away and move toward being proactive, purposeful, and responsive. That may just be the connotation I infer based on my individual experiences.

Comments

p. 11

2.A. Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support:

In its request for renewal of ESEA flexibility, each SEA must

- demonstrate that a school may not receive the highest rating in the SEA's differentiated recognition, accountability, and support system if there are significant
 - achievement or
 - graduation rate

gaps across subgroups that are not closing in the school.

I like this. When I talk to parents in different schools, one common theme whether the school is rated A, F or anywhere in between, all parents want their child(ren) to be successful; they want their child(ren)'s needs met; they want for the school level professionals to be earnest in working with their child(ren); and they want to be able to see that in professionals' interactions with them, with their child(ren) and through their child(ren)'s short-term goal-attainment in different areas of life impacted, and thus, overall academic performance.

Currently, a school labeled an "A" cannot guarantee what all parents want exists for their child(ren) in that school. This is something to continue working toward, and I like this criterion as a way of guiding expectations, progress and accountability in that direction. I see feedback from parents addressed throughout this application (just to mark a few examples on pp. 92, 109, 114 to provide support in schools in addition to expansion of choice for parents).

In conjunction with the incredibly hard work that has gone into development, adoption, training, and implementation of higher academic expectations, as well as, honoring that time and preserving that work for teachers to review the standards through the Standards Review Committee, I like the attention to and delineation of roles and responsibilities of different levels of government on p. 43,

communities, and continue to drive student achievement statewide. The LDOE is achieving these aims by: (1) maintaining rigorous school and district letter grades, (2) focusing the state accountability system on rigorous student work indicative of college and career readiness, (3) simplifying the calculation of School and District Performance Scores, and (4) enhancing the public reporting of essential metrics, such as subgroup performance, to drive schools' plans to improve overall and to address the needs of their most struggling students.

While Louisiana is strengthening its nationally-acclaimed accountability system, it must also enable LEAs to focus more attention and resources on improving their struggling schools. State leaders must get rid of both federal- and state-created red tape for Louisiana educators. As explained in Section 2F, the LDOE is fully committed to this end.

As Louisiana continues its efforts to peel away the ineffective elements and unleash the most effective components of the state-developed system, it is important to note that Louisiana's philosophy for distinguishing effective and ineffective components of accountability is rooted in its beliefs about the roles of different levels of government, with the U.S. Department of Education, Louisiana Department of Education and State Board of Elementary and Secondary Education, local school governing authorities playing very different, but critical roles. The U.S. Department of Education, as directed by Congress, sets rigorous expectations that states will offer equitable, high-quality educational opportunities for all students. State education officials, in response to federal and state law, set expectations for schools, motivate high performance, publicly report on school performance, and hold schools accountable for student outcomes. Local school governing authorities ultimately carry the responsibility for achieving student growth through personnel, curriculum, and targeted interventions. These clearly-defined roles will directly inform the performance measures used, as well as the supports and interventions provided.

Creating Rigorous Scho



I think this will support continued coordination, alignment, understanding different perspectives, and thus, continued and increasingly meaningful and productive collaboration focused on our common goals. This too, I see as important to achieving increased rates of progress for all students, professionals and schools.

The next two pages (p 45, p 60) as well as the entire sections on standards and accountability matter to me more specifically within my role as an advocate for and in my experiences of serving and observing certain practices in schools where our work with students with disabilities and those who struggle with learning and behavior prior to referral for evaluation are concerned. I have attached three separate documents to the email in addition to this one; it is that significant to me that we do celebrate the progress and both maintain and instill a sense of urgency in other professionals regarding the responsibility and ownership we have in serving all kids. For p. 45, I am glad we removed LAA-2 and one attachment (i.e. *Letter_Edreform*) will actually be a letter I sent to legislators during the 2013 session as to why I supported higher standards then and within that letter is a case example of what may have been an unintended consequence of LAA-2. Another attachment (i.e. *Blinded_Reeval2*) will demonstrate what is now occurring with the removal of LAA-2 and that is, classify kids who once met criteria for LAA-2 so they can be eligible for LAA-1. We have to change that mindset.

Assessment	Grade	Subjects
LEAP	3, 5, 6, 7	ELA, Mathematics, Social Studies, and Science
LEAP	4, 8	ELA, Mathematics, Social Studies, and Science
End-of-Course Tests	9, 10, 11, 12	English II, English III, Algebra I, Geometry, Biology, and American History
LAA 1	3, 5, 6, 7, 10	ELA, Mathematics
	4, 8	ELA, Mathematics, Science
	11	Science
LAA 2	5, 6, 7, 10	ELA, Mathematics
	4, 8	ELA, Mathematics, Social Studies, and Science
	11	Social Studies, Science

Table 2.C. Content Assessments Prior to 14-15

Beginning in third grade, students participate in the Louisiana Education Assessment Program (LEAP) which has increased in rigor and quality with the adoption of new state academic content standards. In high school, End-of-Course Tests are offered in English II, English III, Algebra I, Geometry, Biology, and US History, and students are required to pass at least three End-of-Course Tests – in English, Math, and Biology or US History – in order to graduate. Additionally, alternate assessments are offered in a variety of grades and subjects for students meeting specific, rigorous eligibility criteria. The Louisiana Alternate Assessment, Level 2 (LAA 2) was last administered in grades 4-8 in 2013-2014 and may not be administered to any high school student who enters a cohort after 2013-2014.

(2) Nationally-based Assessments

In 2009-2010, the State of Louisiana adopted the ACT as the statewide College- and Career-Readiness Policy. The state committed to administering the ACT to all 11th graders in Louisiana. According to BESE’s plan, statewide adoption of the ACT provides “students, teachers,

Again, higher performance for students within traditional ESEA subgroups continues to be emphasized, assessed, reported, and used to inform supports and interventions. However, the new super subgroup measure allows the LDOE to assess over 95% of its schools through the traditional subgroup performance, but also performance of schools' non-proficient students. This additional measure ensures greater accountability, recognition, and support for Louisiana's statewide effort to close achievement gaps for all subgroups of students, including traditional subgroups (e.g., ELL, students with disabilities) and Louisiana's expansive subgroup of non-proficient youngsters.

How Does Louisiana's Value-Added Model Support Traditional Subgroups and Non-Proficient Students?

Maintaining Louisiana's growth model² is critical as Louisiana works to protect the rights and opportunities of its underserved children. The model – focused on past student achievement – is used to ensure teachers continuously improve their effectiveness with all students, but particularly non-proficient students and subgroups statewide.

Key Facts about Louisiana's Value-Added Growth Model:

(1) Louisiana's Accountability Formula Remains Focused on Student Performance Status

The growth measure is not part of Louisiana's core accountability formula. Instead, the state's primary question remains – what is the status of student performance, equally considered among all students?

(2) The Growth Model Protects Kids' Interests as Louisiana Continues to Raise the Bar

As described throughout Principle 2, Louisiana's accountability proposal removes points for performance below proficiency (i.e., Approaching Basic on LEAP 2025, Fair on EOCs). This was a dramatic, but critical shift for the state. The LDOE is committed to continuously raising the bar in order to support college- and career-readiness for all students.

However, because Louisiana is removing points for performance below proficiency, the state is left with the question: How will Louisiana protect the needs of kids who are below proficient right now? To protect low-performing students who need more attention, not less, Louisiana's accountability system must incentivize teachers and school leaders to provide additional supports and interventions. Louisiana's answer: a growth-based progress point system. Louisiana ensures that schools and educators maintain and increase supports for all low-performing kids – including struggling students with disabilities or underperforming students. Louisiana's system also ensures that students with high levels of need, such as students with more than 50% of non-proficient students exceeding expectations in grades 3-12 receive rewards and recognition.

Here, I liked again the thoughtfulness of looking at what has been implemented, where we have been, where we are today, what questions still remain, and providing a meaningful direction and solutions. The *BlindedReeval_2* attachment also illustrates one of many reasons I support the need for fewer tests, absolutely having an annual test, and having a strong accountability system in place that includes providing meaningful information for educators to act on **and** holds us accountable for doing so in a way that demonstrates student progress and growth across groups, subgroups, super subgroups—**ALL** kids.

And through a final (additional) attachment that, in addition to the example in the *Letter_Edreform* which happens to be in this one as well, are examples of what I saw could happen just implementing and modeling in practice the ideas of empowering educators, parents, and kids; building partnerships, believing in kids and bringing all professionals together around that sole purpose—our collective responsibility to help any child succeed. These concepts, although sometimes referred to as propaganda, are major tenets I was learning and internalizing through involvement in the work on LA Believes Advisory in 2012. The applied concepts do work and if every student were given that support as they need it, I think about all that could be achieved, like in Nola, at a faster rate of progress and change for all schools and kids. It's an awesome reminder and motivator.

Attachment 3

Notice and Information Provided to the Public Regarding the Request



SCHOOL LETTER GRADES

SCHOOL PERFORMANCE SCORES

TOP GAINS SCHOOLS

FEDERAL ACCOUNTABILITY

FEDERAL ACCOUNTABILITY

In addition to the state's accountability system, Louisiana must also comply with federal requirements for accountability. The Elementary and Secondary Education Act, also known as No Child Left Behind, requires states to improve student achievement.

In May 2012, the U.S. Department of Education approved a waiver for certain requirements of federal law in exchange for strengthening the state accountability system. The Board of Elementary and Secondary approved the changes to the accountability system in June 2012.

Impact of the federal waiver on the state's accountability system:

- Schools grades will no longer award points in the School Performance Score for students who are below proficient.
- The high school grading formula rewards student achievement on the ACT and college-level exams, including Advanced Placement and International Baccalaureate tests.
- The school's grading formula recognizes progress with low-performing students.

In return for greater rigor and commitment to student achievement, schools gained flexibility in federal funding for schools with high populations of students living in or near poverty (Title I) and for rural education (Rural Education Achievement Program REAP). The waiver also eliminated bureaucratic reporting requirements, including federal reports such as 1003(a) School Improvement Plans and Highly Qualified Teacher Target Improvement Plans.

The required Elementary and Secondary Education Act (ESEA) flexibility waiver renewal process includes the opportunity for stakeholders to comment on the proposed application submitted by the Department. The proposed submission may be viewed [here](#) and comments submitted to ESEAWaiver@la.gov before June 30, 2015 will be considered.



**HOT TOPICS
FOR YOUR INFORMATION
YOU MIGHT ALSO LIKE**

Louisiana Department of Education
1201 North Third Street
Baton Rouge, LA 70802-5243
Toll-Free 1.877.453.2721



Attachment 4

Evidence that the State has formally adopted college-and-career-ready content standards consistent with State's standards adoption process (BESE meeting minutes (Highlighted Item 9-J-3), Executive Summary and Recommendations July 2010)

LOUISIANA STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION JULY 1, 2010

The Louisiana Purchase Room
Baton Rouge, LA

The Louisiana State Board of Elementary and Secondary Education met in regular session on July 1, 2010, in the Louisiana Purchase Room, located in the Claiborne Building in Baton Rouge, Louisiana. The meeting was called to order at 9:08 a.m. by Board President Keith Guice and opened with a prayer by Ms. Donyell McGlathery, representing Educate Now.

Board members present were Mr. Dale Bayard, Ms. Connie Bradford, Ms. Glenny Lee Buquet, Ms. Penny Dastugue, Mr. Jim Garvey, Mr. Keith Guice, Mr. Walter Lee, and Mr. Chas Roemer.

Mr. John Bennett, Ms. Louella Givens, and Ms. Linda Johnson were absent.

Mr. Nick Lemoine, a student at University High School, led the Pledge of Allegiance.

Agenda Item 5 On motion of Mr. Lee, seconded by Mr. Roemer, the Board approved the agenda, as printed and disseminated, with the addition of Emergency Agenda Items 14 – 21. (Schedule 1)

Agenda Item 6 On motion of Mr. Lee, seconded by Ms. Dastugue, the Board approved the minutes of May 20, 2010, and June 8, 2010.

Agenda Item 7 **Notices of Intent**

Agenda Item 7-A **Notices of Intent duly advertised in the March 2010 issue of the Louisiana Register and ready for final adoption.**

Agenda Item 7-A-1 On motion of Ms. Dastugue, seconded by Mr. Lee, the Board approved for final adoption Bulletin 119, *Louisiana School Transportation Specifications and Procedures*: Chapters 1 – 31.

Agenda Item 7-A-2 On motion of Ms. Dastugue, seconded by Mr. Lee, the Board approved for final adoption revisions to Nonpublic Bulletin 741, *Louisiana Handbook for Nonpublic School Administrators*: §2111. Assessment Requirements for a State Diploma.

- Agenda Item 7-A-3 On motion of Ms. Dastugue, seconded by Mr. Lee, the Board approved for final adoption revisions to Bulletin 741, *Louisiana Handbook for School Administrators*: §2317. High Schools, §2318. The College and Career Diploma, §2319. The Career Diploma, §2341. English, §2347. Health Education, §2353. Mathematics, §2361. Science, and §2363. Social Studies.
- Agenda Item 7-A-4 On motion of Ms. Dastugue, seconded by Mr. Lee, the Board approved for final adoption revisions to Bulletin 741, *Louisiana Handbook for School Administrators*: §2377. General Career and Technical Education.
- Agenda Item 7-A-5 On motion of Ms. Dastugue, seconded by Mr. Lee, the Board approved for final adoption revisions to Bulletin 741, *Louisiana Handbook for School Administrators*: §2347. Health Education.
- Agenda Item 7-A-6 On motion of Ms. Dastugue, seconded by Mr. Lee, the Board approved for final adoption revisions to Bulletin 741, *Louisiana Handbook for School Administrators*: §901. Scheduling.
- Agenda Item 7-A-7 On motion of Ms. Dastugue, seconded by Mr. Lee, the Board approved for final adoption revisions to Bulletin 741, *Louisiana Handbook for School Administrators*: §343. Unsafe Schools.
- Agenda Item 7-A-8 On motion of Ms. Dastugue, seconded by Mr. Lee, the Board approved for final adoption revisions to Bulletin 1706, *Regulations for the Implementation of the Children with Exceptionalities Act*: §151. Adoption of State Complaint Procedures and Early Resolution Program, §152. Formal Written Complaints Filing and Content Requirements, §153. Formal Written Complaint Procedures, §160. Participation in Assessments, §230. LEA Jurisdiction, §301. Parental Consent, §512. Hearing Rights, §601. State Monitoring and Enforcement, §603. State Use of Targets and Reporting, §607. Public Attention, §705. Subgrants to LEAs, §802. State Administration, §803. Subgrants to LEAs, and §905. Definitions.
- Agenda Item 7-A-9 On motion of Ms. Dastugue, seconded by Mr. Lee, the Board approved for final adoption revisions to Bulletin 1929, *Louisiana Accounting and Uniform Governmental Handbook*: Chapters 1 – 13.
- Agenda Item 7-B **Notices of Intent duly advertised in the April 2010 issue of the Louisiana Register and ready for final adoption after July 19, 2010.**

Agenda Item 7-B-1 On motion of Ms. Dastugue, seconded by Mr. Lee, the Board approved for final adoption revisions to Bulletin 111, *The Louisiana School, District, and State Accountability System*: §613. Calculating a Graduation Index, §1101. Performance Labels, §1601. Entry Into and Exit From Academically Unacceptable School Status, §4311. Performance Labels, §5101. Definition of a Distinguished Educator, and §5103. Role of the Distinguished Educator.

The Board agreed to take Agenda Item 13 out of order.

Agenda Item 13 Secretary of State Jay Dardenne provided Board members with handouts entitled “Continuing the Legacy – Character Education Program” and “Continuing the Legacy – Character Education Program – Lesson Plan Grades 9-12” and reviewed that information with the Board. Mr. Dardenne introduced Ms. Memory Seymour, who developed the curricula for this program. Ms. Seymour responded to Board members’ questions. Mr. Dardenne stated that he would provide the entire curricula to State Superintendent Pastorek.

On motion of Mr. Lee, seconded by Ms. Bradford, the Board received the report regarding the character education program modeled after Coach Eddie Robinson; endorsed the “Developing Necessary Attributes (DNA) for Life Development Program;” and directed the LDE to review possible strategies for implementation of the program, working with Secretary of State Jay Dardenne and his staff to develop those strategies.

Agenda Item 8

Report by the State Superintendent of Education

State Superintendent Pastorek stated that the entirety of his report would be presented by Ms. Leslie Jacobs.

Ms. Jacobs provided the Board members with a detailed analysis of the progress of schools in New Orleans. She provided Board members with a PowerPoint presentation entitled “Public Schools in New Orleans, June 2010” and reviewed that information with the Board. Ms. Jacobs also provided Board members with information entitled “2010 English and Math - All Grades (3-11) - % of Students Basic and Above” and “English and Math: Performance Gains - 2005 vs. 2010 – All Performance Levels.”

Ms. Jacobs also provided the Board with a handout entitled “Leslie’s Notebook,” which contained information regarding High School Performance, 2005 Pre-Katrina, Post-Katrina to Today, the GEE, and the Drop Out Struggle. This information indicated that overall school quality has improved, student performance is on the rise, and more seniors are graduating.

Agenda
Item 9-A

Board Administration/Relations Committee

(Schedule 2)

- 9-A-1 On motion of Mr. Lee, seconded by Ms. Buquet, the Board received the report on out-of-state travel to be reimbursed by the LDE for non- employees.
- 9-A-2A On motion of Ms. Buquet, seconded by Ms. Dastugue, the Board approved the proposed program, budget, and guidelines for statewide program, Local Teacher Quality (S052), (LDE), for FY 2010-2011.
- 9-A-2B On motion of Ms. Buquet, seconded by Ms. Dastugue, the Board approved the proposed program and budget for statewide program, LEAP for the 21st Century (S005), (LDE), for FY 2010-2011.
- 9-A-2C On motion of Ms. Buquet, seconded by Ms. Dastugue, the Board approved the proposed program and budget for statewide program, Academic/ Vocational Enhancement of BESE Special Schools (S036C), (SEC), for FY 2010-2011.
- 9-A-2D On motion of Ms. Buquet, seconded by Ms. Dastugue, the Board approved the proposed program, budget, and guidelines for statewide program, Quality Classroom Literacy and Numeracy Support Initiative, (S059), (LDE), for FY 2010-2011.
- 9-A-2E On motion of Ms. Buquet, seconded by Ms. Dastugue, the Board approved the proposed program, budget, and guidelines for statewide program, Louisiana’s Adolescent Literacy Plan (S064), (LDE), for FY 2010-2011.
- 9-A-2F On motion of Ms. Buquet, seconded by Ms. Dastugue, the Board approved the proposed program and budget for statewide program, Foreign Language Model Program, (S003), (LDE), for FY 2010-2011.

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On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received and referred to the Board Administration/Relations Committee for August 2010: Reconsideration of the BESE Annual Meeting Schedules for the remainder of 2010 and for 2011.

- 9-A-3 On motion of Mr. Lee, seconded by Ms. Buquet, the Board authorized the staff to advertise for professional services to conduct program evaluations for FY 2010-2011 and to review applications and make recommendations for evaluators to the Committee.

- 9-A-4 On motion of Mr. Lee, seconded by Ms. Buquet, the Board received an update report regarding The Race to the Top grant and retained the item on the agenda.
- 9-A-5 On motion of Mr. Lee, seconded by Ms. Buquet, the Board received the report regarding the reauthorization of the Elementary and Secondary Education Act (ESEA).
- 9-A-6 On motion of Mr. Lee, seconded by Ms. Buquet, the Board received the report regarding virtual learning opportunities in Louisiana and other states.

Agenda **Finance Committee** (Schedule 3)
 Item 9-B

- 9-B-1 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the report by fiscal unit/BESE initiative on contracts of \$50,000 and under approved by the State Superintendent of Education and received by the Board.
- 9-B-2 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the report by fiscal unit/BESE initiative on contracts over \$50,000 approved by the Board.
- 9-B-3 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the report on federal/state grants received by the LDE.
- 9-B-4 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the report from the LDE’s Director of Internal Audit.

Grants and Allocations

Disadvantaged or Disabled Student Support - Formula

- 9-B-5 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the following grant:

Allocation:	Title I School Improvement Grants
Amount:	\$17,924,635
Funding Period:	07/01/10 – 09/30/11
Source of Funds:	Federal

(Motion continues on page 6)

Purpose: The purpose of these funds is to provide additional academic support and learning opportunities to help low-achieving children master challenging curriculum and meet state standards in core academic subjects. Only districts that have Title I schools in School Improvement qualify for the Title I School Improvement funds.

(b)(4)

9-B-6

On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the following grant:

Allocation: Diverse Delivery of Prekindergarten and Promoting Kindergarten Readiness of Louisiana's Children Through Partnerships

Amount: (b)(4)

Funding Period: 07/01/10 - 06/30/11

Source of Funds: IAT-DSS

Purpose: The purpose of the *Diverse Delivery of Prekindergarten and Promoting Kindergarten Readiness of Louisiana's Children Through Partnerships* is to provide high-quality early childhood educational experiences through a diverse delivery model to four-year old children who are considered to be "at risk" of not achieving later academic success. The program will provide six hours per day of educational experiences through a partnership with two school districts (Livingston and Ouachita) and two private child care providers within those districts. The program will be offered at no cost to those children whose families qualify for free/reduced price meals. Programs will adhere to Cecil J. Picard LA 4 Early Childhood Program approved guidelines and regulations.

Basis of Allocation: Two school districts were chosen for this program based on their efforts to promote the diverse delivery model of offering prekindergarten programs, available eligible 4-5 star rated child care centers, and the LEA's ability to implement high-quality early childhood programs. Monies are allocated on a per-classroom basis; one per district. Allocations are based on \$100,000 per classroom in order to provide services to 20 students eligible for free/reduced price meals for the 6-hour educational portion of the day.

School and Community - Formula

9-B-7 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the following grant:

Allocation: Migrant Education
Amount: \$1,726,405
Funding Period: 07/01/10 - 09/30/11
Source of Funds: Federal

Purpose: The Migrant Education Program provides funding to eligible entities to help migratory children to overcome educational disruption, cultural language barriers, social isolation, and other factors that inhibit the ability of such children to achieve high academic standards.

Basis of Allocation: The eight approved Local Operating Agencies (LOAs) are eligible to receive an initial allocation based on the substantially approvable applications submitted. Allocation amounts are determined by a funding formula. Each LOA is awarded an equal amount per student and an additional amount for students determined to be most at-risk for academic failure.

9-B-8 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the contracts of \$50,000 and under approved by the State Superintendent of Education.

9-B-9 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the report on the Education Excellence Fund.

9-B-10 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the audit report of the LDE – FY 2008-2009.

9-B-11 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the Bureau of Internal Audit-Annual Audit Plan.

9-B-12 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the revised FY 2010-2011 MFP Resolution (revised June 16, 2010).

9-B-13 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the proposed MFP Formula Study Agenda for FY 2010-2011.

9-B-14 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the report on the student-based budgeting.

9-B-15 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the Fiscal Dialogues as a result of the Fiscal Risk Assessment process for FY 2009-2010.

9-B-16 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the report on the Type 2 Charter School Allocation.

Grants and Allocations

Disadvantaged and Disabled Student Support - Competitive

9-B-17 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Stewart B. McKinney Homeless Act
Amount: \$915,372
Funding Period: 07/01/10 - 09/30/11
Source of Funds: Federal

Purpose: The federal McKinney-Vento Homeless Assistance grants ensure that all homeless children and youth have equal access to the same free, appropriate public education as any non-homeless child or youth. These are competitive grants and are awarded on a three-year cycle with continuation applications filed annually. The FY 2010-2011 award will provide continuation funding for year three of the three-year grant award period.

Basis of Allocation: Homeless projects and consortium awards are based on a proportionate share of the allocation. All homeless projects and consortiums receive an initial award with a base, plus a per pupil amount determined by the number of identified homeless students.

9-B-18 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Even Start Family Literacy
Amount: \$1,154,702
Funding Period: 07/01/10 – 06/30/11
Source of Funds: Federal

Purpose: The purpose of this program is to break the cycle of poverty and illiteracy by integrating early childhood education, adult education, parenting education, and parent/child interactive literacy activities into a unified family

(Motion continues on page 9)

literacy program. Implementation is achieved through cooperative projects that build on existing community resources to create a new range of services, to promote academic achievement of children and adults, and to assist them in achieving challenging state and student performance standards.

Basis of Allocation: Competitive subgrants are awarded on a four-year funding cycle through a process mandated by ESEA, Title I, Part B, Subpart 3, of the No Child Left Behind Act of 2001. Preliminary allocations for substantially approvable projects are submitted to BESE for its approval at the June meeting. Final allocations will be submitted to BESE for approval after the final allocation is received from USDOE.

9-B-19

On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: School Improvement Grants
Amount: \$8,100,405.41
Funding Period: 07/01/10 - 09/30/11
Source of Funds: Federal

Purpose: The American Recovery and Reinvestment Act (ARRA) of 2009 provided the United States Department of Education (USDOE) with more than \$100M in stimulus funding. The USDOE used a portion of this money to make substantial investments in the 1003(g) School Improvement Grants program. They also used the opportunity to enhance the regulations for the program, turning it into a national program to turn around low-performing schools.

The LDE exercised its option to expand the list of eligible schools to include all Title I schools in the state with an SPS below 75. The LDE then devised a competitive process, the High-Performance Schools Initiative (HPSI), to determine the commitment and capacity of LEAs to implement one of the four interventions outlined by the USDOE. Each LEA application was reviewed five times by external reviewers. The highest and lowest score for each application were dropped with the remaining three scores averaged to rank applications.

Basis of Allocation: A formula was used to determine recommended allocations. The formula took into account the type of intervention proposed, whether the intervention was new for 2010-2011 or had already begun within the past two years, and the size of the student population.

FUNDING CONTINGENT UPON USDOE APPROVAL OF APPLICATION.

9-B-20

On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: School Improvement Grants – Recovery Act
Amount: \$21,455,472.97
Funding Period: 07/01/10 - 09/30/11
Source of Funds: Federal

Purpose: The American Recovery and Reinvestment Act (ARRA) of 2009 provided the United States Department of Education (USDOE) with more than \$100M in stimulus funding. The USDOE used a portion of this money to make substantial investments in the 1003(g) School Improvement Grants program. They also used the opportunity to enhance the regulations for the program, turning it into a national program to turn around low-performing schools. The LDE exercised its option to expand the list of eligible schools to include all Title I schools in the state with an SPS below 75. The LDE then devised a competitive process, the High-Performance Schools Initiative (HPSI), to determine the commitment and capacity of LEAs to implement one of the four interventions outlined by the USDOE. Each LEA application was reviewed five times by external reviewers. The highest and lowest score for each application were dropped with the remaining three scores averaged to rank applications.

Basis of Allocation: A formula was used to determine recommended allocations. The formula took into account the type of intervention proposed, whether the intervention was new for 2010-2011 or had already begun within the past two years, and the size of the student population.

FUNDING CONTINGENT UPON USDOE APPROVAL OF APPLICATION.

Quality Educators - Competitive

9-B-21

On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Math and Science Partnerships
Amount: \$63,000
Funding Period: 04/01/09 – 09/30/10
Source of Funds: Federal

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Purpose: . The purpose of the Math Science Partnership Projects, established under Title II, Part B, of NCLB Act of 2001, is to assist districts as they create opportunities for enhanced and ongoing professional development for mathematics and science teachers. The MSP program has been designed to improve the academic achievement of students by enhancing content knowledge and teaching skills of classroom math and science teachers.

Basis of Allocation: This is a redistribution of funding. One school did not expend all of the Math and Science Partnership funds allocated. Math Science Partnership subgrants will be awarded on a competitive basis to school systems who partner with the science, technology, engineering, and/or mathematics departments at institutions of higher learning. All districts were eligible to participate in a partnership. The amount of funds to be awarded to any district is based on the program proposals and review scores.

Classroom Technology - Competitive

9-B-22 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: EETT - TLTC
Amount: \$1,785,026
Funding Period: 07/01/10 – 09/30/11
Source of Funds: Federal

Purpose: The purpose of the competitive Enhancing Education Through Technology Title II-D program is to assist high need school systems in improving student achievement through the effective use of technology. Grant funding will serve to enhance ongoing efforts to improve teaching and learning through the use of technology. For the grant cycle, 07/01/10 to 09/30/11, there is one competitive award category: Regional Teaching, Learning, and Technology Centers (TLTC). This grant establishes one TLTC in each BESE region which services its surrounding districts. TLTCs serve as an extension of the LDE and assist with the development and implementation of technology integrated professional development and leadership programs.

Basis of Allocation: This grant is awarded through a competitive process and is open to high-need districts with a poverty rate of 17.6% or above or eligible partnerships consisting of high-need and non high-need districts. Out-of-State review teams evaluate all eligible proposals using a prescribed

(Motion continues on page 12)

rubric and by conducting an interview with prospective applicants. The total FY 2010-2011 federal EETT Title II-D allocation award amount is approximately \$1,878,974.00. The LDE retains 5% administrative funds from the grant, which equates to approximately \$93,948.00. After administrative funds have been deducted, 100% of the remaining funds are awarded as competitive grants.

School and Community Support - Competitive

9-B-23 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Carl Perkins Career and Technical Education
Amount: (b)(4)
Funding Period: 07/01/10 – 06/30/11
Source of Funds: IAT-LCTCS

Purpose: The purpose of this program is to more fully develop the academic, vocational, and technical skills of secondary students who elect to enroll in a career and technical education program by: (1) building on the state and local efforts to develop challenging academic standards; (2) promoting the development of services and activities that integrate academic, career, and technical instruction, and that link secondary and postsecondary education for participating career and technical education students; and (3) providing professional development and technical assistance that will improve career and technical education programs, services, and activities.

Basis of Allocation: Allocations are computed according to the proportional number of youth population within the LEA and the number of low-income youth within the LEA. Allocations are computed by LCTCS staff.

Adult Education - Competitive

9-B-24 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Adult Education – State Funds
Amount: (b)(4)
Funding Period: 07/01/10 – 06/30/11
Source of Funds: State

(Motion continues on page 13)

Purpose: The Adult Education State Grant Program provides grants to encourage, expand, and improve educational opportunities for adults conducting adult education programs, services, and other activities. This program is designed to provide educational opportunities for students 16 years of age and older, not currently enrolled in school, and lacking a high school diploma or the basic skills to function effectively in the workplace.

Basis of Allocation: An open, competitive request for proposals (RFP) was conducted to determine the grant award for FY 2010-2011. Applications were read and scored by a panel of readers according to the established selection criteria. Applicants meeting 70% of the possible points with adequate progress/ performance were recommended for funding. Services to districts not recommended for funding will be provided through local consortia for adult basic education, with the district not recommended partnered with a successful applicant district to serve as the fiscal agent responsible for the services in multiple districts. Allocations were computed based upon the eligible population, service delivery, execution, and progress indicators and distributed according to the BESE approved funding formula.

9-B-25

On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Adult Education – Federal Funds
Amount: \$3,461,840
Funding Period: ... 07/01/10 – 09/30/11
Source of Funds: Federal

Purpose: The Adult Education State Grant Program provides grants to encourage, expand, and improve educational opportunities for adults conducting adult education programs, services, and other activities. This program is designed to provide educational opportunities for students 16 years of age and older, not currently enrolled in school, and lacking a high school diploma or the basic skills to function effectively in the workplace.

Basis of Allocation: An open, competitive request for proposals (RFP) was conducted to determine the grant award for FY 2010-2011. Applications were read and scored by a panel of readers according to the established selection criteria. Applicants meeting 70% of the possible points with adequate progress/performance were recommended for funding. Services to districts not recommended for funding will be provided through local consortia for adult basic education, with the district not recommended partnered with a successful applicant district to serve as the fiscal agent

(Motion continues on page 14)

responsible for the services in multiple districts. Allocations were computed based upon the eligible population, service delivery, execution, and progress indicators and distributed according to the BESE approved funding formula.

9-B-26 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Adult Education – Federal Supplemental Funds
Amount: \$226,000
Funding Period: 07/01/10 – 09/30/11
Source of Funds: Federal

Purpose: The purpose of this program is to provide funding to operate consortia of adult education programs in designated districts that serve as the fiscal agent to partnering districts.

Basis of Allocation: The Louisiana State Plan for Adult Education states that up to 5% of the federal adult education dollars may be set aside for family literacy projects. Applications were read and ranked by a panel of readers, according to established selection criteria. Applicants who met the selection criteria for funding were listed in rank order from highest to lowest score. Allocations were then made until all available funds were awarded, based on the following calculation: (Base of \$75,000 for applicants with no other family literacy funding, such as the Even Start Family Literacy Program, + a per family amount of \$332.22).

9-B-29 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Adult Education – Federal One Stop Centers
Amount: \$72,461
Funding Period: 07/01/10 – 09/30/11
Source of Funds: Federal

(Motion continues on page 16)

Purpose: The Louisiana State Plan for Adult Education states that an amount equal to 1% of the federal flow through dollars will be dedicated to the One Stop Centers designated within each Workforce Investment Area of the state, to support adult education activities at that site. The adult education One Stop negotiators will determine how these funds will best support adult education instructional activities in the One Stop Centers.

Basis of Allocation: One percent of the federal allocation is equally divided and distributed to the fiscal agents for each of the identified adult education One Stop negotiators in the eighteen (18) Workforce Investment areas.

Disadvantaged /Disabled Student Support - Other

9-B-30

On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Positive Behavioral Intervention and Support Program.
Amount: \$578,000.00
Funding Period: 07/01/10 – 06/30/11
Source of Funds: Federal.

Purpose: The Louisiana Department of Education (LDE) will provide allocations to eight local education agencies (LEAs) to serve as fiscal agent for their respective regional Positive Behavioral Intervention and Support (PBIS) consortium. As fiscal agent for an Education Region, the LEAs will be responsible for securing and providing services (e.g., PBIS trainers, materials) in accordance with an approved budget; providing timely billing and accounting services; and submitting quarterly reports to the LDE. It is the LDE's position that full statewide implementation of PBIS can be achieved more efficiently and expediently through the use of consortiums within each Education Region to assist with program implementation rather than through program administration at the state level only. PBIS provides a positive and effective alternative to traditional methods of discipline. PBIS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in school, resulting in an improved climate and increased academic performance.

Basis of Allocation: Eight local education agencies (LEAs) were selected to serve as fiscal agent for the Positive Behavioral Intervention and Support Program (PBIS) within their respective education Region. The LEAs were selected based on experience and prior service as a fiscal agent for PBIS implementation. Each LEA will receive a flat amount of \$72,250. The available program budget of \$578,000 was equally divided among the eight LEAs.

9-B-31 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: The Cecil J. Picard LA 4 Early Childhood Program
Amount: (b)(4)
Funding Period: 07/01/10 – 06/30/11
Source of Funds: State and IAT

Purpose: The Cecil J. Picard LA 4 Early Childhood Program provides high quality early childhood educational experiences to four-year-old children who are considered to be “at-risk” of not achieving later academic success. The LA 4 Program provides six hours per day of educational experiences and four hours of before- and after-school enrichment activities. The program will be offered at no cost to those children whose families qualify for free or reduced lunch. Programs will adhere to state approved guidelines and regulations.

Basis of Allocation: All school systems and charter schools are eligible to submit an application for funding. Monies are allocated on a per pupil basis, based upon estimates submitted by the applicant. Award amounts are based on the reported October 2009 student participation for each of the participating school systems. Each recipient is allocated (b)(4) per child for the 6-hour portion of the day and an additional \$1,125 per student for the before- and after-school enrichment portion of the day.

Quality Educators - Others

9-B-32 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: 8(g) Louisiana School Turnaround Specialist – Cohort III Amount: \$368,487.00
Funding Period: 07/01/10–09/30/11
Source of Funds: IAT – 8(g)

Purpose: This is a leadership development program that borrows heavily from the corporate world. It is designed to strengthen the organizational and instructional leadership skills of currently certified and experienced principals so as to prepare them to lead low-performing schools to higher student achievement. The Louisiana School Turnaround Specialist (LSTS) program is designed to recruit, groom, and build a cadre of school leaders prepared to turn around failing schools and addresses the ongoing support

(Motion continues on page 18)

component of the Louisiana Educational Leaders Network (LELN). The program builds upon existing research that identifies rigorous selection criteria, significant integrated field-based and mentoring experiences, relevant coursework, and strong coordination with local schools and districts as critical to leader preparation and turning around failing schools. The major components of the program focus on improving overall student achievement levels through an intense leadership curriculum delivered by Louisiana Universities that were selected and trained as Regional Program Providers.

Basis of Allocation: In order to provide support to districts and program candidates, funds have been allocated to districts selected to participate in Cohorts III of the LSTS Program. These funds are to be utilized to enroll selected candidates, district advocates, and school leadership members in LSTS program activities at their assigned university provider. Districts are eligible for up to \$5,849.00 in funding per LSTS candidate and school. A total of 63 candidates and schools from 20 different districts will receive allocations.

School Accountability and Improvement - Other

9-B-33

On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Ensuring Literacy and Numeracy for All-Academy
Presenters
Amount: \$120,000
Funding Period: 07/01/10 – 09/30/10
Source of Funds: Federal

Purpose: *Ensuring Literacy for All* – ELFA Academy presenters will present Language Essentials for Teachers of Reading (LETRS) Foundations to the 2010-2011 schools in the Literacy Initiative. Administrators, coaches, teachers, and interventionists will understand why their reading programs incorporate specific components and activities using best teaching practices.

Basis of Allocation: Allocations are computed at \$300 per day for each presenter times the number of days. There are 61 ELFA Academy presenters for Language Essentials for Teachers of Reading (LETRS) Foundation.

9-B-34 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Ensuring Literacy and Numeracy for All Initiative- Literacy Schools

Amount: (b)(4)

Funding Period: 07/01/10 – 06/30/11

Source of Funds: State

Purpose: *Ensuring Literacy and Numeracy for All* is an initiative to have every student in Louisiana reading, writing, and achieving mathematics proficiency at or above grade level by the fourth grade. The state intends to flow through funds to each of the Literacy Schools.

Basis of Allocation: (b)(4) is allocated to each of the One Hundred Thirty- Three (133) Ensuring Literacy for All Schools.

9-B-35 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: 8(g) Louisiana’s Adolescent Literacy Plan – High Schools

Amount: (b)(4)

Funding Period: 07/01/10 – 06/30/11

Source of Funds: IAT - 8(g)

Purpose: The fundamental purpose of this program is to increase the graduation rate to 80% by 2014 in the 14 participating high schools by improving the literacy achievement of students in these schools, using Louisiana’s Adolescent Literacy Plan. The state intends to flow through funds to eight (8) districts for partial salaries and benefits for one interventionist for each of the 14 participating project high schools and/or cost of supplement reading intervention program materials and/or services.

Basis of Allocation: These funds are for partial salaries and benefits for one interventionist for each of the 14 participating project high schools and/or cost of supplemental reading intervention program materials and/or services. Each of the 14 high schools will receive (b)(4)

9-B-36

On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: 8(g) Louisiana's Adolescent Literacy Plan – Middle Schools

Amount: (b)(4)

Funding Period: 07/01/10 – 06/30/11

Source of Funds: IAT - 8(g)

Purpose: The purpose of this grant is to provide targeted literacy intervention programs to assist in transitioning the Options Program into a College and Career Readiness Program and to implement the statewide plan for Adolescent Literacy. By improving proficiency in reading for adolescent students reading two or more years below grade level, the program aims to increase the graduation rate to 80% by 2014. The state intends to flow through funds to six (6) districts for salaries for a certified teacher interventionist; professional development; and subscriptions for magazines, newspapers, and low-level, high-impact trade books for each of the six middle schools.

Basis of Allocation: These funds are for salaries; professional development; and subscriptions for magazines, newspapers, and low-level, high-impact trade books for each of the six middle schools. Each of the six middle schools will be funded \$80,670.

9-B-37

On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Ensuring Numeracy for All

Amount: (b)(4)

Funding Period: 07/01/10 – 06/30/11

Source of Funds: IAT-8(g)

Purpose: This program is an initiative to have every student in Louisiana reading, writing, and achieving mathematics proficiency at or above level by fourth grade. The numeracy section focuses on Louisiana's youngest learners, students in grades K-5. The state intends to flow through funds to each of the numeracy districts to help pay the salary and benefits of a numeracy coach or certified teacher interventionist in each school to include twenty-five (25) schools.

(Motion continues on page 21)

Basis of Allocation: (b)(4) is allocated for each of the twenty-five (25) Ensuring Numeracy for All schools. These funds are for partial salaries and benefits for twenty-five (25) numeracy coaches or certified teacher interventionists in schools selected to participate in the Ensuring Numeracy for All Initiative.

9-B-38

On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Ensuring Literacy for All
Amount: (b)(4)
Funding Period: 07/01/10 – 06/30/11
Source of Funds: IAT – 8(g)

Purpose: This program is an initiative to have every student in Louisiana reading, writing, and achieving mathematics proficiency at or above level by fifth grade. The literacy section focuses on Louisiana’s youngest learners, students in grades PreK-4. The state intends to flow through funds to each of the literacy districts to help pay the salary and benefits of a literacy coach or certified teacher interventionist in each school to include one hundred thirty-three (133) schools.

Basis of Allocation: \$31,329 is allocated for each one hundred thirty-three (133) Ensuring Literacy for All schools. These funds are for partial salaries and benefits for the one hundred thirty-three (133) literacy coaches or certified teacher interventionists in schools selected to participate in the Ensuring Literacy for All Initiative.

9-B-39

On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following grant:

Allocation: Numeracy Schools
Amount: (b)(4)
Funding Period: 07/01/10- 06/30/11
Source of Funds: State

Purpose: This program is an initiative to have every student in Louisiana reading, writing, and achieving mathematics proficiency at or above grade level by the fourth grade. The state intends to flow through funds to each of the Numeracy Schools.

Basis of Allocation: (b)(4) is allocated for each of the twenty-five (25) Ensuring Numeracy for All Schools.

- 9-B-40 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the report on the FY 2010-2011 Louisiana Department of Education Budget.
- 9-B-41 On motion of Mr. Lee, seconded by Mr. Bayard, the Board directed that an item be placed on the August 2010 Board Administration/Relations Committee agenda to address the question of its membership in the National Association of State Boards of Education (NASBE).
- 9-B-41A On motion of Mr. Lee, seconded by Ms. Dastugue, the Board received a report on the FY 2009-2010 and FY 2010-2011 BESE Budget.

Action

Student and School Standards

- 9-B-42 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

<u>Contractor</u>	<u>Amount</u>
Cengage Learning, Inc.	\$0.00
CEV Multimedia, Ltd.	\$0.00
EMC Publishing, LLC	\$0.00
Glencoe/McGraw-Hill	\$0.00
Goodheart-Willcox Publisher	\$0.00
Pearson Education, publishing as Prentice Hall (HSC)	\$0.00
Pearson Education Inc., publishing as Pearson Prentice Hall	\$0.00
Previous Contract:	No
Contract Amount:	N/A
Contract Period:	07/01/10 - 06/30/17
Fund:	N/A
Competitive Process:	Yes

Description of Service: Publishers agree to maintain an adequate supply and to provide approved materials to LEAs with approved Grades 9-12. Career and Technical Education textbooks and instructional materials at a fixed cost for seven years. Publishers also agree to reduce cost if at any time the same item is offered to any school, school system, or school board in the United States at a lower cost. Current BESE policy provides for the LDE to administer the state textbook program and to ensure that high quality instructional materials are made available to every school and school system at a fixed price for seven years. This price must, at all times, be the lowest price available anywhere in the United States.

Special Consideration

Executive Office of the Superintendent – Charter Schools Office

9-B-43 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

Contractor: National Association of Charter School Authorizers
(NACSA)
Previous Contract: Yes
Contract Amount: (b)(4)
Contract Period: 06/01/10 - 06/30/11
Fund: Federal-Charter School Grant
Competitive Process: No - Sole Source

Description of Service: This contract will assist with the Information Sessions for Applicants and manage the charter application evaluation process for up to 20 applications and coordinate LDE staff and retain external consultants during June-December 2010. The contract is necessary in order to fulfill Act 35 of the 2005 First Special Session of the Louisiana Legislature, which requires that the LDE/RSD conduct a process for the review of charter school applications that meet the standards of NACSA. NACSA has been approved as a sole-source provider. The services herein described will ensure assistance from NACSA on the charter school application and approval cycle through June 2010.

Executive Office of the Superintendent – Literacy and Numeracy

9-B-44 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

Contractor: University of Louisiana at Lafayette
Previous Contract: Yes
Contract Amount: (b)(4)
Contract Period: 07/01/10 - 06/30/13
Fund: State – LA 4 Early Childhood State
Competitive Process: No - Exempt by La. R.S.

Description of Service: This contractor will implement a research program adequate to assess program quality and effectiveness, including both short and long-term outcomes for young children in Louisiana. The contractor will review the submission by each school system participating in the LA 4 program for statutory requirements and program quality, conduct onsite

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reviews to assure congruence between the plans and program, as

implemented. A final report will be provided to LDE and BESE reflecting the results of the research topics related to the impact of the program. Year 1 -

(b)(4)

comprehensive, and objective review of the LA 4 program offered by local school systems to young children who are considered to be at-risk of not achieving later academic success.

Management and Finance

9-B-45 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

Contractor: Federal Education Group, PLLC
Previous Contract: Yes
Original Amount: (b)(4)
Amendment Amount: (b)(4)
New Contract Amount: (b)(4)
Begin Date: 07/01/09
Original End Date: 06/30/10
Revised End Date: 06/30/11
Fund: Federal- Ed- Finance Consol Admin
Competitive Process: No - Exempt by La. R.S. 39:1494

Description of Service: This contract will advise the LDE, under the Federal Education Group, in interpreting federal status and regulations, provide training to LDE staff on various federal programs, and assist the LDE in complying with the requirements of federal programs. The contractor will provide assistance to the LDE in an effort to ensure compliance with federal regulations and effective implementation of federal programs.

Special School District

9-B-46 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

Contractor: Fanisha Ford
Previous Contract: Yes
Contract Amount: (b)(4)
Contract Period: 07/01/10 - 06/30/11
Fund: Federal IAT Title XIX
Competitive Process: No - Exempt by La. R.S. 39:1494 (Motion

continues on page 25).

Description of Service: This contract will provide highly skilled and clinically

appropriate Occupational Therapy Services to maximize independence, allowing the client to function and reside in the least restrictive environment possible, and promote medical well-being through therapeutic intervention; will evaluate, plan, and provide intervention for referred clients and modify intervention and priorities, as indicated, to achieve intervention goals and objectives; and will evaluate clients to determine baseline function and need for intervention in the following areas: oral motor function, sensory motor fine and gross motor function, sensory integration, cognitive –perceptual, tone management, mobility, psychological function, social function, etc. Per Diem Rate: 20 hours per week (b)(4)

9-B-47 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

Contractor: National Deaf Academy
Previous Contract: Yes
Contract Amount: (b)(4)
Contract Period: 07/01/10 - 06/30/11
Fund: Federal/IDEA-Special Education
Competitive Process: No - Exempt by La. R.S. 39:1494.1

Description of Service: This contract will provide an educational program that addresses the strengths and challenges in basic skills area such as reading, writing, math, and vocational readiness according to the Individual Educational Program (IEP) for a Louisiana School for the Deaf student who is a patient at the National Deaf Academy and enrolled in the Charter School at National Deaf Academy. The National Deaf Academy provides mental health services to students who are deaf or hard of hearing. These services are not available in the state of Louisiana. Students have multiple disabilities and require residential mental health treatment and educational services for students who are deaf.

Office of Educator Support

9-B-48 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

Contractor: Louisiana School for Math, Science, and the Arts (LSMSA)
Previous Contract: Yes Contract
Amount: (b)(4)

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Contract Period: 07/01/10 - 06/30/11

Fund: State - High School Redesign Advanced Placement
Competitive Process: No - Exempt by La. R.S. 39:1494.1 A(8)

Description of Service: This contractor will collaborate with the Division of Technology (DOT) staff in the identification of needed Advanced Placement personnel and instructional materials; employ needed Advanced Placement online instructors - those needed in a full-time capacity and those identified to serve as part-time, adjunct instructors; maintain files of Advanced Placement project staff, along with teaching certificates and resumes; and collaborate with DOT staff in the evaluation of Advanced Placement online personnel. A part of the Louisiana Virtual School initiative is to provide students across the state with access to Advanced Placement courses in partnership with LSMSA, as outlined in the BESE-approved 8(g) 2010-2011 LVS program. The contractor can provide the infrastructure to most efficiently support the LVS by providing administrative and functional support.

9-B-49

On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

Contractor: Louisiana School for Math, Science, and the Arts
Previous Contract: Yes
Contract Amount: (b)(4)
Contract Period: 07/01/10 - 06/30/11
Fund: State - LCET Algebra One Pilot
Competitive Process: No - Exempt by La. R.S. 39:1494.1 A(8)

Description of Service: This contract will collaborate with Division of Technology (DOT) staff in the identification of needed personnel. Also, the contract will employ needed Algebra I online instructors-those needed in a full-time capacity and those identified to serve as part-time, adjunct instructors. This contract will maintain files of project staff, along with teaching certificates and resumes, as well as collaborate with DOT staff in the evaluation of Algebra I online personnel. The justification for this contract is the contractor can provide the infrastructure to most efficiently support the Algebra I Online program by providing administrative and functional support.

9-B-50 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

Contractor: Louisiana School for Math, Science, and the Arts
(LSMSA)
Previous Contract: Yes
Contract Amount: (b)(4)
Contract Period: 07/01/10 - 06/30/11
Fund: Self Generated Fund- LVS
Competitive Process: No - Exempt by La. R.S. 39:1494.1 A(8)

Description of Service: This contract will provide the infrastructure to most efficiently support the Louisiana Virtual School (LVS) by providing administrative and functional support. The other part of the initiative for the Louisiana Virtual School is to provide required courses to schools across the state in partnership with LSMSA, as outlined in the BESE-approved 8(g)

2010-2011 LVS program. The contractor can provide the infrastructure to most efficiently support the LVS by providing administrative and functional support.

School and Community Support

9-B-51 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

Contractor: Louisiana State University-Baton Rouge
Previous Contract: Yes
Contract Amount: (b)(4)
Contract Period: 07/01/10 - 06/30/11
Fund: Federal - OEIA IDEA School Improvement
Competitive Process: No - Exempt by La. R.S. 39:1494.1 A(8)

Description of Service: The purpose of this Interagency Agreement is to have LSU provide support to Louisiana's State Improvement Grant (LaSIG)/State Personnel Development Grant (SPDG) at both the state and district levels by funding the LaSIG/SPDG Project Co-Director, Coordinator, Facilitator, Site Liaisons, and Evaluator/Internal Effectiveness positions. This agreement is designed to ensure that the goals and objectives of LaSIG/SPDG are achieved. The LaSIG/SPDG is designed to improve systems of professional development and service delivery at the state level and improve student outcomes at the district, campus, and individual levels. This contract is designed to: (1) assist in the development and

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coordination of the LaSIG/SPDG activities and (2) fulfill the goals and objectives of this federally funded project. Federal funds are available through the State Personnel Development Grant award to cover the cost of this contract.

9-B-52 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

Contractor: Recovery School District
Previous Contract: Yes
Original Amount: (b)(4)
Amendment Amount: (b)(4)
New Contract Amount: (b)(4)
Contract Period: 05/01/09 - 04/30/11
Fund: Federal- 21st Century Community Learning Center Flow Through
Competitive Process: Yes

Description of Service: This contract will provide after-school academic enrichment opportunities for children attending low-performing schools through the establishment and operation of community learning centers. This amendment reduces the contract amount by \$150,000.00, thereby reducing Year 2 funding from \$600,000 to \$450,000. This decrease in funding is based upon the contractor's failure to meet specified performance measures related to children served and expenditures.

9-B-53 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

Contractor: The Harvest Baptist Church
Previous Contract: No
Contract Amount: (b)(4)
Contract Period: 06/01/10 - 05/31/11
Fund: Federal - 21st Century Community Learning Center Flow Through Federal
Competitive Process: Yes

Description of Service: This contract will provide after-school academic enrichment opportunities for children attending low-performing schools through the establishment and operation of community learning centers. The justification for this contract is that NCLB regulations governing the 21st Century Community Learning Centers Program require after-school services be administered through subgrantees. The after-school services are aligned with the LDE's Literacy and Numeracy Initiatives to improve academic performance of participants.

9-B-54

On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

Contractor: Children’s Hospital, Ventilator Assisted Care Project

Previous Contract: Yes

Contract Amount: (b)(4)

Contract Period: 07/01/10 - 06/30/11

Fund: Federal - OEIA IDEA B

Competitive Process: No - Exempted by La. R.S. 39:1494.1.

Description of Service: This contract will provide training, technical assistance, and follow-up services for children who are chronically ill, have complex low incidence disorders, or have conditions requiring very specialized follow up and/or treatment. The contract will also provide LEA personnel, community agencies, and other concerned individuals with information regarding the medical, academic, and social issues relative to the integration of children with special or complex health needs into the classroom. The contract will serve children who have complex health conditions; unique medical, academic, and social issues related to the classroom. This contract requires the skills of trained medical personnel to address these issues and provide support to LEA personnel.

9-B-55

On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the following contract:

Contractor: Families Helping Families at the Crossroads of Louisiana, Inc.

Previous Contract: Yes

Original Amount: (b)(4)

Amendment Amount: (b)(4)

New Contract Amount: (b)(4)

Contract Period: 07/01/10 - 06/30/11

Fund: Federal- OEIA IDEA B

Competitive Process: No - Exempt by La. R.S. 39:1494.1

Description of Service: This contract has been amended for the expansion of the goals and deliverables to include a statewide sports program for children with physical or visual disabilities. This amendment, in the amount of \$65,000, brings the total fee of the contract to (b)(4). The justification for this contract is less than 25% of school-aged students with disabilities in Louisiana have the opportunity to participate in an organized sports program. Students who are physically disabled and use

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wheelchairs or who are significantly visually impaired have extremely limited options, as Special Olympics is designed for individuals with cognitive impairments. This contract will provide an equal opportunity for these students to access and successfully participate in an organized sports program uniquely designed to meet their needs.

Agenda **High School Redesign Committee** (Schedule 4)
Item 9-C

9-C-1 On motion of Mr. Bayard, seconded by Ms. Buquet, the Board received the status report on the Louisiana Virtual School.

9-C-2 On motion of Mr. Bayard, seconded by Ms. Buquet, the Board approved the revisions to the "Career Technical Education Areas of Concentration" booklet for FY 2010-2011.

9-C-3 On motion of Mr. Bayard, seconded by Ms. Buquet, the Board received the report on the Professional School Counselors' Task Force.

Agenda **Legal/Due Process Committee** (Schedule 5)
Item 9-D

9-D-1 On motion of Mr. Lee, seconded by Ms. Dastugue, the Board deferred until August 2010: "Consideration of allowing the issuance of a Louisiana teaching certificate appropriate to his credentials for Mr. Osceola Free."

Agenda **Legislative Committee** (Schedule 6)
Item 9-E

9-E-1 On motion of Mr. Lee, seconded by Ms. Dastugue, the Board received the report on the 2009 Legislative Action Plan.

9-E-2 On motion of Mr. Lee, seconded by Ms. Buquet, the Board authorized the LDE to ask representatives of the following organizations, as amended, to serve on the task force created by SCR 101 of the 2010 Regular Legislative Session:

- LA Parent Training and Information Center,
- LA Together for the Education of All Children,
- The Advocacy Center,
- Turning Point Partners,
- Center for Restorative Approaches,
- Southern Poverty Law Center,

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- Family and Educational Services, and
- Juvenile Justice Project of Louisiana.

Representatives of the organizations mentioned above are in addition to the organizations already specified in SCR 101, which requests BESE to establish a task force to review student discipline statutes and make recommendations for necessary revisions.

9-E-3 On motion of Mr. Lee, seconded by Ms. Dastugue, the Board received the report on the 2010 Legislation Session.

Agenda **Literacy and Numeracy Committee** (Schedule 7)
Item 9-F

9-F-1 On motion of Ms. Buquet, seconded by Ms. Dastugue, the Board received the report on the *Louisiana Literacy Plan: Literacy for All.*

9-F-2 On motion of Ms. Buquet, seconded by Ms. Dastugue, the Board approved the “Louisiana’s Response to Intervention (RTI) Implementation Plan.”

Agenda **Quality Leaders/Educators Committee** (Schedule 8)
Item 9-G

9-G-1 On motion of Ms. Buquet, seconded by Mr. Lee, the Board received the reports regarding the following Professional Development Program opportunities:

- Individual Teacher Professional Growth (ITPG) and
- TAP: The System for Teacher and Student Advancement.

9-G-2 On motion of Ms. Buquet, seconded by Mr. Lee, the Board received the “Teacher Certification Appeals Council Report - May 5, 2010.”

9-G-3 On motion of Ms. Buquet, seconded by Mr. Lee, the Board approved the appointment of Ms. Sheila Monus to represent the Association of Professional Educators of Louisiana (A+PEL) on the Teacher Certification Appeals Council, as recommended by the LDE. Ms. Monus replaces Mr. Tim Francis on the Council.

9-G-4 On motion of Ms. Buquet, seconded by Mr. Lee, the Board approved the LDE’s request to submit a Teacher Incentive Fund (TIF) grant proposal to the USDOE and authorized the Board President to sign a letter of support, prepared by the LDE, to accompany the grant proposal.

9-G-5

On motion of Ms. Buquet, seconded by Mr. Lee, the Board approved for certification purposes the following programs for General/Special Education Mild-Moderate: An Integrated to Merged Approach:

Grambling State University – B.S. Elementary Education and Mild/Moderate Grades 1-5; B.A. Secondary English Education and Mild/Moderate Grades 6-12; B.S. Secondary Mathematics Education and Mild/Moderate Grades 6-12; and B.A. Secondary Social Studies Education and Mild/Moderate Grades 6-12.

Louisiana State University and Agricultural and Mechanical College – B.S. Elementary Education and Mild/Moderate Grades 1-5.

Louisiana Tech University – B.S. Elementary Education and Mild/Moderate Grades 1-5.

Northwestern State University – Practitioner Teacher Program in Elementary Education and Mild/Moderate Grades 1-5; Practitioner Teacher Program in Middle Grades 4-8 (Mathematics, Science, Social Studies, and English) and Mild/Moderate Grades 4-8; Practitioner Teacher Program in Secondary Education Grades 6-12 (Mathematics, Biology, Chemistry, Physics, Social Studies, and English) and Mild/Moderate Grades 6-12.

Master of Arts in Teaching Alternate Elementary Education Grades 1-5 and Mild/Moderate Grades 1-5; Master of Arts in Teaching Alternate Middle Grades 4-8 (Mathematics, Science, Social Studies, and English) and Mild/Moderate Grades 4-8; Master of Arts in Teaching Alternate Secondary Education Grades 6-12 (Mathematics, Biology, Chemistry, Physics, Social Studies, and English) and Mild/Moderate Grades 6-12.

Southeastern Louisiana University – B.S. Elementary Education and Mild/Moderate Grades 1-5; B.S. Middle Grades 4-8 (English, Mathematics, Science, and Social Studies) and Mild/Moderate Grades 4-8.

Southern University and Agricultural and Mechanical College – B.S. Elementary Education and Mild/Moderate Grades 1-5; and B.S. Middle Grades 4-8 (Mathematics and Science) and Mild/Moderate Grades 4-8.

University of Louisiana at Monroe – B.S. Elementary Education and Mild/Moderate Grades 1-5; B.S. Secondary Education Grades 6-12 (Biology, Chemistry, English, Mathematics, and Social Studies) and Mild/Moderate Grades 6-12; Master of Arts in Teaching Alternate

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Education and Mild/Moderate Grades 1-5; Master of Arts in Teaching Alternate Secondary Education Grades 6-12 (Biology, Chemistry, English, General Science, Mathematics, and Social Studies) and Mild/Moderate Grades 6-12.

University of New Orleans – Practitioner Teacher Program in Elementary Education and Mild/Moderate Grades 1-5; Practitioner Teacher Program in Middle Grades 4-8 (English, Mathematics, Science, and Social Studies) and Mild/Moderate Grades 4-8; Practitioner Teacher Program in Secondary Education Grades 6-12 (English, Biology, Chemistry, Earth Science, Mathematics, Physics, and General Science) and Mild/Moderate Grades 6-12.

B.S. Elementary Education and Mild/Moderate Grades 1-5; Master of Arts in Teaching Alternate Elementary Education and Mild/Moderate Grades 1-5; and Master of Arts in Teaching Alternate Middle Grades 4-8 (English, Mathematics, Science, and Social Studies) and Mild/Moderate Grades 4-8.

Xavier University - Master of Arts in Teaching Alternate Elementary Education and Mild/Moderate Grades 1-5; Master of Arts in Teaching Alternate Middle Grades 4-8 (English, Mathematics, Science, and Social Studies) and Mild/Moderate Grades 4-8; and Master of Arts in Teaching Alternate Secondary Education Grades 6-12 (Biology, Mathematics, Chemistry, English, French, Spanish, Physics, and Social Studies) and Mild/Moderate Grades 6-12.

The New Teacher Project – Practitioner Teacher Program in Elementary Education and Mild/Moderate Grades 1-5; Practitioner Teacher Program in Middle Grades 4-8 (English, Mathematics, Science, and Social Studies) and Mild/Moderate Grades 4-8; Practitioner Teacher Program in Secondary Education Grades 6-12 (English, Mathematics, Biology, Chemistry, Physics, General Science, Social Studies, Spanish, and French) and Mild/Moderate Grades 6-12.

9-G-6

On motion of Ms. Buquet, seconded by Mr. Lee, the Board approved for certification purposes the following programs for Certification-Only Alternative Path to Certification:

Louisiana State University at Alexandria – Elementary Grades 1-5; Secondary Grades 6-12 in Biology, English, Mathematics, and Social Studies; and All-Level Grades K-12 Health and Physical Education.

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Louisiana State University and Agricultural and Mechanical College – Secondary Grades 6-12 in Agriculture, Business, Family and Consumer Science, and Marketing; and All-Level Grades K-12 Instrumental Music and Vocal Music.

Louisiana State University at Shreveport – Elementary Grades 1-5; Secondary Grades 6-12 in Biology, Chemistry, English, Mathematics, Physics, and Social Studies; and All-Level Grades K-12 Health and Physical Education.

Louisiana Tech University – Early Childhood Grades PK-3; Elementary Grades 1-5; Middle Grades 4-8 in Mathematics and Science; Secondary Grades 6-12 in Agriculture, Business, Spanish, Social Studies, English, Mathematics, Physics, Speech, Family and Consumer Science, Biology, and Chemistry.

McNeese State University – Early Childhood Grades PK-3; Elementary Grades 1-5; Middle Grades 4-8 in Mathematics and Science; Secondary Grades 6-12 in Agriculture, Biology, Chemistry, Environmental Science, Business, English, French, Spanish, General Science, Mathematics, and Social Studies; and All-Level Grades K-12 Art, Health and Physical Education, Instrumental Music, and Vocal Music.

Nicholls State University – Elementary Grades 1-5, Secondary Grades 6-12 in Business, French, Spanish, Social Studies, English, Mathematics, General Science, Biology, and Chemistry.

Northwestern State University – All-Level Grades K-12 Instrumental Music and Vocal Music.

Our Lady of Holy Cross College – Elementary Grades 1-5; and Secondary Grades 6-12 in Biology, Chemistry, Family and Consumer Science, French, General Science, Spanish, Speech, Social Studies, Business, Physics, and English.

Southeastern Louisiana University – Secondary Grades 6-12 in Agriculture, Biology, Business, Chemistry, Computer Science, English, Family and Consumer Science, Mathematics, Physics, Social Studies, Speech, and Technology Education; All-Level Grades K-12 Art, French, German, Latin, Spanish, Health and Physical Education, Instrumental Music, and Vocal Music; Special Education Early Intervention Birth to Five Years.

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Southern University and Agricultural and Mechanical College – Middle Grades 4-8 Science, Mathematics, and Social Studies; Secondary Grades 6-12 in Biology, Chemistry, Computer Science, Mathematics, Physics, and Social Studies; All-Level Grades K-12 in Spanish.

Southern University at New Orleans – Early Childhood Grades PK-3; and Elementary Grades 1-5.

Tulane University – Early Childhood Grades PK-3; Secondary Grades 6-12 Social Studies, English, Biology, Chemistry, Physics, Mathematics, French, Spanish, German, and Italian; All-Level Grades K-12 Dance.

University of Louisiana at Lafayette - Early Childhood Grades PK-3; Elementary Grades 1-5; Middle Grades 4-8 English, Mathematics, Science, and Social Studies; Secondary Grades 6-12 Agriculture, Biology, Chemistry, Earth Science, Business, English, Family and Consumer Science, General Science, Mathematics, Social Studies, Physics, Speech, and Technology Education; All-Level Grades K-12 Health and Physical Education, Art, Instrumental Music, Vocal Music, French, German, and Spanish; and Special Education - Early Intervention Birth to Five Years.

University of New Orleans – Secondary Education Grades 6-12 English, Mathematics, Biology, Chemistry, Earth Science, General Science, Physics, Social Studies, French, German, and Spanish; Special Education Significant Disabilities 1-12.

9-G-7

On motion of Ms. Buquet, seconded by Mr. Lee, the Board approved the following teacher education programs:

University of New Orleans – College of Arts/Humanities/Sciences Degree Pathway to Secondary Education Certification (Grades 6-12): in Biology, Chemistry, Earth Science, English, Mathematics, and Social Studies.

Louisiana College – Practitioner Teacher Program in Early Childhood Grades PK-3.

Further, the Board received the report regarding the termination of the Bachelor of Arts in Foreign Languages (Grades 6-12) degree program at the University of New Orleans.

9-G-8

On motion of Ms. Buquet, seconded by Mr. Lee, the Board received the report regarding the elimination of the Department of Education at Dillard University.

- 9-G-9 On motion of Ms. Buquet, seconded by Mr. Lee, the Board approved as a Notice of Intent revisions to Bulletin 746, *Louisiana Standards for State Certification of School Personnel*: Chapter 5. Standards for Secondary Career and Technical Trade and Industrial Education Personnel, §505. CTTIE-1 and CTTIE-2 Certificates, regarding Certified Nursing Assistant (CNA) Eligibility Requirements and Certified Nursing Assistant, Program Coordinator Eligibility Requirements.
- 9-G-10 On motion of Ms. Buquet, seconded by Mr. Lee, the Board approved as a Notice of Intent revisions to Bulletin 746, *Louisiana Standards for State Certification of School Personnel*: Chapter 2. Louisiana Teacher Preparation Programs, Subchapter A. Traditional Teacher Preparation Programs, §205. Minimum Requirements for Approved Regular Education Programs for Grades PK-3: Adopted May 24, 2001; Effective July 1, 2002; §207. Minimum Requirements for Approved Regular Education Programs for Grades 1-5: Adopted May 24, 2001; Effective July 1, 2002; §209. Minimum Requirements for Approved Regular Education Programs for Grades 4-8: Adopted May 24, 2001; Effective July 1, 2002; §211. Minimum Requirements for Approved Regular Education Programs for Grades 6-12: Adopted May 24, 2001; Effective July 1, 2002; §213. College of Arts/Humanities/Sciences Degree Pathway to Secondary Education Certification (Grades 6-12): Adopted November 18, 2003; Effective January 1, 2004; and §215. Minimum Requirements for Approved Regular Education All-Level Programs for Grades K-12: Adopted November 2003; Effective August 1, 2005.
- 9-G-11A On motion of Ms. Buquet, seconded by Mr. Lee, the Board approved as a Notice of Intent revisions to Bulletin 996, *Standards for Approval of Teacher Education Programs*: Chapters 2-6, regarding the state approval process for non-university private provider teacher and educational leader preparation programs, as presented by the LDE.
- 9-G-11B On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board directed that in August 2010 the LDE provide proposed policy language that will grant the LDE flexibility to modify the 12 month cycle for non-university private provider teacher and educational leader preparation program proposals that are not recommended for approval.
- 9-G-12 On motion of Ms. Buquet, seconded by Mr. Lee, the Board approved as a Notice of Intent revisions to Bulletin 746, *Louisiana Standards for State Certification of School Personnel*: Chapter 8. Certification Appeal Process, §805. Application Packet.

9-G-13 On motion of Ms. Buquet, seconded by Mr. Lee, the Board approved the addition of a sub-category entitled "Education Quality" to the Quality Leaders/Educators Committee agenda.

9-G-14 On motion of Ms. Buquet, seconded by Mr. Lee, the Board received the report regarding the education of children with autism and the LDE's intent to submit proposed policy language for an Ancillary Board Certified Behavioral Analyst license to the Board in fall of 2010.

Agenda **Recovery School District Committee** (Schedule 9)
Item 9-H

9-H-1 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received the report regarding Recovery School District contracts of \$50,000 and under approved by the State Superintendent of Education.

9-H-2 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received the report regarding RSD contracts and leases for "Receive and Defer."

9-H-3 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board deleted Agenda Items IV.A.1., "Consideration of Type 5 Charter School Annual Performance Report using the new evaluation framework;" IV.A.1.a., "Consideration of the extension of BESE-authorized charter schools that are ending their third year of operation;" and IV.A.1.b., "Consideration of the renewal of BESE-authorized charter schools that are ending their fifth year of operation (Capdau Elementary)." Further, the Board referred to the

Recovery School District Committee the following Standing Agenda Item:
"Consideration of the extension of the charters for Type 5 charter schools in the third year of operation and the renewal of the charters for charter schools in the fifth year of operation or those in the final year of their charter (recommendations due in January and June)."

9-H-4 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the extensions and renewals of the charters for the following Type 5 charter schools, as amended:

- three year renewal: Pierre A. Capdau Learning Academy,
- two-year extension: New Orleans College Preparatory, (Motion

continues on page 38)

- one-year extension with placement on contract probation:

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(b)(4)



9-H-5

On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the Type 5 charter application per the conditional application cycle held spring 2010 for Choice Foundation – New Orleans Charter Elementary School (Esperanza).

Final charter contract approval is contingent upon the LDE’s approving the charter contract and the signing of the charter contract by the authorized representative of the non-profit corporation and the BESE President.

Authorization to operate New Orleans Charter Elementary in the 2010-2011 school year is subject to the following conditions being met:

- completing the approved pre-opening checklist,
- meeting any other requirements contained in staff recommendations, and
- signing the charter contract no later than July 31, 2010.

Further, the Board authorized the Board President to sign the charter contract only after verification from staff that items due on or before July 31, 2010, in the pre-opening checklist have been received.

Further, the Board allowed Choice Foundation to take operational control of the school beginning July 1, 2010.

9-H-6

On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received a report on the percentage of students with disabilities in Type 5 Charter Schools, including the LDE’s follow-up and recommendations on Type 5 Charter Schools with an enrollment of students with disabilities of 5% or less.

9-H-7

On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received a report on student test scores and School Performance Scores of all RSD schools operated and chartered.

- 9-H-8 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received a report on Type 5 charter contracts and requests for amendments.
- 9-H-9 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received an update report on Capital Projects.
- 9-H-10 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received an update report regarding meetings of the Oversight Committee for the School Facilities Master Plan for New Orleans.
- 9-H-11 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received a policy matrix that addresses how school operators are matched to facilities in the RSD.
- 9-H-12 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received a report regarding start-up charters.
- 9-H-13 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received a report regarding the ongoing cost of operating RSD buildings/facilities.
- 9-H-14 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved Updates to Performance Standards for School Facilities Master Plan for Orleans Parish – Revision 2.0 (March 2010).
- 9-H-15 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received a report from Education Finance staff concerning Type 5 charter school budgets and expenditure reports, including irregularities or concerns.
- 9-H-16 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received a report regarding 2009-2010 RSD expenditures and budget balances, including a comparison between actual revenues and expenses incurred compared to budgeted revenues and expenses.
- 9-H-17 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received a report regarding the Langston Hughes financial investigation, which includes the mechanism used to notify the Board of the investigation and date notification was sent.
- 9-H-18 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the 2010-2011 Budget for the Recovery School District.
- 9-H-19 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received a report regarding 2008 unresolved overtime for security officers.

9-H-20 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received a report regarding a funding source identified through cooperation with the Orleans Parish School Board for conducting a demographic study and a report on how the funds have been expended.

9-H-21 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received a report regarding RSD contracts approved by the State Superintendent of Education, the Chair of the Finance Committee, and the BESE President.

Consulting and Professional Services Contracts

9-H-22 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract:

Contractor: ARAMARK Educational Services, LLC Previous
Contract No
Contract Amount: (b)(4)
Contract Period: 07/01/10 to 06/30/11
Fund: Child Nutrition MFP
Competitive Process: Yes

Description of Service: This contract will ensure that meals and snacks are provided to students in accordance with the United States Department of Agriculture and Louisiana Department of Education regulations that govern the National School Lunch, Breakfast, and Snack programs. It also provides the staff, management, food, and supplies to support day to day meal services to students and staff in schools operating under the Recovery School District's School Food Authority. This contract is required because there are no employees in the District to provide food services to RSD students. This contract is essential for providing summer food service beginning July 1, 2010, without an executed contract.

9-H-23 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract:

Contractor: Marilyn Burns Education Associates dba Math Solutions
Previous Contract: Yes
Contract Amount: (b)(4)
Contract Period: 07/01/10 to 05/31/11
Fund: Title II
Competitive Process: No - Education Program Specialist

(Motion continues on page 41)

Description of Service: This contract will improve instructional support and professional development for teachers teaching mathematics using a school site-based, data-driven approach. This contract will also improve teacher practice and content knowledge in the area of mathematics across grade levels. The Louisiana Department of Education is currently utilizing this model in the Ensuring Numeracy for All Initiative.

9-H-24

On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract:

Contractor: McGlinchey Stafford (Michael Rubin)
Previous Contract Yes
Original Amount: (b)(4)
Amended Amount: (b)(4)
New Amount: (b)(4)
Contract Period: 04/01/09 to 04/01/12
Fund: SGF
Competitive Process: No - True Professional

Description of Service: The contractor will continue to provide professional legal representation of the interests of the state and/or any named agency or department or any named individual thereof in matters relating to the Recovery School District.

(b)(4)

9-H-25

On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract:

Contractor: The Southern Initiative of the Algebra Project
Previous Contract Yes
Contract Amount: (b)(4)

(Motion continues on page 42)

Contract Period: 07/01/10 to 06/30/11
Fund: Title II
Competitive Process: No - Education Program Specialist

Description of Service: This contract will provide professional development workshops for teachers who teach mathematics and provide site based development and building of parent/community by training parents. The contract will establish school design teams at each school to ensure the Algebra Project activities meet the specific needs of the school. This project will achieve the following:

- improve teacher practice and content knowledge in mathematics across grade levels,
- improve educational outcomes of historically underperforming students in mathematics and related disciplines,
- strengthen the ties between targeted schools and parents and communities to ensure that targeted students benefit from access to a high quality education, and
- increase significantly the number of students who pass Algebra I in the eighth grade and high school courses.

9-H-26

On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract:

Contractor: TransPar Group, Inc.
Previous Contract Yes
Original Amount: (b)(4)
Amended Amount: (b)(4)
New Amount: (b)(4)
Contract Period: 07/01/09 to 06/30/10
Amended End Date 06/03/11
Fund: MFP
Competitive Process: Yes

Description of Service: This amendment is to extend the contract period for one (1) additional year and to adjust the cost for one (1) additional year of service. The contractor is providing the management and oversight of the Recovery School District's school bus transportation services. It will also pursue full utilization of time and capacity to consolidate bus routes with the goal of achieving cost savings.

9-H-27 On motion of Mr. Roemer, the , seconded by Ms. Dastugue, the Board approved following contract:

Contractor: Previous University of LA at Lafayette
Contract Contract No
Amount: Contract (b)(4)
Period: Fund: 05/03/10 to 06/30/11
Competitive Process: Safe Schools/Healthy Students Initiative Grant
No - Interagency Agreement

Description of Service: The contractor will provide services in the development of an evaluation plan that addresses the five elements of Safe Schools/Healthy Students Initiative Grant. The contractor will also be responsible for the collection and the analysis of all data and the completion of required reports.

9-H-28 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract:

Contractor: Urban League of Greater New Orleans
Previous Contract Yes
Contract Amount: (b)(4)
Contract Period: 07/01/09 to 06/30/10
Fund: State General Funds
Competitive Process: No - Cooperative Endeavor Agreement

Description of Service: This agreement provides for the establishment of an Urban League Parent Information Center (PIC) which will provide valid and reliable data to parents to support informed school choice decisions.

Architectural and Engineering Amendments and Contracts

9-H-29 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract:

Contractor: Farnsworth Group, Inc.
Previous Contract Yes
Original Amount: (b)(4)
Amended Amount:
New Amount:
Contract Period: 03/11/10 to 03/11/13
Fund: FEMA
Competitive Process: Yes

(Motion continues on page 44)

Description of Service: This amendment provides for additional services for Envelope Commissioning Services at Parkview Elementary School, Osborne Elementary School, Woodson Elementary School, Bienville Elementary School, Crocker Elementary School, Colton Elementary School and Booker T. Washington High School. (Increase

(b)(4)

9-H-30

On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract:

Contractor: Farnsworth Group, Inc.
Previous Contract Yes
Contract Amount: (b)(4)
Contract Period: 04/30/10 to 04/30/13
Fund: FEMA
Competitive Process: Yes

Description of Service: This project provides for the commissioning services for five schools, plus two new and renovated schools, in Orleans Parish. It also allows the commissioning services to verify that:

- all commissioned systems reflect the owner's design standards and project requirements;
- systems are complete,
- systems are functioning properly upon occupancy,
- facility staffs have adequate system documentation and training (\$1,388,854.00).

In addition, this project adjusts the designer's fee for additional services, as allowed by contract, which is based on the amounts set forth in the proposal from Farnsworth Group, Inc., dated April 22, 2010, for envelope commissioning services, referenced in section 2.0 project description/location of Request for Qualifications Solicitation No.: 2009-02 (b)(4)

9-H-31

On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract:

Contractor: Farnsworth Group, Inc.
Previous Contract Yes
Original Amount: (b)(4)
Amended Amount: (b)(4)
New Amount: (b)(4)
Contract Period: 12/01/07 to 11/30/10
Fund: FEMA
Competitive Process: Yes

(Motion continues on page 45)

Description of Service: This amendment provides the following:

- additional services for envelope commissioning services at Fannie C. Williams Elementary School and William Frantz Elementary School (b)(4) and
- adjusts the basic service fee due to the project being separated into two phases, originally constructed as one phase. The two phases allow for the addition of site visit and functional test scope, due to the separation of the project at Langston Hughes Elementary School (Increase (b)(4))

9-H-32

On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract amendment:

Contractor: HMS Architects, Inc
Previous Contract: Yes
Contract Amount: (b)(4)
Contract Period: 06/17/10 to 06/17/13
Fund: FEMA
Competitive Process: Yes

Description of Service: This contract provides for the design services for roof repair and replacement, which includes roof removal and replacement of the existing built-up roofs, vertical parapet, gutters and downspouts, sky lights, roof top vents and duct, seal metal window and masonry window joints, shingle replacement, coping and perimeter fence, all where applicable, at the following locations:

- Gaudet/Lake Forest Charter, project #2010-0799-0001 (b)(4)
- McDonogh #15 Elementary School, project #2010-0800-0001 (b)(4)
- Dwight D. Eisenhower Elementary School, project #2010-0801-0001 (b)(4)
- Andrew Jackson Elementary School, project #2010-0802-0001 (b)(4)
- Paul B. Habans Elementary School, project #2010-0803-0001 (b)(4)
- Sylvania F. Williams Elementary School, project #2010-0804-0001 (b)(4)
- Murray Henderson Elementary School, project #2010-0805-0001 (b)(4)
- Joseph S. Clark Sr. High School, project #2010-0806-0001 (b)(4) and
- Alfred Lawless Sr. High School, which also includes fence repair, project #2010-0807-0001 (b)(4)

9-H-33

On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract amendment:

Contractor: Howard Performance Architecture, LLC
 Previous Contract: Yes
 Original Amount: (b)(4)
 Amended Amount: (b)(4)
 New Amount: (b)(4)
 Contract Period: 03/23/09 to 03/23/12
 Fund: FEMA
 Competitive Process: Yes

Description of Service: The amendment at the new Bienville Elementary School provides the following:

- adjusts the designer's fee for basic services required by the contract, based on breaking out the project into two parts: the test pile program basic services fee of (b)(4) which is based on the low bidder's price of (b)(4) and the new construction basic services fee of (b)(4) which is based on the AFC of (b)(4) (Increase (b)(4))
- additional service fee for subdivision survey services dated 02/15/10 from Dading, Marques & Associates, LLC, plus the 10% additional administrative markup (Increase (b)(4))
- additional service fee for traffic impact analysis dated 02/14/10 from Urban Systems Associates, Inc., plus the 10% additional administrative markup at site (Increase (b)(4))
- additional service fee for the State Fire Marshall review fee dated 02/09/10, plus the 10% additional administrative markup (Increase (b)(4))
- additional service fee for the subdivision fee dated 04/26/10 from City of New Orleans, plus the 10% additional administrative markup (Increase (b)(4) and
- additional service fee for plan printing dated 02/11/10 from N.O. Reproductions, LLC, plus the additional administrative markup (Increase (b)(4))

9-H-34

On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract amendment:

Contractor: M3A Architecture, PLLC
 Previous Contract: Yes
 Original Amount: (b)(4)

(Motion continues on page 47

Amended Amount: (b)(4)
New Amount: (b)(4)
Contract Period: 01/22/09 to 01/22/11
Fund: FEMA
Competitive Process: Yes

Description of Service: This amendment adjusts the additional services fee for site survey required from (b)(4) for the demolition of Bradley Elementary School.

9-H-35 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract amendment:

Contractor: M3A Architecture, PLLC
Previous Contract: Yes
Contract Amount: (b)(4)
Contract Period: 06/17/10 to 06/17/12
Amended End Date: 06/15/11
Fund: FEMA
Competitive Process: Yes

Description of Service: The project at Jordan Elementary School provides the following:

- Site survey, environmental assessment, design, and construction contract administration of the main building structures, as outlined in the scope below. The designer will be responsible for all work, including assessing the site for any potential hazardous materials; designing project contract documents, including plans and specifications; preparing bid information and documents; construction quality contract; plan review by appropriate governmental entities; and administration of construction contract for duration of project (b)(4)
- Additional services for sampling of hazardous materials, environmental and a site survey, plus 10% allowable administrative markup (b)(4)

9-H-36 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract amendment:

Contractor: Richard C. Lambert Consultants, LLC Previous
Contract: Yes
Contract Amount: (b)(4)
Contract Period: 06/17/10 to 06/17/13

(Motion continues on page 48)

Fund: FEMA
Competitive Process: Yes

Description of Service: This project consists of the design services for the roof repair and replacement for the Recovery School District. The designer shall refine and complete the program for repairs and replacement, construction and contract documents, which includes roof removal and replacement of the existing built-up roofs, vertical parapet flashings, gutters and downspouts, sky lights, roof top vents and duct, seal metal window and masonry window joints, shingle replacement, and coping and perimeter fence, all where applicable.

This project includes the following locations:

- McDonogh #42 Elementary School, project #2010-0789-0001 (\$36,334.00);
- Einstein Charter School, project #2010-0790-0001 (b)(4)
- Dr. Martin Luther King Charter, project #2010-0791-00001 (b)(4)
- Albert Wicker Elementary School, project #2010-0792-00001 (b)(4)
- A.P. Tureaud Elementary School, project #2010-0793-0001 (b)(4)
- McDonogh #32 Elementary School, project #2010-0794-00001 (b)(4)
- Edgar P. Harney Elementary School, project #2010-0795-0001 (b)(4)
- McDonogh #28 Jr. High School, project #2010-0796-0001 (b)(4)
- Harriet R. Tubman Elementary School, project #2010-0797-0001 (b)(4) and
- Joseph A Hardin Elementary School, which includes fence repair, project #2010-0798-0001 (b)(4)

9-H-37 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract amendment:

Contractor: Shaw Environmental & Infrastructure
Previous Contract: Yes
Original Amount: (b)(4)
Contract Period: 06/18/09 to 06/18/10
Amended End Date: 06/18/11
Fund: FEMA
Competitive Process: Yes

Description of Service: This amendment adjusts the designer's contract end date for the demolition of Avery-Alexander Elementary School from 06/18/10 to 06/18/11.

9-H-38 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved

the following contract amendment:

Contractor: Shaw Environmental & Infrastructure
Previous Contract: Yes
Original Amount: (b)(4)
Contract Period: 06/18/09 to 06/18/10
Amended End Date: 06/18/11
Fund: FEMA
Competitive Process: Yes

Description of Service: This amendment adjusts the designer's contract end date for the demolition of John W. Hoffman Elementary School from 06/18/10 to 06/18/11.

9-H-39 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract amendment:

Contractor: SRF Group Consulting, LLC
Previous Contract: Yes
Contract Amount: (b)(4)
Contract Period: 08/06/09 to 08/06/10
Amended End Date 08/06/11
Fund: FEMA
Competitive Process: Yes

Description of Service: This amendment adjusts the designer's contract end date for the demolition of Livingston Middle School from 08/06/10 to 08/06/11.

9-H-40 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract:

Contractor: Shelly Hammond Provosty, LLC
Previous Contract Yes
Contract Amount: (b)(4)
Contract Period: 6/15/10 to 6/15/12
Fund: Finance
Competitive Process: No True Professional

(Motion continues on page 50)

Description of Service: The Contractor will provide professional legal representation of the state in the litigation captioned *Orleans Parish School*

Board v. Lexington Insurance Company, et al., Civil District Court for the Parish of Orleans, state of Louisiana, Docket No. 2006-7342, Division "E," Section 7 and in any litigation relating to this lawsuit.

Contract Justification: The Office of General Counsel does not have the resources at its disposal to devote to this litigation. Therefore, it is necessary to contract with a law firm that has the resources and manpower to handle the litigation.

9-H-41 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved the following contract:

Contractor: Public Consulting Group, Inc.
Previous Contract: Yes
Original Amount: (b)(4)
Amended Amount: 
New Amount: 
Contract Period: 1/1/08 to 6/30/10
Amended End Date: 6/30/11
Fund: IDEA
Competitive Process: Yes

Description of Service: The Consultant will support the Recovery School District to help enable Medicaid reimbursement for school-based services and assist in the Behavior Plus application to support positive behavior management for all students in the RSD. In addition, the consultant will continue the ongoing hosting of web-based single platform Special Education Management Solution, changes based on SER changes, ongoing phone, online, Webinar support.

Contract Justification: Support Recovery School District in enabling Medicaid reimbursement for school-based services.

9-H-42 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board received the report from the State Superintendent of Education for waiver of the RSD Procurement Policy.

9-H-43 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved a Cooperative Endeavor Agreement with Orleans Parish School Board for Orleans Parish School Board to provide Child Search services under the Individuals with Disabilities Act (IDEA) requirements.

9-H-44 On motion of Mr. Roemer, seconded by Ms. Dastugue, the Board approved as a Notice of Intent Bulletin 129, *The Recovery School District* (LAC 28:CXLV), Chapters 1 and 11.

Agenda **State Authorized School Oversight Committee** (Schedule 10)
Item 9-I

9-I-1 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board received a report on the Regional Educational Service Centers.

9-I-2 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board received the report on charter school issues and informational reports.

9-I-3 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board received the report on requests for Brumfield vs. Dodd approval.

9-I-4 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board approved personnel actions requiring Board approval for the Special School District (SSD).

9-I-5 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board received the report on the school calendars for the Special School District (SSD) and the BESE Special Schools (BSS).

9-I-6 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board received the report on Technology Plans for the Special School District (SSD) and the BESE Special Schools (BSS).

9-I-7 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board approved policy changes for BESE Special Schools, as follows:

- Add the following language to the Admissions Requirements:
 - f Students applying for admission to LSD must have the classification of deaf or hard of hearing as the primary exceptionality on their evaluations. Students applying for admission to LSVI must have the classification of blind or visually impaired as the primary exceptionality on their evaluations.
 - f A student must live within a commuting distance [25 miles or less of actual travel distance] from LSD/LSVI to be considered as a day school candidate. The Director may consider special circumstances or daily commute time on an individual basis.

(Motion continues on page 52)

- Change the following to the Residential Admissions Requirements:

f ~~Baton Rouge~~ LSD/LSVI

- Add the following language to the Release Procedures:

f LSD/LSVI may release a student from enrollment when the student’s IEP team determines that the school is not appropriate for the student.

f LSD/LSVI may deny admission or continued enrollment to a student and release a student from LSD/LSVI if the school administration determines that the program is inappropriate for the student’s individual needs.

9-I-8 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board received a report from the Education Finance staff concerning Type 1-4 charter school budgets and expenditure reports, including irregularities or concerns.

9-I-9 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board amended Agenda Item IV.B.1., as follows: “Consideration of a report from Education Finance staff concerning Type 2 charter school budgets and expenditure reports, including irregularities or concerns.”

9-I-10 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board deleted Agenda Items IV.B.2., “Consideration of Types 2 and 4 Charter School Annual Performance Report using the new evaluation framework,” and IV.B.2.a., “Consideration of the extension of BESE-authorized charter schools that are ending their third year of operation.”

9-I-11 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board referred to the State Authorized School Oversight Committee the addition of the following Standing Agenda Item: “Consideration of the extension of the charters for Types 2 and 4 charter schools in the third year of operation and the renewal of charters for charter schools in the fifth year of operation or those in the final year of their charter (recommendations due in January and June).”

9-I-12 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board granted a one-year extension of the charter for The MAX Charter School (Type 2) and placed the school on contract probation.

9-I-13 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board amended Agenda Item IV.B.3., as follows: “Consideration of a report on Types 2 and 4 charter contracts and requests for amendments.”

9-I-14 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board approved the following LDE recommended amendments to the charter of the International School of Louisiana concerning curriculum and staff language requirements:

- Eliminate the mandate to use the French National Curriculum as the basis for the curriculum in ISL's program. Instead, ISL proposes to align with the Louisiana Comprehensive Curriculum (LCC).
- Eliminate the mandate to use the International Baccalaureate Organization as the basis for the curriculum in ISL's Spanish program. Again, ISL proposes to align with the LCC.
- Eliminate the mandate that the foreign language teachers must be native speakers of their language and those teachers must be certified by the French Ministry of Education.

9-I-15 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board received a report on non-material amendments to the charter of (Type 2) Delhi Charter School.

9-I-16 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board received a report from the LDE Legal staff that explains/defines the authority that school boards have over Types 1, 3, and 4 charter schools regarding policy and procedure.

9-I-17 On motion of Mr. Garvey, seconded by Mr. Roemer, the Board approved recommendations from the LDE regarding the composition of the Virtual Education Study Group, with the stipulation that the group include three BESE members.

Agenda **Student/School Performance and Support Committee** (Schedule 11)
Item 9-J

9-J-1 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board received the report regarding requests from local education agencies for waivers of policy contained in Bulletins, submitted by the State Superintendent of Education.

9-J-2 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board approved the 2009-2010 Nonpublic Annual School Report and the 2010-2011 Nonpublic School Academic Classifications.

9-J-3 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board approved the adoption of the Common Core State Standards in English and Math.

- 9-J-4 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board received the report regarding removal of all PreK-2 schools from the current accountability program.

- 9-J-5 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board approved the requests from the St. Tammany Parish School System and the St. Bernard Parish School System to allow Salmen High School and Chalmette High School to begin using graduation data in their 2010 Baseline School Performance Scores.

- 9-J-6 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board received the reports regarding the LA 4 Prekindergarten Program and the 8(g) Model Early Childhood Program entitled, "LA 4 Prekindergarten Program, 8(g) Model Early Childhood Program, and Title I Preschool Program Entrance/Eligibility Requirements and Common Assessments" and the Picard Center's "Executive Summary Spring 2010."

- 9-J-7 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board approved the Supplemental Educational Services Provider List for the 2010-2011 school year.

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Mr. Bayard requested that the LDE provide in August 2010 information on how the Career Diploma Act has been integrated into the "Transitions" process.

- 9-J-8 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board approved the adoption of the "Transitions" framework, a process to eliminate the Pre- GED Skills/Options Program and prepare all students for college and career success.

- 9-J-9 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board deferred until August 2010: "Consideration of the Louisiana Alternative Education Program Model and Standards."

- 9-J-10 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board received the report regarding the BESE-approved Home Study Program.

- 9-J-11 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board referred to the Superintendents' Advisory Council proposed revisions to Bulletin 741, *Louisiana Handbook for School Administrators*: §2318. The College and Career Diploma and §2319. The Career Diploma, as requested by the LDE.

- 9-J-12 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board approved

as a Notice of Intent revisions to Nonpublic Bulletin 741, *Louisiana Handbook for Nonpublic School Administrators*: §107. School Approval, §115. Pre-Kindergarten/Kindergarten, §305. Professional Staff Development, §905. Age Requirements, §2103. Minimum Time Requirements, §2109. High School Graduation Requirements, §2323. Mathematics, and §3303. Definitions.

9-J-13 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board deferred: "Consideration of revisions to Bulletin 105, *Louisiana Content Standards for Programs Serving Four-Year Old Children*."

9-J-14 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board approved as a Notice of Intent revisions to Bulletin 111, *Louisiana School, District, and State Accountability System*: §603. Determining a Cohort for Graduation, §611. Documenting a Graduation Index, §701. Subgroup Component Indicators, §708. Calculating a Graduation Rate, and §709. Failing the Subgroup Component.

9-J-15 On motion of Mr. Bayard, seconded by Ms. Dastugue, the Board deferred: "Consideration of policy recommendations regarding criminal records/ background checks for center staff of any after-school program in response to issues raised in the letter from Colleen L. Kirchem, New Orleans Outreach Operations Manager, to James D. Caldwell, Attorney General, dated January 13, 2010."

Agenda Item 10 **Board Advisory Council Reports**

Agenda Item 10-A On motion of Ms. Dastugue, seconded by Mr. Bayard, the Board received the minutes of the Nonpublic School Commission meeting held on June 1, 2010, and approved the tentative agenda for August 31, 2010.

(Schedule 12)

Agenda Item 11 **Board Advisory Council Appointments** (Schedule 13)

On motion of Mr. Lee, seconded by Mr. Roemer, the Board approved the appointment of Superintendent William L. "Trey" Folsie, III, to the Superintendents' Advisory Council upon the recommendation of Mr. Jim Garvey. Superintendent Folsie replaces former Superintendent Gayle Sloan on the Council.

Agenda **Received and/or Referred**

Item 12

Agenda Item 12-A On motion of Ms. Dastugue, seconded by Mr. Lee, the Board received Resolution No. 12-10 from the Orleans Parish School Board (OPSB), which requests BESE and the Louisiana Department of Education/Recovery School District to relinquish control of the Sherwood Forest site and return it to the OPSB, to be designated for Phase I of the School Facilities Master Plan for construction of a K-8 school. (Schedule14)

Agenda Item 12-B On motion of Ms. Dastugue, seconded by Mr. Lee, the Board received Resolution No. 08-10 from the Orleans Parish School Board (OPSB), which requests BESE and the Louisiana Department of Education/Recovery School District to relinquish control of the New Orleans Free School facility and return it to the OPSB, to be designated by the OPSB as surplus for disposition and/or adaptive reuse. (Schedule15)

Agenda Item 12-C On motion of Ms. Dastugue, seconded by Mr. Lee, the Board received Resolution No. 09-10 from the Orleans Parish School Board (OPSB), which requests BESE and the Louisiana Department of Education/Recovery School District to relinquish control of the John F. Kennedy High School facility and return it to the OPSB, to be designated by the OPSB as surplus for disposition and/or adaptive reuse. (Schedule16)

Agenda Item 12-D On motion of Ms. Dastugue, seconded by Mr. Lee, the Board received the Resolution from the Washington Parish School Board, which urges and requests every member of the Washington Parish Legislative Delegation to vigorously oppose House Bill 1404 or any such bill that would exempt any local sales or use tax revenue without the expressed authorization of the levying governmental entity or authorized by the voters of the parish. (Schedule17)

Agenda Item 12-E On motion of Ms. Dastugue, seconded by Mr. Lee, the Board received and referred to the High School Redesign Committee: Consideration of revisions to Bulletin 741, *Louisiana Handbook for School Administrators*: Family and Consumer Sciences Course Offerings (LAC 28: CXV.2379). (Schedule18)

Agenda Item 12-F On motion of Ms. Dastugue, seconded by Mr. Lee, the Board received and referred to the Quality Leaders/Educators Committee: Consideration of revisions to Bulletin 746, *Louisiana Standards for State Certification of School Personnel*: Chapter 4., Subchapter A., Section 411. School Nurse. (Schedule19)

Agenda
Item 12-G On motion of Ms. Dastugue, seconded by Mr. Lee, the Board received and referred to the Quality Leaders/Educators Committee: Consideration of revisions to Bulletin 746, *Louisiana Standards for State Certification of School Personnel*, relative to Act 54 of the 2010 Regular Legislative Session, which repeals the Louisiana Teacher Assistance and Assessment Program (LaTAAP). (Schedule20)

Agenda On motion of Ms. Dastugue, seconded by Mr. Lee, the Board received and Item 12-H referred to the Quality Leaders/Educators Committee: Consideration of revisions to Bulletin 746, *Louisiana Standards for State Certification of School Personnel*, regarding adoption of passing scores for the following PRAXIS exams: Special Education: Core Knowledge and Applications (#0354), Special Education: Core Knowledge and Mild to Moderate Applications (#0543), and Special Education: Core Knowledge and Severe to Profound Applications (#0545). (Schedule21)

Agenda On motion of Ms. Dastugue, seconded by Mr. Lee, the Board received and Item 12-I referred to the State Authorized School Oversight Committee: Consideration of a presentation from the Orleans Parish School Board (OPSB) regarding the status of the OPSB’s renewal of the charters for their charter schools and the LEAP, iLEAP, and GEE test results for the OPSB’s charter and direct-operated schools.

Agenda On motion of Ms. Dastugue, seconded by Mr. Lee, the Board received and Item 12-J referred to the Student/School Performance and Support Committee: Consideration of revisions to Bulletin 1196, *Louisiana Food and Nutrition Programs, Policies of Operation: Chapters 3, 5, 7, 25, 29, 33, 34, and 35.* (Schedule22)

Agenda On motion of Ms. Dastugue, seconded by Mr. Lee, the Board received and Item 12-K referred to the Student/School Performance and Support Committee: Consideration of annual approval of new alternative education programs. (Schedule23)

Agenda On motion of Ms. Dastugue, seconded by Mr. Lee, the Board received and referred to the Student/School Performance and Support Committee: Consideration of annual approval of new alternative education schools. (Schedule24)

Item 12-L

Agenda On motion of Ms. Dastugue, seconded by Mr. Lee, the Board received and referred to the Student/School Performance and Support Committee: Consideration of revisions to Bulletin 741, *Louisiana Handbook for School Administrators*, required by Acts 214, 223, 240, and 413 of the 2009 Louisiana Legislative Session. (Schedule25)

Item 12-M

Agenda
Item 14 **Received and/or Referred**

Agenda
Item 14-A On motion of Mr. Lee, seconded by Ms. Dastugue, the Board received and referred to the High School Redesign Committee: Consideration of a request for a study/report from the LDE regarding possible policy revisions to allow districts with schools using 4 x 4 Block Scheduling to permit 28 Carnegie Units for graduation rather than the 24 Carnegie units currently required in state policy for the College and Career Diploma Pathway.

Agenda
Item 14-B On motion of Mr. Lee, seconded by Ms. Dastugue, the Board received and referred to the High School Redesign Committee: Consideration of the Bridging the Skills Gap Communication Plan.

At this point in the meeting, Mr. Guice relinquished the Chair to Mr. Lee.

Agenda
Item 15 On motion of Ms. Dastugue, seconded by Mr. Garvey, the Board received the report regarding an RSD contract amendment to the RSD/OPSB Cooperative Endeavor Agreement for Payment of the RSD's pro rata share of Advance Funding costs. (Schedule26)

* * * * *

Ms. Dastugue stated that she would work with BESE's Executive Director to prepare a receive and refer item for the Finance Committee regarding Finance policy that would address what types of items should come to the Board for approval, and what types of items should come to the Board for informational purposes, from a constitutional, statutory, and legal perspective.

Agenda
Item 16 On motion of Ms. Buquet, seconded by Mr. Garvey, the Board received the report and approved the voluntary surrender of the charter for Esperanza Charter School by the Esperanza Charter School Association, Inc., with the condition that the Association will continue to work with the LDE to take all necessary closure procedures. (Schedule27)

Mr. Guice resumed the Chair.

Agenda
Item 17 On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board received the report regarding an amendment to the agreement between the Orleans Parish School Board (OPSB) and the Recovery School District (RSD) for the RSD to Provide Alternative Education Services to the OPSB.

(Schedule28)

Agenda
Item 18

On motion of Ms. Buquet, seconded by Ms. Bradford, the Board approved the following emergency allocations, as recommended by the LDE, for the LDE and Board agencies:

1. Allocation: EMPLoY/JAG – LA
Amount: (b)(4)
Funding Period: 06/30/10 – 07/01/11
Source of Funds: IAT-TANF

Purpose: The purpose of the Educational Mission to Prepare Louisiana Youth (EMPLoY) Program is a dropout prevention/recovery and workforce preparation program for at-risk youth. The program's purpose is to keep at-risk students in school and graduating with a GED or Career Diploma. EMPLoY students master necessary skills in career competencies and occupational exploration, which improves their rates of academic success and employment. The EMPLoY program requires districts to ensure: (1) 80% of tier 1 students are dually enrolled and (2) tier 1-3 students receive intense reading intervention through the use of state approved software.

2. Allocation: Jobs for America's Graduates - LA
Amount: (b)(4)
Funding Period: 06/30/10 - 07/01/11
Source of Funds: IAT - TANF

Purpose: The Jobs for America's Graduates – Louisiana (JAG-LA) Program is a dropout prevention/recovery and workforce preparation program for at-risk youth. The program's purpose is to keep at-risk students in school through graduation to obtain a high school diploma or a GED and, during that time, to improve their rate of academic success and employment.

(Schedule29)

Agenda
Item 19

On motion of Ms. Dastugue, seconded by Mr. Garvey, the Board approved the following contracts, as recommended by the LDE, for the LDE and Board agencies:

Office of Career and Technical Education

1. Contractor: Louisiana Community and Technical College System (LCTCS)
Previous Contract: Yes

(Motion continues on page 60)

Begin Date: 07/01/10
End Date: 06/30/11
Total Amount: (b)(4)
Source of Funds: Incoming Funds
Competitive Process: No - MOU

Description of Service: This MOU provides for the day-to-day leadership activities and administration of the secondary allocation of the Carl Perkins Career and Technical Education funds. This MOU details responsibilities of the LDE and details the distribution of funds through each agency. The LDE is responsible for 49% (b)(4) of the total state allocation. The exact breakdown of funds is as follows: the LDE receives 56% of the flow through funds which are directed to the LEAs; 40% of the administration funds; and 50% of the leadership funds. The disbursement of the total state allocation is detailed in Attachment A of the backup documentation. The Louisiana Community and Technical College System is the fiscal agent for the Carl Perkins fund. This MOU addresses the secondary portion of these funds. This MOU covers the portion of the Perkins funds dedicated to secondary leadership and administrative activities and the secondary flow through portion of these funds.

Executive Office of the Superintendent

2. Contractor: Louisiana State University
Previous Contract: Yes
Begin Date: 07/01/10
End Date: 06/30/11
Total Amount: (b)(4)
Source of Funds: State Research Group
Competitive Process: No - Exempt by R.S. 39:1494.1 A (8)

Description of Service: This contract will promote and direct the Science, Technology, Engineering and Math (STEM) efforts of the LDE, as directed by the State Superintendent of Education. Through this contract, the contractor agrees to permit Mr. Guillermo Ferreyra, a professor at LSU, to serve as Executive Director of Science, Technology, Engineering, and Math (STEM) for the Louisiana Department of Education. Mr. Ferreyra, in his capacity as Executive Director for STEM, will direct the overall educational efforts of the LDE in this area.

(Motion continues on page 61)

School and Community Support

3. Contractor: Computer Aid, Inc.
Previous Contract: Yes
Begin Date: 07/01/10
End Date: 06/30/13
Total Amount: (b)(4)
Source of Funds: Federal IDEA Part B
Competitive Process: Yes

Description of Service: The contractor will provide on-going system maintenance and enhancements for all components of the Special Education Reporting database (SER). Yr. 1 - 07/01/10 through 06/30/11 will be (b)(4)
Yr. 2 - 07/01/11 through 06/30/12 will be (b)(4)
Yr. 3 - 07/01/12 through 06/30/13 will be (b)(4) The on-going system maintenance will enable LDE to continue to facilitate better data exchange with LEAs and other state and federal agencies.

School and Community Support

4. Contractor: Louisiana School for Math, Science, and the Arts (LSMSA)
Previous Contract: Yes
Begin Date: 07/01/10
End Date: 06/30/11
Total Amount: (b)(4)
Source of Funds: LA Virtual School Flow Through IAT 8 (g)
Competitive Process: No - Exempt by La. R.S. 39:1494.1 A (8)

Description of Service: The contract will provide the infrastructure to most efficiently support the Louisiana Virtual School (LVS) by providing administrative and functional support. A part of the Louisiana Virtual School initiative is to provide required courses to schools across the state in partnership with LSMSA as outlined in the BESE-approved 8(g) 2010-11 LVS program. The contractor can provide the infrastructure to most efficiently support the LVS by providing administrative and functional support.
(Schedule 30)

Agenda
Item 20

State Superintendent Pastorek introduced Ms. Karen Burke, who provided the Board with a PowerPoint presentation entitled "LDE Reorganization Plan – June 25, 2010." Ms. Burke reviewed this information with the Board.

(Continues on page 62)

State Superintendent Pastorek announced that Ms. Burke would fill the position of Chief Operating Officer for Departmental Support; Ms. Erin Bendily will lead Parental Options; Dr. Guillermo Ferreyra will lead Science, Technology, Engineering, and Math (STEM); and Ms. Gayle Sloan will lead District Support.

On motion of Ms. Dastugue, seconded by Ms. Bradford, the Board approved the Louisiana Department of Education’s reorganization plan.

Agenda
Item 21

On motion of Mr. Garvey, seconded by Mr. Bayard, the Board went into Executive Session at 11:08 a.m. to discuss litigation concerning Oliver v. Orleans Parish School Board, et al., Civil District Court for the Parish of Orleans, Docket #05-12244.

A Roll Call Vote was taken.

Yeas: Mr. Bayard, Ms. Bradford, Ms. Buquet, Ms. Dastugue, Mr. Garvey, Mr. Roemer, and Mr. Guice.

Nays: None.

Abstentions: None.

Absent: Mr. Bennett, Ms. Givens, Ms. Johnson, and Mr. Lee.

The Roll Call Vote on the motion to go into Executive Session passed. It was noted that no votes would be taken while the Board was in Executive Session; all votes would be made in public.

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On motion of Ms. Dastugue, seconded by Mr. Roemer, the Board reconvened into Regular Session at 11:27 a.m. A quorum was present.

Agenda
Item 21

No further action was taken regarding Agenda Item 21, “Consideration of an Executive Session on litigation concerning Oliver v. Orleans Parish School Board, et al., Civil District Court for the Parish of Orleans, Docket #05-12244.”

With no further business to come before the Board, the meeting was adjourned at 11:28 p.m.

Attachment 8

A copy of the average statewide proficiency based on assessments administered in the 2010-2011 school year in reading/language arts and mathematic for the “all students” group and all subgroups

2010-2011 Statewide Proficiency

Grade	ELA % Proficient	Math % Proficient
3	69%	69%
4	74%	71%
5	68%	67%
6	71%	70%
7	69%	67%
8	67%	60%
GEE	60%	69%

Attachment 10

A copy of the guidelines that the SEA has developed and adopted for local teacher and principal evaluation and support systems

Title 28 EDUCATION

Part CXLVII. Bulletin 130—Regulations for the Evaluation and Assessment of School Personnel

Chapter 1. Overview

§101. Guidelines of the Program

A. As required by R.S. 17:391.2 et seq., all local educational agencies (LEAs) in Louisiana developed accountability plans to fulfill the requirements as set forth by the laws. Specifically, Act 621 of 1977 established school accountability programs for all certified and other professional personnel. Act 9 of 1977 established a statewide system of evaluation for teachers and principals. Act 605 of 1980 gave the Louisiana Department of Education (LDE) the authority to monitor the LEAs' personnel evaluation programs. Act 54 of 2010 requires that measures of student growth be incorporated into teachers' and administrators' evaluations and represent 50 percent of their final rating. In addition, Act 54 of 2010 requires that all teachers and administrators receive annual evaluations. In passing these Acts, it was the intent of the legislature to establish within each LEA a uniform system for the evaluation of certified and other professional personnel.

B. The guidelines to strengthen local teacher evaluation programs include the Louisiana Components of Effective Teaching and were entitled "Toward Strengthening and Standardizing Local School Districts' Teacher Evaluation Programs." The guidelines were approved by the Louisiana Board of Elementary and Secondary Education (BESE) in September 1992. These guidelines, along with the requirements of the local accountability legislation, form the basis for the local evaluation programs.

C. BESE also authorized the convening of the Louisiana Components of Effective Teaching (LCET) Panel in spring of 1992. The charge of the panel was to determine and to define the components of effective teaching for Louisiana's teachers. Reviewed and revised in the late 90s and 2002, the components are intended to reflect what actually takes place in the classroom of an effective teacher. The original 35 member panel was composed of a majority of teachers. The resulting *Louisiana Components of Effective Teaching*, a descriptive framework of effective teacher behavior, was intended to be a uniform element that served as evaluation and assessment criteria in the local teacher evaluation programs.

D. In 1994, Act I of the Third Extraordinary Session of the 1994 Louisiana Legislature was passed. Act I amended and reenacted several statutes related to Local Personnel Evaluation. In April 2000, Act 38 of the Extraordinary Session of the 2000 Louisiana Legislature was passed. Act 38 amended, enacted, and repealed portions of the legislation regarding the local personnel evaluation process. While local school districts are expected to maintain the elements of the local personnel evaluation programs currently in place and set forth in this document, Act 38

eliminated the LDE's required monitoring of the local implementation. Monitoring of local personnel evaluation programs is to occur as requested by BESE.

E. In August 2008, BESE approved the Performance Expectations and Indicators for Education Leaders to replace the Standards for School Principals in Louisiana, 1998 as criteria for principal evaluation.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2250 (October 2010), amended LR 38:1214 (May 2012).

§103. Purposes of Personnel Evaluation [Formerly §105]

A. The purposes for which personnel evaluation will be used in Louisiana are as follows:

1. to support performance management systems that ensure qualified and effective personnel are employed in instructional and administrative positions;
2. to enhance the quality of instruction and administration in public schools;
3. to provide procedures that are necessary to retain effective teachers and administrators and to strengthen the formal learning environment; and
4. to foster continuous improvement of teaching and learning by providing opportunities for targeted professional growth and development.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2250 (October 2010), amended LR 38:1215 (May 2012).

§105. Framework for LEA Personnel Evaluation Programs [Formerly §109]

A. Each local school board has the responsibility of providing a program for the evaluation of certified and other professional personnel employed within the system. Programs should be appropriate and should meet the needs of the school district.

B. Local personnel evaluation plans defined by the board shall include, at a minimum, the following elements.

1. **Job Descriptions.** The LEA shall establish job descriptions for every category of teacher and administrator. All job descriptions shall contain the criteria for which the teacher or administrator shall be evaluated.

2. Professional Growth Planning Process. The LEA shall provide guidelines for teachers and administrators to develop a professional growth plan with their evaluators. Such plans must be designed to assist each teacher or administrator in demonstrating effective performance, as defined by this bulletin. Each plan will include objectives as well as the strategies that the teacher or administrator intends to use to attain each objective.

3. Observation/Data Collection Process. The evaluator or evaluators of each teacher and administrator shall conduct observations of teacher and administrator practice sufficient to gain a complete picture of performance and impart individualized feedback each year. This shall include a minimum of two observations per academic year and may include more observations, particularly for teachers or administrators that are not meeting expectations. At least one of these observations shall be announced and shall include a pre- and post-observation conference. One of the observations may be waived for teachers who have earned a rating of *Highly Effective* according to the value-added model in the previous year. Following all observations, evaluators shall provide evaluatees with feedback, including areas for commendation as well as areas for improvement. Additional evidence, such as data from periodic visits to the school and/or classroom as well as written materials or artifacts, may be used to inform evaluation.

4. Professional Development and Support. LEAs shall provide multiple opportunities for teachers and administrators to receive feedback, reflect on individual practice, and consider opportunities for improvement throughout the academic year, and shall provide intensive assistance plans to teachers and administrators, according to the requirements set forth in this bulletin.

5. Grievance Process. LEAs shall include in their Local Personnel Evaluation Plans a description of the procedures for resolving conflict and/or grievances relating to evaluation results in a fair, efficient, effective, and professional manner.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2251 (October 2010), amended LR 38:1215 (May 2012), LR 38:2359 (September 2012). LR 39:

Chapter 3. Personnel Evaluations

§301. Overview of Personnel Evaluation

A. Personnel evaluation for teachers and administrators shall be composed of two parts. Fifty percent of the evaluation shall be composed of applicable measure(s) of growth in student learning. The remaining 50 percent shall be based upon a qualitative assessment of teacher or administrator performance.

1. For teachers, the 50 percent of the evaluation based upon growth in student learning shall measure the growth of

their students using data from the value-added model and/or student learning targets, according to guidelines provided by the department. For administrators, the 50 percent of the evaluation based upon growth in student learning shall incorporate a school-wide measure of growth and goal setting for principals is subject to §305.D of this bulletin.

2. The 50 percent of the evaluation that is based on a qualitative measure of teacher and administrator performance shall include a minimum of two observations or site visits. This portion of the evaluation may include additional evaluative evidence, such as walk-through observation data and evaluation of written work products.

B. The combination of the applicable measure of growth in student learning and the qualitative assessment of performance shall result in a composite score used to distinguish levels of overall effectiveness for teachers and administrators.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:1215 (May 2012), amended LR 38:2359 (September 2012), LR 39:1273 (May 2013), LR 41:

§303. Measures of Growth in Student Learning—Value-Added Model

A. A value-added model shall be used to measure student growth for the purposes of teacher and administrator evaluation, where available, according to guidelines provided by the Department.

B. Value-added data shall be provided to teachers in grades and subjects that administer state-wide standardized tests and for which appropriate prior testing data is available. The value-added model shall not be applied for the purposes of evaluation in any cases in which there are fewer than ten students with value-added results assigned to an educator

C. The value-added model shall be a statistical model approved by the board for linking academic gains of students to teachers in grades and subjects for which appropriate data are available.

D. The value-added model shall take into account the following student-level variables:

1. prior achievement data that are available (up to three years);
2. gifted status;
3. section 504 status;
4. attendance;
5. disability status;
6. eligibility for free or reduced price meals;
7. limited English proficiency; and
8. prior discipline history.

E. Classroom composition variables shall also be included in the model.

F. Additional specifications relating to the value-added model shall be adopted by the board, in accordance with R.S. 17:10.1(D).

G. During the transition to new standards and assessments and as a new two-year baseline is set, value-added data will not be available in 2013-2014, 2014-2015, or 2015-2016. During this time, the department shall provide transitional student growth data that may be used as a measure of student growth, at the evaluator's discretion. LEAs may define local rules pertaining to the use of such data.

H. When assigning a final student growth score, the administrator may adjust the value-added rating by plus or minus one rating level, based on the teacher's student learning target performance (e.g., the overall student growth rating may be a 2.0 (effective: emerging) or 4.0 (highly effective) if the value-added rating is 3.0 (effective: proficient)).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:1216 (May 2012), amended LR 38:3123 (December 2012), LR 39:1273 (May 2013), LR 40:761 (April 2014), LR 41:

§305. Measures of Growth in Student Learning— Learning Targets

A. The department shall expand the value-added model, as new state assessments become available.

B. For teachers and administrators, progress towards pre-determined student learning targets, as measured by state-approved common assessments, where available, shall inform the student growth component of the evaluation. Student learning targets shall include goals which express an expectation of growth in student achievement over a given period of time, as well as common measures for assessing attainment of those goals, such as an identified assessment and/or a body of evidence.

C. Teachers: A minimum of two student-learning targets shall be identified for each teacher. The department shall provide an evaluative tool for evaluators to use in assessing the quality and attainment of student learning targets.

1. State-approved common assessments shall be used as part of the body of evidence measuring students' attainment of learning targets, where available.

2. Where no state-approved common assessments are available, evaluatees and evaluators shall decide upon the appropriate assessment or assessments to measure students' attainment of learning targets.

3. LEAs may define consistent student learning targets across schools and classrooms for teachers with similar

assignments, provided that they allow for ample flexibility to address the specific needs of students in each classroom.

D. Principals and Administrators: A minimum of two student learning targets shall be identified for each administrator.

1. For principals, the LDE shall provide recommended targets to use in assessing the quality and attainment of both student learning targets, which will be based upon a review of "similar" schools. The LDE will annually publish the methodology for defining "similar" schools.

2. For principals, at least one learning target shall be based on overall school performance improvement in the current school year, as measured by the school performance score.

3. For principals, at least one learning target shall be based on growth in a component (e.g., ELA or math improvement) of school performance score.

4. Principals at schools with special populations (e.g. alternative schools) or those that do not have grades with standardized testing and available value-added data (e.g., K-2 schools) may define learning targets based on LDE guidance.

E. The department shall provide annual updates to LEAs relating to:

1. the expansion of state-standardized testing and the availability of value-added data, as applicable;

2. the expansion of state-approved common assessments to be used to build to bodies of evidence for student learning where the value-added model is not available; and

3. the revision of state-approved tools to be used in evaluating student learning targets.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:1216 (May 2012), amended LR 38:2359 (September 2012), LR 39:1273 (May 2013), LR 41:

§307. Observation Tools

A. LEAs shall utilize an observation tool to conduct a qualitative assessment of teacher and administrator performance, which shall represent the 50 percent of evaluations that is not based on measures of growth in student learning.

B. LEA observation tools shall adhere to the following minimum requirements.

1. The tool for teacher evaluation shall align to the *Louisiana Components of Effective Teaching*. The tool for administrator evaluation shall align to the *Performance Expectations and Indicators for Educational Leaders*, contained within *Bulletin 125—Standards for Educational Leaders in Louisiana*.

a. The *Louisiana Components of Effective Teaching* and the *Performance Expectations and Indicators for Educational Leaders* may be reviewed as needed by the department in collaboration with educators administering the evaluation system and appropriate third parties to determine the need for modifications and their continuing utility.

b. The board shall approve any changes made to the *Louisiana Components of Effective Teaching* and the *Performance Expectations and Indicators for Educational Leaders*.

2. Observation tools shall provide an overall score between 1.0 and 4.0. Total scores on observation tools may include tenths of points, indicated with a decimal point.

C. The department shall develop and/or identify model observation tools according to these minimum requirements, which may be adopted by LEAs.

D. LEAs which do not intend to use model observation tools developed or identified by the department shall submit proposed alternate tools to the department for evaluation and approval, LEAs shall submit proposed alternate observation tools to the department.

1. With the submission of proposed alternate observation tools, LEAs may request a waiver to use competencies and performance standards other than those provided in the *Louisiana Components of Effective Teaching* and the *Performance Expectations and Indicators for Educational Leaders*. Such requests shall include:

a. a justification for how the modified competencies and performance standards will support specific performance goals related to educator and student outcomes; and

b. an explanation of how the LEA will ensure the reliability and validity of the alternate observation tool intended to measure the modified competencies and performance standards.

2. The department may request revisions to proposed alternate observation tools to ensure their compliance with the minimum requirements set forth in this bulletin.

3. If requested, revisions to proposed alternate observation tools shall be submitted to the department by the LEA.

4. LEA-proposed alternate observation tools shall be either approved or denied by the department no later than August 1.

5. LEAs which secure department approval for use of an alternate observation tools need not submit them for approval in subsequent years, unless the alternate observation tools is revised, the *Louisiana Components of Effective Teaching or Performance Expectations and Indicators for Educational Leaders* are revised, or revisions to this Section are approved by the board.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:1216 (May 2012), amended LR 38:2360 (September 2012).

§309. Standards of Effectiveness

A. Teachers and administrators shall receive a final composite score on annual evaluations to determine their effectiveness rating for that academic year.

1. The 50 percent of evaluations that is based on student growth will be represented by a sub-score between 1.0 and 4.0.

2. The 50 percent of evaluations that is based on a qualitative assessment of performance will also be represented by a sub-score between 1.0 and 4.0.

3. The final composite score for teachers and administrators shall be the average of the two sub-scores and shall be represented as a score between 1.0 and 4.0.

B. The composite score ranges defining ineffective, effective (emerging or proficient) and highly effective performance shall be as follows.

Effectiveness Rating	Composite Score Range
Ineffective	$x < 1.5$
Effective: Emerging	$1.5 \leq x < 2.5$
Effective: Proficient	$2.5 \leq x < 3.5$
Highly Effective	$3.5 \leq x$

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:1217 (May 2012), amended LR 38:2360 (September 2012), LR 41:

§311. Evaluators

A. LEAs shall establish and maintain an accountability relationships register to clearly define who shall be the evaluator or evaluators within the ranks of teachers and administrators.

B. Evaluators of teachers shall be school principals, assistant principals, or the evaluatee’s respective supervisory level designee.

1. Other designees, such as instructional coaches and master/mentor teachers may conduct observations to help inform the evaluator’s assessment of teacher performance. These designees shall be recorded as additional observers within the accountability relationships register.

C. Evaluators of administrators shall be LEA supervisors, Chief Academic Officers, Superintendents, or the evaluatee’s respective supervisory level designee.

D. All evaluators shall be certified to serve as evaluators, according to the minimum requirements provided by the department.

1. The department, its contractors, and LEAs with approved alternate observation tools shall serve as the sole certifiers of evaluators.

2. The evaluator certification process shall include an assessment to ensure inter-rater reliability and accuracy of ratings, based on the use of the teacher or leader observational rubric.

3. Evaluators on record must renew certification to evaluate annually.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:1217 (May 2012), amended LR 38:2360 (September 2012).

§313. Professional Development

A. LEAs shall provide professional development to all teachers and administrators, based upon their individual areas of improvement, as measured by the evaluation process. Professional development opportunities provided by LEAs shall meet the following criteria.

1. Professional development shall be job-embedded, where appropriate.

2. Professional development shall target identified individualized areas of growth for teachers and administrators, based on the results of the evaluation process, as well as data gathered through informal observations or site visits, and LEAs shall utilize differentiated resources and levels of support accordingly.

3. Professional development shall include follow-up engagement with participants, such as feedback on performance, additional supports, and/or progress-monitoring.

4. Professional development shall include measureable objectives to evaluate its effectiveness, based on improved teacher or administrator practice and growth in student learning.

B. Failure by the LEA to provide regular professional development opportunities to teachers and administrators shall not invalidate any results of the evaluation process.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:1218 (May 2012).

§315. Intensive Assistance [Formerly §329]

A. An intensive assistance plan shall be developed by evaluators and evaluatees when an evaluatee has received an overall rating of *Ineffective* or has consistently demonstrated *Ineffective* performance, as determined by the evaluator, prior to receiving such a rating.

B. An intensive assistance plan shall be developed with the evaluatee within 30 school days of an evaluation resulting in the initiation of the intensive assistance plan.

C. The evaluatee shall be formally re-evaluated within one calendar year of the initiation of the intensive assistance plan.

D. If the evaluatee is determined to be *Ineffective* after a formal evaluation conducted immediately upon completion of the intensive assistance plan or if the intensive assistance plan is not completed in conformity with its provisions, the LEA shall initiate termination proceedings within six months following such unsatisfactory performance.

E. The intensive assistance plan shall be developed collaboratively by the evaluator and the evaluatee and must contain the following information:

1. what the evaluatee needs to do to strengthen his/her performance including a statement of the objective(s) to be accomplished and the expected level(s) of performance according to student growth and/or qualitative measures;

2. an explanation of the assistance/support/resource to be provided or secured by the school district and/or the school administrator;

3. the date that the assistance program shall begin;

4. the date when the assistance program shall be completed;

5. the evaluator's and evaluatee's signatures and date lines (Signatures and dates shall be affixed at the time the assistance is prescribed and again after follow-up comments are completed.);

6. the timeline for achieving the objective and procedures for monitoring the evaluatee's progress (not to exceed one calendar year);

7. an explanation of the provisions for multiple opportunities for the evaluatee to obtain support and feedback on performance (The intensive assistance plans shall be designed in such a manner as to provide the evaluatee with more than one resource to improve.); and

8. the action that will be taken if improvement is not demonstrated.

F. Completed intensive assistance plans and appropriate supporting documents, such as observations, correspondence, and any other information pertinent to the intensive assistance process, shall be filed in the evaluatee's single official file at the central office. The evaluatee shall receive a copy of the signed intensive assistance plan and any supporting documents.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.10, R.S. 17:3871-3873, R.S. 17:3881-3884, and R.S. 1309-3904.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2251 (October 2010), amended LR 38:1218 (May 2012).

§317. Due Process and Grievance Procedures [Formerly §333]

A. The LEA shall establish grievance procedures to address the following components of due process.

1. The evaluatee shall be provided with a copy of his/her evaluation results no later than 15 days after the final evaluation rating is determined and shall be entitled to any documentation related to the evaluation.

2. The evaluatee shall be entitled to provide a written response to the evaluation, to become a permanent attachment to the evaluatee's single official personnel file.

3. Upon the request of the evaluatee, a meeting between the evaluatee and the evaluator shall be held after the evaluation and prior to the end of the academic year.

4. The evaluatee shall be entitled to grieve to the superintendent or his/her designee, if the conflict in question is not resolved between evaluatee and evaluator. The evaluatee shall be entitled to representation during the grievance procedure.

5. Copies of the evaluation results and any documentation related thereto of any school employee may be retained by the LEA, the board, or the department and, if retained, are confidential, do not constitute a public record, and shall not be released or shown to any person except as provided by law.

B. Failure by the LEA to adhere to the requirements of this Section shall be a grievable matter.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2252 (October 2010), amended LR 38:1218 (May 2012).

§319. Staff Development for Personnel Involved in Evaluation [Formerly §335]

A. LEAs shall provide training on a continuing basis for all staff involved in the evaluation process (i.e., district level administrators and supervisors, principals and assistant principals, and other observers, and classroom teachers). It is recommended that all training concentrate on fostering the elements listed below:

1. a positive, constructive attitude toward the teacher and administrator evaluation process;

2. a knowledge of state laws and LEA policies governing the evaluation process for teachers and administrators, along with the associated procedures for intensive assistance and due process;

3. an understanding of the *Louisiana Components of Effective Teaching* or an approved modified set of teacher competencies and performance standards;

4. an understanding of the *Performance Expectations and Indicators for Educational Leaders* or an approved modified set of leader competencies and performance standards;

5. an understanding of the measures of growth in student learning, as adopted by the board; and

6. an understanding of the process for calculating a composite score to determine final effectiveness ratings for teachers and administrators.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.10, R.S. 17:3871-3873, R.S. 17:3881-3884, and R.S. 1309-3904.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2252 (October 2010), amended LR 38:1219 (May 2012), LR 38:2360 (September 2012).

§321. Evaluation Records Guidelines

A. Copies of evaluation results and any related documentation shall be retained by the LEA.

B. All such files shall be confidential and shall not constitute a public record.

C. Such files shall not be released or shown to any person except:

1. the evaluated employee or his/her designee;

2. authorized school system officers and employees for all personnel matters, including employment application, and for any hearing, which relates to personnel matters, which includes the authorized representative of any school or school system, public or private, to which the employee has made application for employment; and

3. for introduction in evidence or discovery in any court action between the local board and a teacher when:

a. the performance of the teacher is at issue; or

b. the evaluation was an exhibit at a hearing, the result of which is being challenged.

D. Any local board considering an employment application for a person evaluated pursuant to this bulletin shall request such person's evaluation results as part of the application process, regardless of whether that person is already employed by that school system or not, and shall notify the applicant that evaluation results shall be requested as part of this mandated process. The applicant shall be given the opportunity to apply, review the information received, and provide any response or information the applicant deems applicable.

E. The state superintendent of education shall make available to the public the data specified in R.S. 17:3902(B)(5) as may be useful for conducting statistical analyses and evaluations of educational personnel. However, the superintendent shall not reveal information pertaining to the evaluation report of a particular employee.

F. Public information may include school level student growth data, as specified in R.S. 17:3902(B)(5).

G. Nothing in this Section shall be interpreted to prevent de-identified student growth data from public view.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:1219 (May 2012), amended LR 38:2361 (September 2012).

§323. Job Descriptions
[Formerly §339]

A. The local personnel evaluation plan shall contain a copy of the job descriptions currently in use in the LEA. The LEA shall establish a competency-based job description for every category of teacher and administrator pursuant to its evaluation plan. The chart that follows identifies a minimum listing of the categories and titles of personnel for which job descriptions must be developed.

Personnel Category	Position or Title
Administration	1. Superintendent
	2. Assistant Superintendent
	3. Director
	4. Supervisor
	5. Coordinator
	6. Principal
	7. Assistant Principal
	8. Any employee whose position does not require certification but does require a minimal education attainment of a bachelor's degree from an accredited institution of higher learning
	9. Any employee whose position requires certification, but whose title is not given in this list
	10. Any employee who holds a major management position, but who is not required to have a college degree or certification
Instructional Personnel	1. Teachers of Regular and Sp. Ed. students
	2. Special Projects Teachers
	3. Instructional Coaches and/or Master Teachers
Support Services	1. Guidance Counselors
	2. Librarians
	3. Therapists
	4. Any employee whose position does not require certification but does require a minimal educational attainment of a bachelor's degree from an accredited institution of higher learning
	5. Any employee whose position requires certification, but whose title is not given in this list
	6. Any employee who holds a major management position, but who is not required to have a college degree or certification

B. The competency-based job description shall:

1. be grounded in the state standards of performance;
2. include job tasks that represent the essential knowledge, skills and responsibilities of an effective teacher or administrator that lead to growth in student achievement;
3. be reviewed regularly to ensure that the description represents the full scope of the teacher's or administrator's responsibilities; and
4. be distributed to all certified and professional personnel prior to employment. If said job description is modified based on the district's annual review, it must be distributed to all certified and professional teachers and leaders prior to the beginning of the next school year.

C. The following components shall be included in each job description developed:

1. position title;
2. overview of position;

3. position qualifications shall be at least the minimum requirements as stated in *Bulletin 746—Louisiana Standards for State Certification of School Personnel* (The qualifications shall be established for the position, rather than for the employee.);

4. title of the person to whom the employee reports;
5. performance standards, including statement on responsibility for growth in student learning;
6. salary or hourly pay range;
7. statement acknowledging receipt of job description; and
8. a space for the employee's signature and date.

NOTE: Job descriptions must be reviewed annually. Current signatures must be on file at the central office in the single official file to document the annual review and/or receipt of job descriptions.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.10, R.S. 17:3871-3873, R.S. 17:3881-3884, and R.S. 1309-3904.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2252 (October 2010), amended LR 38:1219 (May 2012), LR 38:2361 (September 2012).

§325. Extenuating Circumstances

A. For any year in which a school temporarily closes due to natural disasters or any other unexpected events, districts may request invalidation of student achievement growth data with relation to the value-added assessment model by submitting a request to the State Superintendent of Education. The State Superintendent of Education shall publish annually the process and timeline for making such requests.

B. Evaluation results shall be invalidated for any teacher or administrator with 60 or more excused absences in a given academic year, due to approved leave, such as maternity leave, military leave, sick leave, or sabbatical leave.

C. For approved leave of fewer days and for any other extenuating circumstances that significantly compromise an educator's opportunity to impact student learning, educators, on their own behalf, district superintendents, or CEOs may request invalidation of student achievement growth data with relation to the value-added assessment model by submitting such requests to the state superintendent of education. The State Superintendent of Education shall publish annually the process and timeline for making such requests.

D. In cases where value-added data is invalidated, the teacher's principal or designee shall have discretion to determine the evaluation rating, based on the evidence available from students learning targets and observations.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:1220 (May 2012), amended LR 38:2361 (September 2012), LR 39:1274 (May 2013), LR 40:

§329. Charter School Exceptions

A. Charter governing authorities are subject only to §301, §303, §305, §307, §309, §325, §329, and §701 of this bulletin.

B. Each charter governing authority shall terminate employment of any teacher or administrator determined not to meet standards of effectiveness for three consecutive years.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:1220 (May 2012).

Chapter 7. Reporting and Monitoring

§701. Annual Summary Reporting Format

A. Each LEA will submit an annual personnel evaluation report of the most recent academic year to the department by July 15. Information included in the reporting format reflects data deemed necessary in presenting annual reports to the department, as well as to the LEAs. The reporting of such information includes a variety of responses directed toward the collection of data useful to an analysis of the evaluation process from a statewide perspective. Items that are reported by the LEAs on forms provided by the department include, but are not limited to, the following items:

1. individual-level teacher evaluation results, by teacher;
2. the number of certified and other professional personnel, by categories, who were evaluated as performing ineffectively;
3. the number of certified and other professional personnel, by categories, who were terminated because of not having improved performance within the specified time allotment (Include the reasons for termination.);
4. the number of certified personnel, by categories, who improved (from ineffective to effective) as a result of the evaluation process.
5. the number of formal grievances filed as a result of ineffective performance ratings or disagreement with evaluation results; and
6. the number of evaluatees who received intensive assistance.

B. The department shall annually report on the performance of administrators and teachers. Such reporting and monitoring shall include, but not be limited to, the following:

1. the percentage and number, where available, of administrators and teachers rated as highly effective, effective; proficient, effective; emerging, and ineffective;
2. the percentage and number, where available, of teachers whose student growth ratings are increased or

decreased, per §303.H of this bulletin, relative to the value-added model rating; and

3. information on principal learning targets relative to those recommended by the LDE (e.g., percentage and number of principal learning targets that are above, at, or below the LDE recommended targets).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2253 (October 2010), amended LR 38:1220 (May 2012), LR 38:2361 (September 2012), LR 39:1274 (May 2013), LR 41:

Chapter 9. General Provisions

§901. Louisiana Components of Effective Teaching

A. The chart below contains the domains and components which represent the *Louisiana Components of Effective Teaching*.

Domain	Component
1. <i>Planning and Preparation</i>	1c. Setting Instructional Outcomes
2. <i>The Classroom Environment</i>	2c. Managing Classroom Procedures
3. <i>Instruction</i>	3b. Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2254 (October 2010), amended LR 38:1221 (May 2012), LR 38:2361 (September 2012).

§905. Definitions

A. In order that consistency in terminology be maintained on a statewide basis, the department has established a list of terms and definitions. Careful consideration of each should be given during the training and implementation of personnel evaluation programs. The definitions below must be adopted by all LEAs. If additional terms are necessary in establishing a clear and concise understanding of evaluation procedures, they must be included in the LEA local personnel evaluation plan.

Accountability—shared responsibility for actions relating to the education of children.

Administrator—any person who serves in an academic leadership role at the school-level and is employed in a professional capacity other than a teacher. Principals, assistant principals, and academic deans shall be considered administrators according to this definition.

Beginning Teacher—any teacher in their first three years of the profession.

Board—state Board of Elementary and Secondary Education.

Certified School Personnel—those persons whose positions require certification.

Charter School—an independent public school that provides a program of elementary and/or secondary education established pursuant to and in accordance with the provisions of the Louisiana Charter School Law to provide a learning environment that will improve student achievement.

Classroom Visitation—an informal visit to a classroom of sufficient duration to monitor progress toward achievement of professional growth plan objectives and to provide support or assistance.

Common Assessment—a state-approved assessment to be used for measuring student growth in grades and subjects where value-added data is not available.

Components of Effective Teaching—the elements of teaching performance defined by the board in formal, recognized collaboration with educators and other stakeholders involved in education, to be critical to providing effective classroom instruction.

Competencies—skills, knowledge, and abilities required to demonstrate a particular level of performance.

Criteria—demonstrable levels of performance upon which a judgment may be based.

Department—Louisiana Department of Education.

Due Process—fair and impartial treatment, including notice and an opportunity to be heard.

Duties—those actions normally required of a position as assigned and/or described in the position description that are necessary to enable the class, school, or school district to accomplish its objectives.

Educational Leader—a person who is certified to serve in any school or district leadership capacity with the exception of superintendent.

Evaluation—process by which a local board monitors continuing performance of its teachers and administrators annually, by considering judgments concerning the professional accomplishments and competencies of a certified employee, as well as other professional personnel, based on a broad knowledge of the area of performance involved, the characteristics of the situation of the individual being evaluated, and the specific standards of performance pre-established for the position.

Evaluatee—teacher or administrator undergoing evaluation.

Evaluator—one who evaluates; the school principal or assistant principal or respective supervisory level designees charged with evaluating teachers or the superintendent or other LEA-level supervisor charged with evaluating administrators.

Formal Site Visit—an announced site visit by an administrator's evaluator, that is preceded by a pre-visit conference and followed by a post-visit conference in which

the administrator is provided feedback on his/her performance.

Grievance—a procedure that provides a fair and objective resolution of complaint by an evaluatee that the evaluation is inaccurate due to evaluator bias, omission, or error.

Intensive Assistance Plan—the plan that is implemented when it is determined, through the evaluation process, that personnel have not meet the standards of effectiveness. This plan includes the specific steps the teacher or administrator shall take to improve; the assistance, support, and resources to be provided by the LEA; an expected timeline for achieving the objectives and the procedure for monitoring progress, including observations and conferences; and the action to be taken if improvement is not demonstrated.

Job Description—a competency-based summary of the position title, qualification, supervisor, supervisory responsibilities, duties, job tasks, and standard performance criteria, including improving student achievement, that specify the level of job skill required. Space shall be provided for signature and date.

Local Board—governing authority of the local education agency, parish/city school or local school system.

Local Education Agency (LEA)—city, parish, or other local public school system, including charter schools.

Non-Tested Grades and Subjects (NTGS)—grades and subjects for which a value-added score is not available for teachers or other certified personnel.

Objective—a devised accomplishment that can be verified within a given time, under specifiable conditions, and by evidence of achievement.

Observation—the process of gathering facts, noting occurrences, and documenting evidence of performance and delivering aligned, individualized feedback to the evaluatee.

Observer—one who gathers evidence to be used in the evaluation process through the observation of educator performance.

Performance Expectations—the elements of effective leadership approved by the board that shall be included as evaluation criteria for all building-level administrators.

Performance Standards—the behaviors and actions upon which performance is evaluated.

Post-Observation Conference—a discussion between the evaluatee and evaluator for the purpose of reviewing an observation and sharing commendations, insights, and recommendations for improvement.

Pre-Observation Conference—a discussion between the evaluatee and the evaluator which occurs prior to a formal observation; the purposes are to share information about the lesson to be observed and to clarify questions that may occur after reviewing of the lesson plan.

Professional Growth Plan—a written plan developed to enhance the skills and performance of an evaluatee. The plan includes specific goal(s), objective(s), action plans, timelines, opportunities for reflection, and evaluation criteria.

Self-Evaluation/Self-Reflection—the process of making considered judgments of one’s own performance concerning professional accomplishments and competencies as a certified employee or other professional person based upon personal knowledge of the area of performance involved, the characteristics of the given situation, and the specific standards for performance pre-established for the position; to be submitted by the evaluatee to the appropriate evaluator for use in the compilation of the individual’s evaluation.

Standard Certificate—a credential issued by the state to an individual who has met all requirements for full certification as a teacher.

Standard of Effectiveness—adopted by the State Board of Elementary and Secondary Education as the final composite score required for teacher or administrator performance to be considered *Effective*.

Student Learning Target—a goal which expresses an expectation of growth in student achievement over a given

period of time, as measured by an identified assessment and/or body of evidence.

Teacher—any person who provides direct instruction or direct instructional support to students, to whom he/she has been formally assigned. Classroom teachers, special education teachers, librarians, and guidance counselors shall be considered teachers according to this definition.

Teachers of Record—educators who are responsible for a portion of a student’s learning outcomes within a subject/course.

Value-Added—the use of prior achievement history and appropriate demographic variables to estimate typical achievement outcomes through a statistical model for students in specific content domains based on a longitudinal data set derived from students who take state-mandated tests in Louisiana for the purpose of comparing typical and actual achievement.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:1222 (May 2012), amended LR 38:2362 (September 2012).

Attachment 11a

Evidence that the SEA has adopted all of the guidelines for local teacher and principal evaluation and support systems: Revised Statute Act 54

Regular Session, 2010

HOUSE BILL NO. 1033

BY REPRESENTATIVES HOFFMANN, AUSTIN BADON, HENRY BURNS, TIM BURNS, CARMODY, CARTER, CHAMPAGNE, CONNICK, GISCLAIR, HARDY, KATZ, LABRUZZO, LIGI, NOWLIN, ROBIDEAUX, SIMON, SMILEY, WILLIAMS, AND WOOTON AND SENATORS APPEL, DONAHUE, DUPLESSIS, MARTINY, AND QUINN.

1 AN ACT

2 To amend and reenact R.S. 17:10.1(B) and (C), Subpart A of Part II of Chapter 39 of Title
3 17 of the Louisiana Revised Statutes of 1950, to be comprised of R.S. 17:3881
4 through 3886, Subpart C of Part II of Chapter 39 of Title 17 of the Louisiana Revised
5 Statutes of 1950, to be comprised of R.S. 17:3901 through 3905, and R.S.
6 17:3997(D), to enact R.S. 17:10.1(D), and to repeal Subpart B of Part II of Chapter
7 39 of Title 17 of the Louisiana Revised Statutes of 1950, comprised of R.S. 17:3891
8 through 3895, relative to professional employee quality development; to provide for
9 evaluation programs for teachers and administrators; to provide for program
10 purposes and definitions; to provide for local evaluation plans and elements required
11 for such plans; to provide relative to the powers and duties of the State Board of
12 Elementary and Secondary Education and local school boards; to provide for an
13 advisory committee to make recommendations relative to the development of a
14 value-added assessment model; to require the state superintendent of education to
15 make certain information available to the public; to provide conditions for the
16 issuance of teacher and higher level certificates; to delete requirements relative to
17 informal evaluations; to require reporting; to provide for applicability; to provide for
18 effectiveness; to repeal provisions relative to the Teacher Assistance and Assessment
19 Program; and to provide for related matters.

20 Be it enacted by the Legislature of Louisiana:

21 Section 1. R.S. 17:10.1(B) and (C), Subpart A of Part II of Chapter 39 of Title 17 of
22 the Louisiana Revised Statutes of 1950, comprised of R.S. 17:3881 through 3886, Subpart
23 C of Part II of Chapter 39 of Title 17 of the Louisiana Revised Statutes of 1950, comprised
24 of R.S. 17:3901 through 3905, and R.S. 17:3997(D) are hereby amended and reenacted and
25 R.S. 17:10.1(D) is hereby enacted to read as follows:

1 §10.1. School and district accountability system; purpose; responsibilities of state
2 board

3 * * *

4 B. The State Board of Elementary and Secondary Education, hereafter
5 referred to as the "state board", shall provide for a statewide system of accountability
6 for schools and school districts based on student achievement and minimum
7 standards for the approval of schools pursuant to R.S. 17:10. Beginning with the
8 2011-2012 school year, such system shall be based, in part, on growth in student
9 achievement using a value-added assessment model as determined by the state board.

10 The program shall include, at a minimum, clear and appropriate standards for schools
11 and school districts, indicators for the assessment of schools and school districts,
12 student achievement baselines, student growth targets, and appropriate minimum
13 levels of student achievement for each public school and school district, rewards and
14 corrective actions, specific intervals for assessment and reassessment of schools and
15 school districts, a review process for evaluating growth targets, and technical
16 assistance.

17 C. The state board shall develop and adopt a policy to invalidate student
18 achievement growth data using a value-added assessment model for any school year
19 in which there is a natural disaster or any other unexpected event that results in the
20 temporary closure of schools.

21 ~~D.(1) The State Board of Elementary and Secondary Education~~ state board
22 shall, by rule, define "financially at risk" as a status of any city, parish, or other local
23 public school board the unresolved finding of which subjects the school system and
24 its board to the provisions of Chapter 9B of Title 39 of the Louisiana Revised
25 Statutes of 1950 regarding the judicial appointment of a fiscal administrator.

26 (2) Each city, parish, or other local public school board shall be notified on
27 a regular basis by the state Department of Education of its status related to the
28 elements of the definition of financially at risk.

29 * * *

1 SUBPART A. GENERAL PROVISIONS

2 §3881. Purpose

3 A. It is the purpose of this Part to establish periodic evaluations of
4 performance and effectiveness, based in part on growth in student achievement using
5 a value-added assessment model as determined by the board, and continuous
6 professional development ~~and periodic monitoring of performance levels~~ as integral
7 aspects of professional careers in education.

8 B. ~~(1) It is the purpose of the teacher assistance and assessment program to~~
9 ~~provide new teaching employees of the public school systems in this state with a~~
10 ~~system of leadership and support from experienced educators during the most~~
11 ~~formative stages of a teacher's experience in Louisiana schools.~~

12 ~~(2) It is further the purpose of the teacher assistance and assessment program~~
13 ~~to provide assurance to the state, prior to the issuance of a permanent teacher~~
14 ~~certificate, that the new teaching employee demonstrates competency in the~~
15 ~~understanding and use of the basic components of effective teaching determined by~~
16 ~~the state to be the basis for effective professional performance.~~

17 C. It is the purpose of the professional employee evaluation program to:

18 (1) Provide assurance to the citizens of the state that the quality of
19 instruction and administrative performance in each public school system, building,
20 and classroom is being ~~monitored~~ evaluated and maintained at levels essential for
21 effective schools. in an attempt to ensure that every student is taught by an effective
22 teacher and every school is managed by an effective school leader.

23 (2) Provide clear performance expectations and significant regular
24 information on ~~that~~ such performance to ~~each teacher and administrator~~ all teachers
25 and administrators in the public schools while protecting their dignity and right to
26 fair and equitable treatment.

27 (3) Provide a consistent means for teachers and administrators to obtain
28 assistance in the development of essential teaching or administrative skills.

29 (4) ~~To establish~~ Establish professional development as an integral and
30 expected part of a professional career in education, including both the employee's

1 commitment to participating and the employer's commitment to providing the time
2 and resources necessary.

3 §3882. Definitions.

4 For the purposes of this Part, the following definitions shall apply:

5 (1) ~~"Administrator" means any person whose employment requires~~
6 ~~professional certification issued under the rules of the board or who is employed in~~
7 ~~a professional capacity other than a teacher. "Board" means the State Board of~~
8 Elementary and Secondary Education.

9 (2) ~~"Assessment" means the process by which the state determines whether~~
10 ~~a teacher who is seeking to retain or acquire a regular teacher certificate can~~
11 ~~sufficiently demonstrate the components of effective teaching to qualify for the~~
12 ~~teaching credential being sought.~~

13 (3)(2) ~~"Components of effective teaching" means the elements of teaching~~
14 ~~performance defined by the board, upon the advice of a panel of persons representing~~
15 in formal, recognized collaboration with educators and ~~others~~ other stakeholders
16 involved in education, to be critical to providing effective classroom instruction. As
17 used in the ~~assessment and~~ evaluation programs, the term includes any elements of
18 the components being rated.

19 (4) ~~"Evaluation" means the process by which a local board monitors the~~
20 ~~continuing performance of its teachers and administrators.~~

21 (5) ~~"Evaluation period" means the period of time during each school year~~
22 ~~during which the evaluation program provided in Subpart C of this Part will be~~
23 ~~conducted.~~

24 (6)(a) ~~For the purposes of the teacher assistance and assessment program,~~
25 ~~"teacher" means any full-time employee of a local board who is engaged to directly~~
26 ~~and regularly provide instruction to students in any elementary, secondary, or special~~
27 ~~education school setting who is not an administrator, who is so employed for the first~~
28 ~~time in a school in this state after August 1, 1994, and who either holds a regular~~
29 ~~teaching certificate which when issued was valid for three years or who is authorized~~
30 ~~under law or board regulation to teach temporarily while seeking a regular teaching~~

1 certificate. For the purposes of the teacher assistance and assessment program,
2 ~~"teacher" shall not include any experienced teacher moving to Louisiana from~~
3 ~~another state who provides appropriate evaluation results from his immediate~~
4 ~~previous teaching assignment.~~

5 ~~(b) For the purposes of the personnel evaluation program, "teacher" means~~
6 ~~any person employed as a full time employee of a local board who is engaged to~~
7 ~~directly and regularly provide instruction to students in any elementary, secondary,~~
8 ~~or special education school setting, including a librarian, an assessment teacher, a~~
9 ~~speech therapist, and a counselor, who is not an administrator, who has successfully~~
10 ~~completed the teacher assistance and assessment program, as required in Subpart B~~
11 ~~of this Part, or who is not required to participate in the teacher assistance and~~
12 ~~assessment program.~~

13 (3) "Department" means the state Department of Education.

14 (4) "Evaluation" means the process by which a local board monitors the
15 continuing performance of its teachers and administrators.

16 (5) "Local board" means a city, parish, or other local public school board.

17 (6) "Performance expectations " means the elements of effective leadership
18 approved by the board that shall be included as evaluation criteria for all
19 building-level administrators.

20 (7) "Teacher" or "Administrator" means any person whose employment
21 requires professional certification issued under the rules of the board.

22 §3883. State Board of Elementary and Secondary Education; powers and duties

23 A. The board shall:

24 (1) ~~Establish the components of effective teaching. These components~~
25 teaching, including measures of effectiveness, which shall be periodically reviewed
26 and revised as necessary. as becomes appropriate with increased experience and
27 knowledge.

28 (2) Develop, adopt, and promulgate, in accordance with the Administrative
29 Procedure Act, all rules necessary for the implementation of this Part.

1 (3) Set standards for the assessment teams in the assistance and assessment
2 ~~program~~ to use in determining whether the teacher has successfully ~~completed the~~
3 ~~assistance and assessment program and~~ met the assessment evaluation qualifications
4 for retaining or acquiring regular teacher certification.

5 ~~(4) Provide for the training of all mentor teachers and assessors for the~~
6 ~~teacher assistance and assessment program as well as provide for the basis for~~
7 ~~necessary training for those doing evaluations pursuant to the school personnel~~
8 ~~evaluation.~~

9 ~~(5) Conduct training and regular staff development in evaluation skills as~~
10 ~~needed.~~

11 (5) Develop and adopt grievance procedure requirements for any teacher or
12 administrator aggrieved by any rating by a local board which results from the
13 implementation of this Part. Such requirements shall contain, at a minimum,
14 provisions for the following:

15 (a) That the teacher or administrator be provided a copy of the evaluation
16 and the evaluators' data recording forms and any documentation related thereto and
17 be entitled to respond as provided in R.S. 17:3884.

18 (b) That the teacher or administrator be assured of due process, including
19 representation, in all aspects of the evaluation grievance procedures.

20 (c) That the local board shall administer the evaluation in a fair, objective,
21 and consistent manner and shall comply with all rules and regulations adopted by the
22 board and that the failure to do so shall be a grievable matter.

23 (6)(a) Require the state superintendent of education to appoint and convene
24 an Educator Evaluation Advisory Committee to make recommendations to the board
25 regarding the development of a value-added assessment model, the identification of
26 measures of student growth for grades and subjects for which value-added data is not
27 available and for personnel for whom value-added data is not available, and the
28 adoption of standards of effectiveness. The membership of the advisory committee
29 shall be approved by the board, and at least fifty percent of the membership shall be
30 comprised of practicing classroom educators. The advisory committee shall include

1 but not be limited to at least two parents of public school students and following
2 groups or organizations as follows:

3 (i) One member appointed by the Associated Professional Educators of
4 Louisiana.

5 (ii) One member appointed by the Louisiana Association of Educators.

6 (iii) One member appointed by the Louisiana Federation of Teachers.

7 (iv) One member appointed by the Louisiana Association of School
8 Superintendents.

9 (v) One member appointed by the Louisiana Association of Principals.

10 (vi) One member appointed by the Louisiana Association of Public Charter
11 Schools.

12 (vii) Two members of the Senate Committee on Education, appointed by the
13 chairman thereof.

14 (viii) Two members of the House Committee on Education, appointed by the
15 chairman thereof.

16 (ix) One member appointed by each member of the State Board of
17 Elementary and Secondary Education.

18 (b) The members of the committee shall serve without compensation.

19 (c) The initial meeting of the committee shall be held not later than
20 September 30, 2010.

21 (d) The committee shall submit its initial recommendations to the board and
22 the Senate and House committees on education by not later than April 30, 2012.

23 (7) Submit a written report to the Senate Committee on Education and the
24 House Committee on Education not later than sixty days prior to the 2011 and the
25 2012 regular sessions of the legislature regarding the status of the development of
26 the value-added assessment model as specified in R.S. 17:3902(B)(5) and the
27 methodology used in such development. The committees may meet separately or
28 jointly and may disapprove the assessment model so presented upon majority vote
29 of each committee, if the committees determine that the methodology is arbitrary or
30 not evidence-based.

1 (8) Beginning in 2013 and thereafter, submit a written report to the Senate
 2 Committee on Education and the House Committee on Education, not later than
 3 March first of each year, and at such other times as requested by the committees,
 4 regarding the implementation, results, and effectiveness of the value-added
 5 assessment model as provided in this Part.

6 ~~(6) Require the department to monitor the assistance and assessment~~
 7 ~~program established pursuant to the provisions of this Part. The method to be used~~
 8 ~~in monitoring the program shall be established by the department with the approval~~
 9 ~~of the board and shall be sufficient to determine whether a program has been~~
 10 ~~implemented, to what extent it has been implemented, and whether such program~~
 11 ~~complies with the provisions of this Part.~~

12 ~~(7)(a) Create, by rule, a system to provide a grievance procedure for any~~
 13 ~~teacher or administrator aggrieved by any result or action which results from the~~
 14 ~~implementation of this Part.~~

15 ~~(b) Such a system shall contain, at a minimum, provisions for the following:~~

16 ~~(i) That the teacher or administrator be provided a copy of the assessment or~~
 17 ~~evaluation and the assessors' or evaluators' data recording forms and any~~
 18 ~~documentation related thereto and be entitled to respond as provided in R.S. 17:3884.~~

19 ~~(ii) That the teacher or administrator be assured of due process, including~~
 20 ~~representation, in all aspects of the assessment and evaluation grievance procedures,~~
 21 ~~including that any hearing officer required to conduct a hearing on a grievance shall~~
 22 ~~be an employee of or contracted by the office of the attorney general.~~

23 ~~(iii) That the agencies and their employees, whether state or local, shall~~
 24 ~~administer the program in a fair, objective, and consistent manner, and shall comply~~
 25 ~~with all rules and regulations adopted by the board and that the failure to do so shall~~
 26 ~~be a grievable matter.~~

27 B. The board may:

28 (1) Make recommendations to the legislature regarding any changes needed
 29 to this Part.

1 (2) Establish state review teams, as needed, to review the school personnel
2 evaluation plans for compliance with ~~law and regulation, for the implementation of~~
3 all applicable laws and regulations to implement such evaluation plans and to
4 provide for the exchange of information regarding them.

5 (3) Continue to develop, test, and improve the process and content of
6 professional ~~assessment and~~ evaluation with input from appropriate educator ~~groups~~
7 and panels, groups.

8 (4) Continue to expand ~~the opportunity~~ opportunities for the growth and
9 development of professional employees.

10 (5)(a) Request that the department ~~when deemed necessary to~~ monitor an
11 evaluation ~~program established pursuant to the provisions of this Part.~~ programs as
12 necessary. The method to be used in monitoring such programs shall be established
13 by the department with the approval of the board and shall be sufficient to determine
14 ~~whether such programs have been implemented, to what~~ the extent they to which any
15 programs have been implemented, and whether such programs comply with the
16 provisions of this Part. The department shall submit a report to the Senate
17 Committee on Education and the House Committee on Education which contains the
18 details of any monitoring methods developed pursuant to this Subparagraph.

19 (b) If, in conducting such monitoring, the department determines that a
20 school system has failed to implement its evaluation program ~~of personnel evaluation~~
21 ~~or that a school system~~ has otherwise failed to comply with the provisions of this
22 Part, the department shall notify the local board of such failure, and the school
23 system shall correct such failure within sixty calendar days after receiving such
24 notification. The department also shall ~~also~~ notify the board of such failure, by the
25 school system.

26 (c) If the ~~failures are~~ failure is not corrected within the prescribed sixty
27 calendar days, the department shall notify the board of such continued failure and
28 shall recommend to the board whatever sanctions against such school system the
29 department deems appropriate which may include withholding funds distributed
30 pursuant to the minimum foundation program formula until the corrections are made.

1 The board shall act upon such recommendation within sixty calendar days after its
 2 ~~receipt.~~ receipt of the notification.

3 §3884. ~~Assessment and evaluation~~ Evaluation records; response; access

4 A.(1) Each ~~assessment and~~ evaluation required in this Part shall be
 5 documented in writing and a copy shall be transmitted to the school employee not
 6 later than fifteen days after the ~~assessment or~~ evaluation takes place. The employee
 7 shall have the right to initiate a written reaction or response to the ~~assessment or~~
 8 evaluation. Such response and ~~assessment or~~ evaluation shall become a permanent
 9 attachment to the ~~single~~ official personnel file for the employee.

10 (2) After the ~~assessment or~~ evaluation and any documentation related thereto
 11 has been transmitted to the employee, upon request of the employee, and before the
 12 end of the school year, a meeting shall be held between the employee and the
 13 appropriate official of the local ~~governing~~ board in order that the employee may
 14 respond to the ~~assessment or~~ evaluation and have the opportunity to amend, remove,
 15 or strike any information proven to be inaccurate or invalid ~~information~~ as may be
 16 found within the written documentation and from the employee's personnel file. The
 17 employee shall have the right to receive proof by documentation of any item
 18 contained in the ~~assessment or~~ evaluation that the employee believes to be
 19 inaccurate, invalid, or misrepresented. If such documentation is not presented, such
 20 items shall be removed from the ~~assessment or~~ evaluation record and shall not be the
 21 basis for any decision of the board regarding certification or the local board
 22 regarding any employee action.

23 B. Copies of the ~~assessment or~~ evaluation results and any documentation
 24 related thereto of any school employee may be retained by the local board, the board,
 25 or the department and, if retained, are confidential, do not constitute a public record,
 26 and shall not be released or shown to any person except:

27 (1) To the ~~assessed or~~ evaluated school employee or his designated
 28 representative.

29 (2) To authorized school system officers and employees for all personnel
 30 matters, including employment application, and for any hearing, which relates to

1 personnel matters, which includes the authorized representative of any school or
2 school system, public or private, to which the employee has made application for
3 employment.

4 (3) For introduction in evidence or discovery in any court action between the
5 board and a teacher in which either:

6 (a) The competency of the teacher is at issue.

7 (b) The ~~assessment and~~ evaluation was an exhibit at a hearing, the result of
8 which is challenged.

9 C. The superintendent of education shall make available to the public ~~such~~
10 the data specified in R.S. 17:3902(B)(5) as may be useful for conducting statistical
11 analyses and evaluations of educational personnel, but shall not reveal information
12 pertaining to the assessment and evaluation report of a particular employee.
13 personnel but shall not reveal information pertaining to the evaluation report of a
14 particular employee. Beginning with the 2012-2013 school year, such public
15 information may include school level student growth data as specified in R.S.
16 17:3902(B)(5).

17 D. Any local board wishing to hire a person who has been ~~assessed or~~
18 evaluated pursuant to this Chapter, whether that person is already employed by that
19 school system or not, shall request such person's ~~assessment and~~ evaluation results
20 as part of the application process. The board to which application is being made
21 shall inform the applicant that as part of the mandated process, the applicant's
22 ~~assessment and evaluations~~ evaluation results will be requested. The applicant shall
23 be given the opportunity to apply, review the information received, and provide any
24 response or information the applicant deems appropriate.

25 §3885. Beginning and Continuing Teacher Assistance

26 A. During the first three years of employment, beginning teachers shall be
27 provided by the local board with professional development opportunities and
28 assistance designed to enhance teaching competencies in accordance with rules and
29 regulations promulgated by the board.

1 B. The local board shall provide targeted professional development to
2 teachers to address deficiencies identified in the evaluation process

3 §3886. Teaching credentials; regular certification, permanent certification; effect of
4 evaluation

5 A. If a teacher's evaluation demonstrates that he has met the standard for
6 effectiveness as determined by the board, using value-added data, for three years
7 during the initial certification or renewal process, a certificate shall be issued or
8 renewed unless the board receives evidence from the local board, through an appeal,
9 that justifies discontinuation. Similarly, if a teacher's evaluation demonstrates that
10 he has not met the standard for effectiveness as determined by the board, using either
11 value-added data or other components of the evaluation, for three years during the
12 initial certification or renewal process, the board shall not issue or renew a certificate
13 unless evidence of effectiveness is received from the local board, through an appeal,
14 that justifies the issuance of a certificate.

15 B. Persons who seek a regular teacher certificate and hold a teacher
16 certificate from out of state and have out-of-state teaching experience of three years
17 or more shall not be credited with their years of teaching experience in the issuance
18 of any teaching credential until receipt of a successful evaluation as provided by
19 board policy.

20 SUBPART C. SCHOOL PERSONNEL EVALUATION.

21 §3901. Applicability

22 ~~Beginning with the 1994-1995 school year, this~~ This Subpart and the program
23 provided herein shall apply to all teachers and administrators.

24 §3902. Evaluation program; process

25 ~~A. (1) Not less often than once every three years, every~~ Every teacher and
26 administrator who has been employed ~~as such for more than three years~~ by a local
27 board shall be formally evaluated annually by the local board pursuant to this
28 Subpart.

29 ~~(2) The performance of a teacher or an administrator who has been employed~~
30 ~~as such for three years or less shall be formally evaluated annually.~~

1 (3) In every school year when the performance of a teacher or administrator
2 ~~is not formally evaluated, the local board shall evaluate such employee informally.~~

3 B. The elements of evaluation are: and standards for effectiveness shall be
4 defined by the board pursuant to rules and regulations promulgated for such purpose.
5 Such rules and regulations shall require that, at a minimum, local evaluation plans
6 contain the following elements:

7 (1) A job description. The local board shall establish a job description for
8 every category of teacher and administrator pursuant to its evaluation plan. Such job
9 descriptions shall contain the ~~elements~~ criteria on which the teacher or administrator
10 ~~will~~ shall be evaluated. Each teacher or administrator shall be provided with his job
11 description prior to the beginning of his first employment in the school system in his
12 position and each time the job description is revised. The teacher or administrator
13 shall acknowledge receipt of the job description by signing a copy thereof.

14 (2) A professional growth plan. A professional growth plan shall be
15 developed by each teacher and administrator, collaboratively with his ~~evaluator,~~
16 evaluator or evaluators during the beginning of each evaluation period. Such plan
17 shall be designed to assist each teacher and administrator in meeting the standards
18 for effectiveness, effectively addressing the social, developmental, and emotional
19 needs of students and maintaining a classroom environment that is conducive to
20 learning. Each such plan shall include a statement of the professional development
21 objectives of the teacher or administrator as well as the strategies the teacher or
22 administrator intends to employ toward the realization of each objective.

23 (3) ~~Self-evaluation. Each teacher and administrator shall, throughout the~~
24 ~~evaluation period, conduct a personal review of his performance, assessing strengths~~
25 ~~and weaknesses and assessing his progress toward the realization of the objectives~~
26 ~~in his professional growth plan.~~

27 (4) Observation and conferencing. The evaluator or evaluators of each
28 teacher or administrator shall conduct a pre-observation conference during which the
29 teacher or administrator shall provide the evaluator or evaluators with relevant
30 information. A teacher shall provide information concerning the planning of the

1 lesson to be observed as well as any other information the teacher considers
2 pertinent. The observation shall occur at a time and place established in advance,
3 shall be of sufficient duration to provide meaningful data which, in the case of a
4 teacher, shall be not less than the duration of one complete lesson. In the case of a
5 teacher, the observation shall be conducted using the components of effective
6 teaching, as well as any additional local board criteria included in the job description.
7 In the case of an administrator, the observation may consist of the collection of
8 prescribed performance documentation and shall be conducted using applicable
9 components of effective teaching, elements prescribed by board rule, and any
10 additional local board criteria included in the job description. A post-observation
11 conference shall be conducted to discuss commendation and recommendations.

12 ~~(5)~~(4) Classroom visitation. The evaluator may, on his own initiative or
13 upon the request of a teacher or administrator he has evaluated, periodically visit the
14 teacher or administrator to monitor progress toward achievement of professional
15 growth plan objectives and provide support or assistance.

16 (5) Measure of effectiveness. By the beginning of the 2012-2013 school
17 year, fifty percent of such evaluations shall be based on evidence of growth in
18 student achievement using a value-added assessment model as determined by the
19 board for grade levels and subjects for which value-added data is available. For
20 grade levels and subjects for which value-added data is not available and for
21 personnel for whom value-added data is not available, the board shall establish
22 measures of student growth. The model shall take into account important student
23 factors, including but not limited to special education, eligibility for free or reduced
24 price meals, student attendance, and student discipline. The state board shall develop
25 and adopt a policy to invalidate such student growth data for any teacher for any
26 school year in which there is a natural disaster or any other unexpected event that
27 results in the temporary closure of the school.

28 C.(1) ~~Formal evaluation shall consist of observation and conferencing in~~
29 ~~addition to the other elements of evaluation.~~

1 (2) Informal evaluation shall consist of all elements except observation and
2 conferencing.

3 ~~D.(1)~~ At the conclusion of each year's evaluation, the evaluator or evaluators
4 shall determine whether the teacher or administrator is ~~satisfactory~~ effective or
5 ~~unsatisfactory~~ ineffective pursuant to the ~~local board's~~ evaluation plan. Such
6 determination shall be transmitted to the local board.

7 (2)(a) Any teacher or administrator who fails to meet the ~~local board's~~
8 standard of performance with regard to effectiveness shall be placed in an intensive
9 assistance program designed to address the complexity of the teacher's deficiencies
10 and shall be formally re-evaluated. A teacher or administrator shall be informed in
11 writing of placement in an intensive assistance program and provided in writing with
12 the reasons for such placement.

13 (b) Each intensive assistance program shall be ~~individually~~ designed for the
14 individual teacher or administrator involving collaboratively with the evaluator or
15 evaluators and the teacher or administrator and shall include at a minimum:

16 (i) Specific steps ~~that should~~ to be taken to improve.

17 (ii) The assistance, support, and resources ~~that are~~ to be provided by the local
18 board.

19 (iii) An expected time line for achieving the objectives and the procedures
20 for monitoring progress including observations and conferences. The time line shall
21 not exceed two years.

22 (iv) The action ~~that will~~ to be taken if improvement is not demonstrated.

23 (v) If the intensive assistance program required pursuant to this Paragraph
24 is not completed in conformity with its provisions or if the teacher or administrator
25 ~~still performs unsatisfactorily~~ is determined to be ineffective after a formal
26 evaluation conducted immediately upon completion of the program, then the local
27 board shall timely initiate termination proceedings pursuant to Part II of Chapter 2
28 of this Title ~~within six months following such unsatisfactory performance.~~

1 (3) The board shall determine a standard for highly effective teachers for use
 2 by local boards to recognize, reward, and retain teachers who demonstrate a high
 3 level of effectiveness.

4 ~~E. D.~~ Nothing contained in this Section shall diminish the right of the local
 5 board to evaluate employees or to make employment decisions or of principals and
 6 other employees with supervisory responsibilities to observe the employees they
 7 supervise.

8 §3903. Evaluators; selection and training

9 A. Each local board shall ~~create~~ establish and maintain an accountability
 10 relationships ~~register.~~ register in accordance with rules adopted by the board for such
 11 purpose. The register shall contain clear definition of who shall be the evaluator or
 12 evaluators of whom within the ranks of teachers and administrators. The ~~evaluator~~
 13 evaluators of classroom teachers shall ~~always~~ be defined as the school principal or
 14 assistant principal or ~~equivalent level supervisor designee.~~ his respective supervisory
 15 level designees.

16 B. Every employee with responsibility for evaluating a teacher or
 17 administrator shall receive training as provided in this Part.

18 §3904. Local boards; power and duties

19 A. Each local board shall:

20 (1) Develop and maintain a program of local evaluation in accordance with
 21 rules and regulation promulgated by the board for every teacher and administrator
 22 employed by the local board.

23 (2) Create, ~~revise as necessary,~~ revise, and disseminate to each professional
 24 employee a job description which shall be the statement of performance ~~expectation~~
 25 expectations and the basis of any evaluation criteria conducted pursuant to this
 26 Subpart. ~~For teachers, the job description shall specifically contain all applicable~~
 27 ~~components of effective teaching and any additional elements adopted by the local~~
 28 ~~board.~~

1 (3) Cooperate with the board and the department in whatever manner is
2 necessary to implement this Subpart, including providing for the training of
3 evaluators.

4 (4) Assist in developing the mechanisms necessary for rapid transmission of
5 evaluation information and reports to teachers and administrators and for
6 maintenance of the confidentiality of such information, except for information to be
7 made available to the public in accordance with R.S. 17:3884(C).

8 (5) Incorporate the evaluation plan required by this Subpart into its general
9 employee policies.

10 ~~(a) Establish an evaluation steering committee as provided by the board.~~

11 ~~(b) The steering committee shall develop a plan to monitor, review, and~~
12 ~~submit recommendations to the local board concerning needed changes in the school~~
13 ~~personnel evaluation plan of the local board.~~

14 (6) Incorporate ~~any~~ the elements of the program in this Subpart into any
15 performance-based contracts with its employees.

16 B. Each local board ~~may~~ may

17 ~~(1) Incorporate the evaluation plan required by this Subpart into its general~~
18 ~~employee policies.~~

19 ~~(2) Expand~~ expand the scope of the program in this Subpart to ~~provide for~~
20 apply to all employees of the board.

21 ~~(3) Incorporate the any elements of the program in this Subpart into any~~
22 ~~performance-based contracts with its employees.~~

23 §3905. Reports to the department

24 The department may request a local board to submit to the department the
25 local evaluation plan and the accountability relationships registry, including such
26 revisions as are made for the succeeding evaluation period and upon such request,
27 the local board shall provide the requested information in a timely manner.

28 * * *

29 §3997. Charter school employees

30 * * *

1 D.(1)(a) The Each governing authority of any a charter school may
2 ~~determine whether the members of the faculty and staff of the school are going to~~
3 ~~participate in any assessment and evaluation program required by the state, including~~
4 ~~the teacher assistance and assessment program pursuant to the Children First Act.~~
5 ~~For those schools choosing not to participate in the teacher assistance and assessment~~
6 ~~program, three years of successful teaching within the charter school shall be deemed~~
7 ~~to meet the provisions of R.S. 17:3891 which require the successful completion of~~
8 ~~the teacher assistance and assessment program in order to obtain or retain a regular~~
9 ~~teacher certificate. However, such regular teacher certificate is only valid for~~
10 ~~teaching within a charter school, and any teacher with such certificate hired to teach~~
11 ~~in a public school other than a charter school shall be required to successfully~~
12 ~~complete the teacher assistance and assessment program. annually shall evaluate~~
13 ~~every teacher and administrator employed at the school using the value-added~~
14 ~~assessment model and measures of student growth as determined by the State Board~~
15 ~~of Elementary and Secondary Education pursuant to R.S. 17:3902(B)(5).~~

16 (b) The governing authority of a charter school shall terminate the
17 employment of any teacher or administrator determined to be ineffective for three
18 consecutive years pursuant to the evaluation required by this Section.

19 (2) By the beginning of the 2012-2013 school year, fifty percent of each
20 teacher and administrator evaluation conducted pursuant to Paragraph (1) of this
21 Subsection shall be based on evidence of growth in student achievement using the
22 value-added assessment model as determined by the state board for grade levels and
23 subjects for which value-added data is available. For grade levels and subjects for
24 which value-added data is not available, the state board shall establish measures of
25 student growth. The model shall take into account important student factors,
26 including but not limited to special education, eligibility for free or reduced price
27 meals, student attendance, and student discipline. The state board shall develop and
28 adopt a policy to invalidate such student growth data for any teacher for any school
29 year in which there is a natural disaster or any other unexpected event that results in
30 the temporary closure of the school.

1 (3) The state superintendent of education shall make available to the public
2 the data specified in R.S. 17:3902(B)(5) as may be useful for conducting statistical
3 analyses and evaluations of educational personnel, but shall not reveal information
4 pertaining to the evaluation report of a particular employee. Beginning with the
5 2012-2013 school year, such public information may include school level student
6 growth data as specified in R.S. 17:3902(B)(5).

7 (4)(a) The State Board of Elementary and Secondary Education may request
8 that the state Department of Education monitor evaluation programs established
9 pursuant to this Section as necessary. The method to be used in monitoring such
10 programs shall be established by the department with the approval of the board and
11 shall be sufficient to determine the extent to which any programs have been
12 implemented, and whether such programs comply with the provisions of this Section.

13 (b) If, in conducting such monitoring, the department determines that the
14 governing authority of a charter school has failed to implement its evaluation
15 program or has otherwise failed to comply with the provisions of this Section, the
16 department shall notify the charter school governing authority of such failure, and
17 the charter school governing authority shall correct such failure within sixty calendar
18 days after receiving such notification. The department also shall notify the State
19 Board of Elementary and Secondary Education of such failure, by the charter school
20 governing authority.

21 (c) If the failure is not corrected within the prescribed sixty calendar days,
22 the department shall notify the board of such continued failure and shall recommend
23 to the board whatever sanctions against such charter school governing authority the
24 department deems appropriate, which may include withholding funds distributed
25 pursuant to the minimum foundation program formula until the corrections are made.
26 The board shall act upon such recommendation within sixty calendar days after its
27 receipt of the notification.

28 Section 2. For the 2010-2011 school year, notwithstanding any law, rule, or
29 regulation to the contrary, each city, parish, and other local public school board shall be
30 allowed to continue to use the personnel evaluation plan as prescribed by each board's policy

1 on the effective date of this Act. For the 2011-2012 school year, if the State Board of
2 Elementary and Secondary Education fails to promulgate the rules and regulations necessary
3 to implement the provisions of this Act at least sixty days prior to the beginning of the
4 school year, each city, parish, and other local public school board shall be allowed to
5 continue to use the personnel evaluation plan as prescribed by each board's policy on the
6 effective date of this Act.

7 Section 3. The Louisiana state superintendent of education and every employee of
8 the Department of Education who makes over one hundred thousand dollars shall be
9 evaluated using the same standards and criteria as teachers and administrators evaluated
10 pursuant to the provisions of this Act.

11 Section 4. Subpart B of Part II of Chapter 39 of Title 17 of the Louisiana Revised
12 Statutes of 1950, comprised of R.S. 17:3891 through 3895, is hereby repealed in its entirety.

13 Section 5. This Act shall become effective upon signature by the governor or, if not
14 signed by the governor, upon expiration of the time for bills to become law without signature
15 by the governor, as provided by Article III, Section 18 of the Constitution of Louisiana. If
16 vetoed by the governor and subsequently approved by the legislature, this Act shall become
17 effective on the day following such approval.

SPEAKER OF THE HOUSE OF REPRESENTATIVES

PRESIDENT OF THE SENATE

GOVERNOR OF THE STATE OF LOUISIANA APPROVED:

Attachment 11b

Evidence the SEA Has Adopted all of the Guidelines for Local Teacher and Principal Evaluation and Support Systems

**All approved BESE policies can be accessed at this link:
<http://bese.louisiana.gov/documents-resources/policies-bulletins>**

Attachment 11c

Changes made to Compass during the 2012-2013 school year

Louisiana Believes

**Making Compass a Professional
Development Tool by
Increasing Clarity and Feedback**

Louisiana believes that every child can achieve college or career.

Every child should be on track to a college degree or a professional career.

Louisiana has adopted standards for student learning that put students on a level playing field with students across the country and around the world.

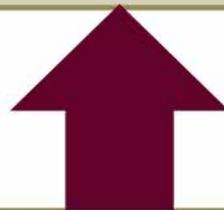
Compass is a set of tools to guide teachers in attaining these rigorous goals with *all* students.



Compass is a central aspect of Louisiana's academic strategy.

Future academic strategy announcements will include plans for student assessment, curriculum, and professional development.

The Common Core Standards describe what students should be able to do: They define the skills and knowledge students need to acquire in literacy and math to be college- or career-ready.



Compass is a guide that helps educators achieve at this level: It defines what great teaching looks like and supports teachers and leaders in developing practices that will help students become college- and career-ready.

Teacher Feedback and Support Before Compass

Before Compass's launch, few teachers received frequent, meaningful information about their performance. Excellence was oftentimes unrecognized and ineffective teaching went unaddressed. Many teachers did not have the feedback and support they needed to reach their potential.

Specifically:

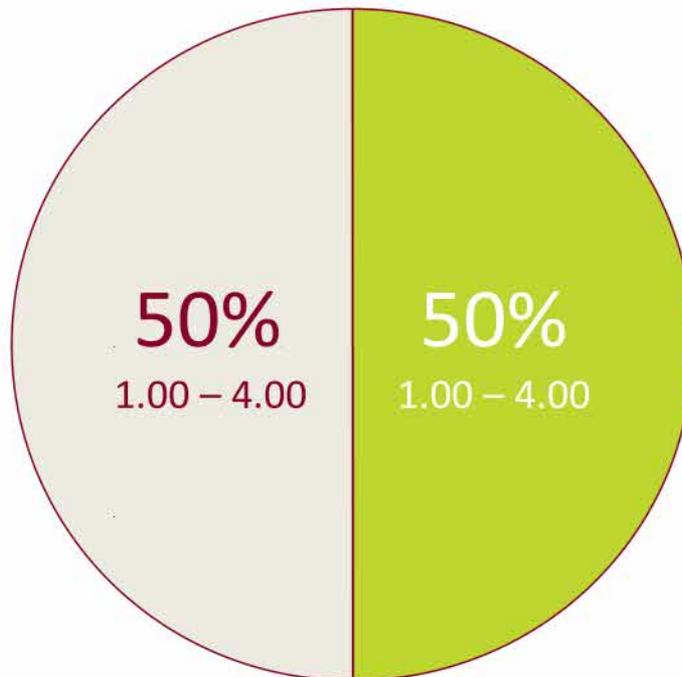
- More than 98 percent of teachers were assigned the same rating, "Satisfactory";
- Observations occurred as infrequently as once every three years;
- Feedback provided to teachers was not necessarily based on their individual needs or the performance of their students.

The Compass Framework

In the Compass system, educators set goals, receive feedback and support to develop their practice, and earn end-of-year ratings based on multiple sources of information.

Student Growth

- Student learning targets
- Value-added measures, where available



Professional Practice

- At least two observations of classroom instruction
- Measured against established performance standards

The Compass Development Process

Compass was developed by Louisiana educators.

2010

2011

2012

2013

- Advisory Committee on Educator Evaluation (ACEE) convenes
- Educator task forces provide feedback on development of pilot tools
- Educator work groups develop first exemplar student learning targets
- Focus groups convene
- 10 districts/ charters pilot Compass process
- All districts receive value-added data for eligible teachers
- Revisions are made to Compass tools, based on pilot feedback
- Thousands are trained on Compass model
- **LDOE collects feedback; refines Compass to make the system a true professional development tool**
- **Teachers and administrators receive first Compass ratings**

Compass's inaugural year has yielded valuable suggestions.

- The first year of Compass:
 - ✓ Approximately 6,000 evaluators have been trained;
 - ✓ Over 75,000 student learning targets have been written;
 - ✓ More than 10,000 observations have been logged;
 - ✓ Network Teams support implementation in every district.
- Along the way, and through the below interactions, the Department has received feedback on how the tool can better help educators improve:
 - ✓ Discussions with advisory committees of superintendents, school leaders, and teachers;
 - ✓ *Louisiana Believes* town halls with teachers;
 - ✓ Webinars and virtual town halls with teachers;
 - ✓ Reviews by national experts; and
 - ✓ Ed-Connect and compass@la.gov.

Educators suggested improvements that will yield more clarity and more feedback.

Setting Student Achievement Goals

- Provide educators with more student-level data for goal-setting.
- Provide educators receiving value-added data with expected progress for every student early in the school year.

Feedback on Classroom Practice

- Link Compass rubric descriptors to video exemplars of classroom practice to help define levels of performance.
- Provide greater guidance as to how the rubric applies in primary grades and for teachers of students with significant disabilities.
- Tailor frequency of observations to needs of educators.
- “Make the middle matter” for teachers scoring middle percentile on value-added.

End-of-Year Results

- Provide educators with detailed reports of students’ expected and actual scores.
- Allow for greater flexibility in assessing the performance of teachers of students in special circumstances, such as natural disaster.
- Provide more room for growth with highest-performing students.
- Ensure districts and schools rate performance consistently and rigorously.

Improvements: Setting Student Achievement Goals

Feedback	<ul style="list-style-type: none">• Teachers currently start the year without a sense of the value-added model's expectations for their students' performance.• In setting student achievement goals, more detailed data on student performance would be helpful to educators.
Improvement	<p>The LDOE will provide teachers and leaders with:</p> <ul style="list-style-type: none">• Students' prior scores on state assessments and other student background data important for planning, including:• Estimates of the value-added model's expected scores for the current year that:<ul style="list-style-type: none">• Are based on achievement history and other student factors;• Represent the best approximation of the expected scores that will be used to calculate value-added ratings at the end of the year; and• Enable teachers to identify sub-groups of students who might need targeted goals or supports.• Additional available student data to assist in the goal-setting process.
Timeline	<ul style="list-style-type: none">• Educators will be able to access estimated expected scores and other student-level achievement data in the first half of the 2013-14 school year.<ul style="list-style-type: none">• This data will be available starting next year, which provides time for the development and launch of a new, accelerated roster verification process.

Sample Expected Value-Added Progress Report

Student Last Name	Student First Name	Estimated Expected Score	Free/Reduced Price Meal Status	Gifted Status
Baker	Justin	428	None	No
Clinton	Mindy	428	Free	No
Gray	Lacey	485	Reduced	Yes
Jones	Travon	375	None	Yes
Gautreaux	Melissa	428	Free	Yes
Morris	Barbara	389	Reduced	No
Smith	Taylor	399	None	Yes

Sort by student status to identify specific needs or achievement trends.

Sort by expected score to identify sub-groups that might need targeted goals or supports.

Note: Students' expected scores are calculated based on their prior achievement, attendance, disability/gifted/Section 504/LEP status, free/reduced lunch status, and discipline record. This report is illustrative and, due to space constraints, includes only some of the factors used to calculate the expected score.

Improvements: Feedback on Classroom Practice

Feedback	<ul style="list-style-type: none">• To reach the expectations outlined in the rubric, educators need examples of instructional performance across the levels and in a variety of settings.• Some attributes (e.g., “students initiate higher-order questions”) may not be precisely observable when students are very young or have significant disabilities.
Improvement	<p>The LDOE will develop a library of instructional videos that align with the Compass rubric and that include footage of Louisiana educators. Videos may be used:</p> <ul style="list-style-type: none">• By individual teachers or leaders, as a self-study tool;• In collaboration meetings led by teacher leaders or school leaders; and• In training sessions with district leaders, school leaders, or classroom teachers to promote greater understanding of effective instructional practices. <p>The LDOE will provide additional tools that further define student performance expectations in specific grades and subjects, including:</p> <ul style="list-style-type: none">• Supplemental guidance and exemplars for special education and early childhood;• Documents linking Common Core level student performance to the Compass rubric. <p>The LDOE will use these tools and resources to guide ongoing training.</p>
Timeline	<ul style="list-style-type: none">• Additional guidance and exemplars will be released in Spring, 2013.• Additional training for evaluators will take place in Summer, 2013.• The video library will launch in Summer, 2013.

Improvements: Feedback on Classroom Practice

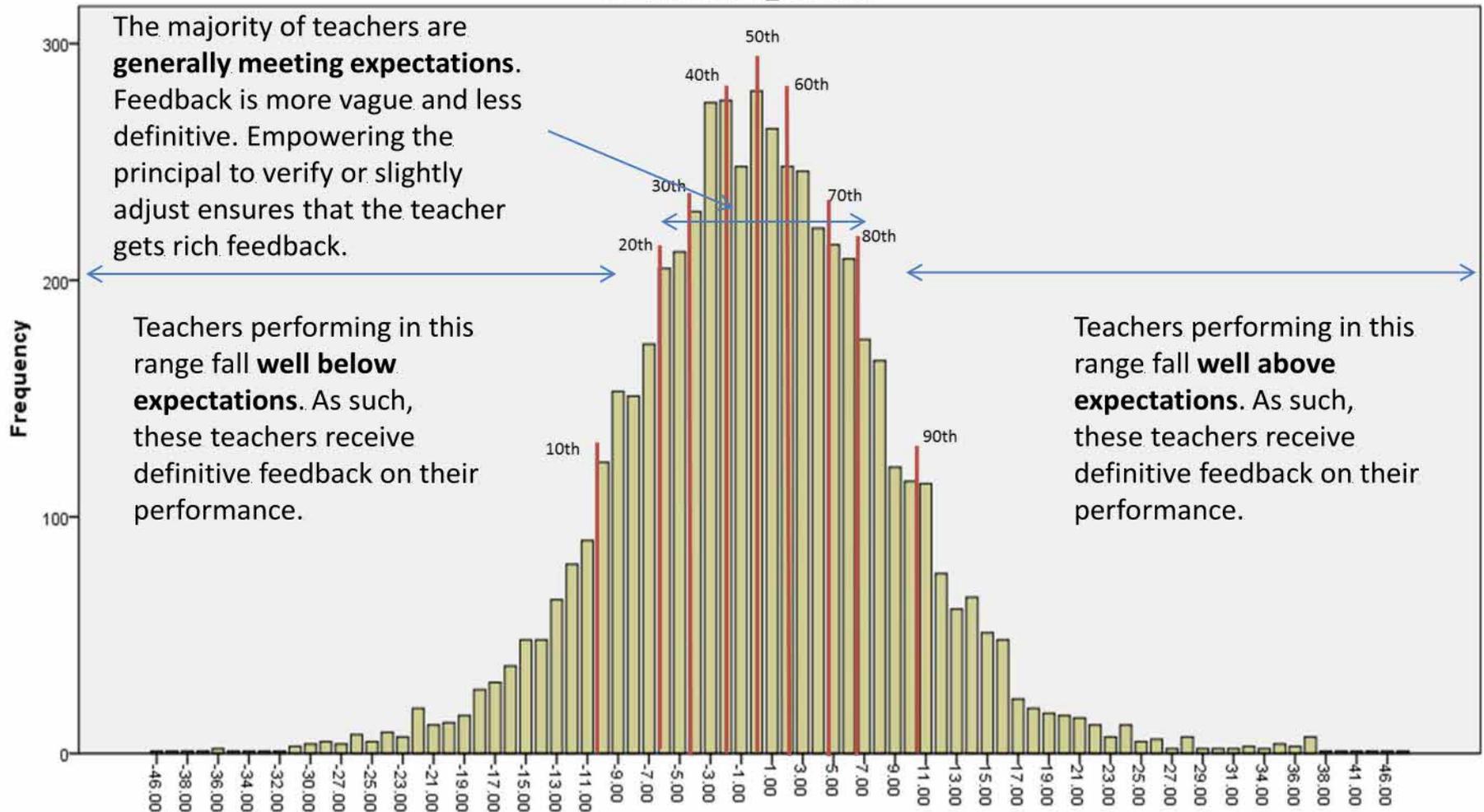
Feedback	<ul style="list-style-type: none">• Currently two observations, one “formal” and one “informal,” are required for all teachers. Evaluators should have flexibility to match observation type and frequency to teachers’ varied needs and skill levels.
Improvement	<p>The LDOE will change Compass regulations to customize observations to teachers’ needs.</p> <ul style="list-style-type: none">• Revisions to Bulletin 130 will remove the distinction between “formal” and “informal” observations, allowing greater flexibility in type and duration of observation while maintaining that at least one observation be “announced.”• Revisions will add flexibility for evaluators to observe teachers who have earned <i>Highly Effective</i> value-added ratings less frequently and observe lower performing teachers more frequently than two times per year. <p>The LDOE will develop a training program for evaluators that includes:</p> <ul style="list-style-type: none">• Targeted support for evaluators whose ratings are misaligned with student outcomes;• Training on observing special education teachers and early childhood teachers; and• More robust evaluator certification practice modules and assessments.
Timeline	<ul style="list-style-type: none">• Observation flexibility will be effective for the 2013-14 school year.• Training for evaluators will take place in Summer, 2013.• The evaluator certification tools will launch in the 2013-14 school year.

Improvements: Feedback on Classroom Practice

Feedback	<ul style="list-style-type: none">Teachers at the top and bottom of the value-added performance spectrum receive definitive feedback; they are doing very well or they are struggling. They also receive definitive tenure and compensation decisions. Teachers in the middle need definitive feedback too.
Improvement	<p>The LDOE proposes to use value-added data as a “screen,” identifying an “effective range” of teachers that fall in the middle of the value-added spectrum (21st – 79th percentiles) and empowering administrators to verify or slightly adjust these teachers assigned value-added scores, using additional evidence from student learning targets as evidence.</p> <p>Adjustments would be limited to the “effective range,” but this shift requires principals to assess of the quality of student progress rather than simply deferring to the value-added formula, providing teachers in the middle with additional feedback. This change “makes the middle matter.”</p>
Timeline	<ul style="list-style-type: none">These changes would be effective for the 2012-13 school year.Guidance for evaluators on issuing final ratings will be provided in March, 2013.

Improvements: Feedback on Classroom Practice

RoundedEffect_ELA1112

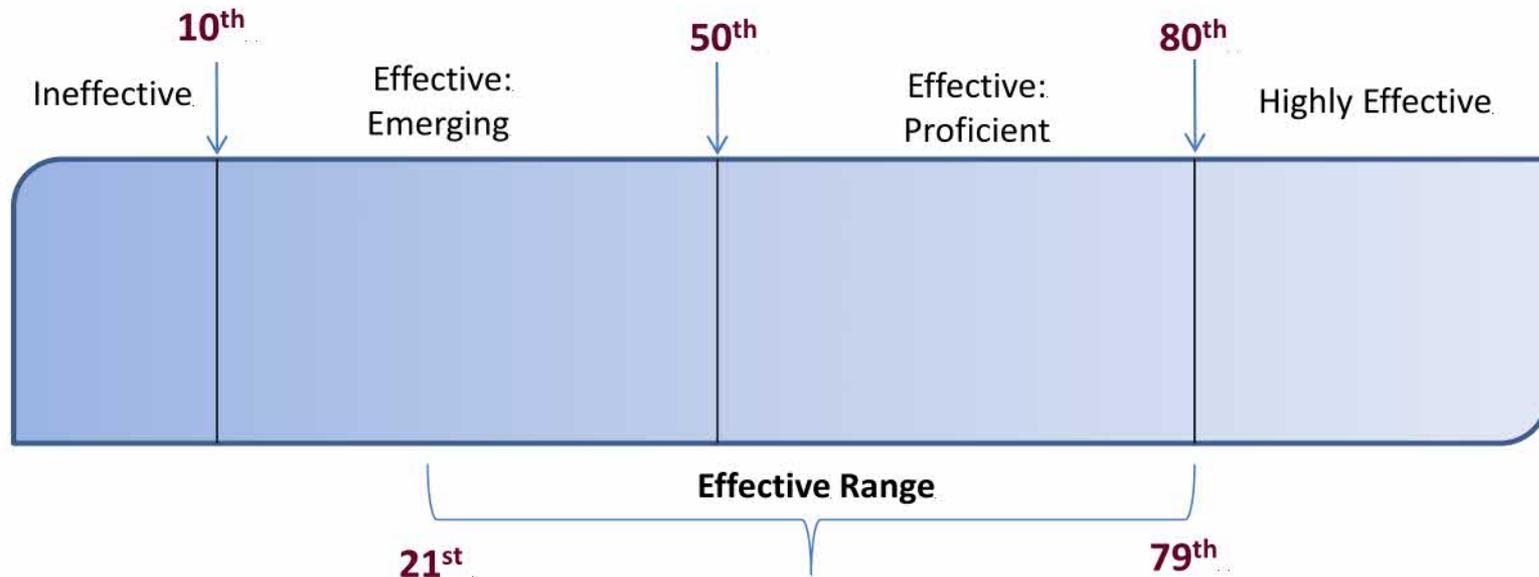


RoundedEffect_ELA1112

Improvements: Feedback on Classroom Practice

Teacher Performance Overview

Growth in Student Achievement



Principals review student learning target scores to confirm or shift the student outcomes score generated by the value-added model. In doing this, they provide feedback to teachers on the student progress shown in the classroom. Principals have the flexibility to assign a student outcomes rating of either *Effective: Emerging* or *Effective: Proficient* to teachers in this range.

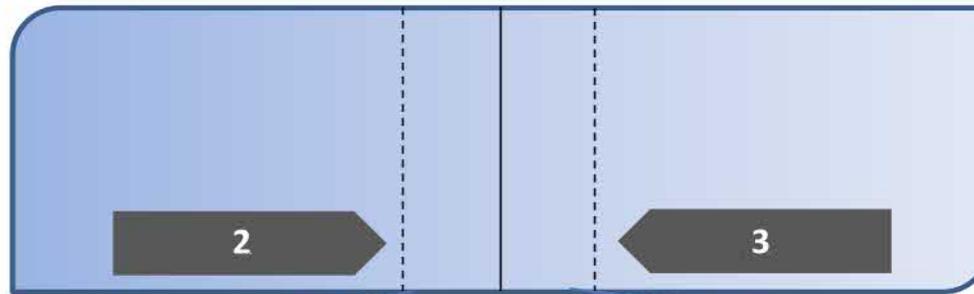
Improvement: Feedback on Classroom Practice

Increasing Feedback for Teachers

Why would an evaluator shift a teacher's score in the Effective Range?

Effective:
Emerging

Effective:
Proficient



After reviewing the student learning target data for a teacher in the '2' range, an evaluator finds that in addition to generally meeting the expectations for their growth on the 8th grade LEAP, students demonstrated 150% growth in their writing scores, as measured by a CCSS-aligned rubric. She **adjusts the student growth score to a 3.**

After reviewing the student learning target data for a teacher in the '3' range, an evaluator finds that while students generally met the expectations for their growth on the 5th grade iLEAP, fewer than half of students met their growth goals on the district's CCSS-aligned benchmark assessments. He **adjusts the student growth score to a 2.**

Improvements: End-of-Year Results

Feedback	<ul style="list-style-type: none">Value-added results require greater explanation than currently provided. Student-level data would help educators fully analyze and learn from the value-added measures.
Improvement	<p>The LDOE will revamp end-of-year value-added reports so that educators have a clearer understanding of their students' performance, and so that educators can more easily analyze and learn from their results.</p> <p>New reports will include:</p> <ul style="list-style-type: none">Students' expected and actual scale scores, sortable by student characteristics, performance levels, etc.; andExplanations of the teacher's composite value-added score and percentile range, and how they were derived.
Timeline	<ul style="list-style-type: none">Teachers will be able to access enhanced reports in July, 2013.

Sample End-of-Year Report

Student Last Name	Student First Name	Special Educ. Status	Actual Score	Expected Score	Difference
Baker	Justin	Yes	428	415	+13
Clinton	Athleen	No	428	406	+22
Green	Mindy	No	500	390	+110
More	Pete	No	375	390	-15
Jackson	Selena	No	428	384	+44
Morris	Brett	Yes	389	389	Met target
Smith	Taylor	Yes	399	371	+28
Value-Added Composite Score:					+28.86
Value-Added Percentile Range:					80th–99th
Highly Effective					

Sort by various student factors to identify performance trends...

Basis for the composite score is presented as a function of individual students' actual vs. expected scores.

Composite score, percentile range, and performance level appear together, painting a more complete picture of teacher performance.

Note: Final Compass ratings represent a combination of the value-added score and the teacher's professional practice score.

Sample End-of-Year Report

Teacher Performance Overview

Growth in Student Achievement 2013-2014 School Year



Your Compass Value-Added Rating: *Highly Effective*

Your students' growth exceeded the growth achieved by 80% or more of students in the same content area this year.

 Achievement Result

Improvements: End-of-Year Results

Feedback	<ul style="list-style-type: none">• The student results portion of Compass should do more to reflect unique circumstances of particular students and / or teachers.
Improvement	<p>In the below unique circumstances, the evaluator will assign a rating based on student learning targets rather than value-added data:</p> <ul style="list-style-type: none">• Teachers with 60 or more excused absences in a given academic year due to approved leave, such as maternity, military, sick, or sabbatical leave.• Other extenuating circumstances that have significantly compromised an educator's opportunity to impact student learning and have been approved by the state superintendent, at the request of the district superintendent, prior to the state's release of annual value-added results and no later than June 1. <p>The value-added formula will provide more room for students at the highest levels to show growth.</p>
Timeline	<ul style="list-style-type: none">• These changes will go into effect for the 2012-13 school year.• Guidance for evaluators on issuing final ratings will be provided in March, 2013.

Improvements: Reporting Results to Validate and Align Ratings

Feedback	<ul style="list-style-type: none">Standards in the Compass system will be applied with varying levels of rigor, across various schools and districts.
Improvement	<p>At the year's conclusion, in order to be transparent regarding the accuracy and rigor of ratings, the LDOE will share reports with district leaders that</p> <ul style="list-style-type: none">Compare and contrast trends in observation ratings with trends in value-added and goal-setting measures; andCompare and contrast trends in ratings of educators with trends in student performance. <p>Reports will be shared through a multi-stage process that is both transparent and respectful of district leaders' need to lead the dialogue in their respective communities.</p> <p>No individual student or teacher records will ever be shared with anyone other than district staff and the teacher herself.</p>
Timeline	<ul style="list-style-type: none">Report format will be available in HCIS in February, 2013.Actual reports will be communicated in stages throughout Summer, 2013.

Timeline

Dec/Jan

- **Conduct outreach to teachers, leaders, and policymakers**
- **Present proposed policy revisions to BESE**
- **Conduct webinars on Compass changes**

Feb/Mar

- Release 2013-14 academic strategy, including updated Compass guidebook for evaluators and educators
- Release additional guidance/ exemplars for special education & early childhood
- Launch completion and accuracy reports in HCIS

Apr/May

- Conduct webinars on updates to value-added reporting
- Evaluators begin assigning final ratings for the year
- Teacher leaders are identified to support Compass and Common Core work in 2013-14

Summer

- Share updated value-added results reports with eligible teachers
- Districts report final ratings for 12-13
- Release Compass implementation report
- Provide additional training to evaluators and teachers
- Launch video library

Questions and Feedback

Send questions and feedback to compass@la.gov.

Attachment 11d

Compass: Increased flexibility in observations

COMPASS: BEYOND MINIMUM OBSERVATION REQUIREMENTS

While Act 54 and Bulletin 130 describe the minimum requirements for evaluations, each district and school has the ability to shape the Compass process. In response to questions from teachers and administrators, this memorandum clarifies basic requirements and how districts and schools can go beyond these minimum requirements to provide more frequent feedback to educators.

Classroom observations: Bulletin 130 defines an observation as the process of gathering facts, noting occurrences, and documenting evidence of performance. The Bulletin requires a minimum of two observations annually, at least one of which is a full-lesson observation. Above and beyond this one required full-lesson observation, districts can make choices about the number of observations teachers receive over the course of a school year and the duration of those observations. Any classroom visit may be considered an observation, regardless of whether it is referred to as a walkthrough, a snapshot, or any other name. Specifically, districts and schools may:

- (a) Observe teachers more frequently than the minimum requirement rule.
- (b) Determine the length of all observations beyond the one required, lesson-length observation.
- (c) Determine the components of the Compass rubric observed during each observation.
- (d) Decide whether all, some, or certain observations will be used to determine the final Professional Practice score. This means that districts can choose how to formulate the end-of-year Professional Practice rating. For example, districts may average full-lesson observations, average all observations, or apply different weights to observations of differing lengths.

MINIMUM COMPASS REQUIREMENTS

Bulletin 130: §105(B)(3)

- (a) A minimum of two observations, at least one of which is an announced observation lasting the entire length of the lesson and including a pre- and post-observation conference.
- (b) Teachers and administrators will be provided feedback on areas of strength and areas for development following all observations.
- (c) Additional evidence collected outside of observations, such as data, materials, and artifacts, may be used to inform evaluation.

By late August, the Compass Information System (CIS) will change to allow for different observation types. Principals and other administrators have suggested ways in which the tool can be helpful in assisting with conducting observations. In response, the Department will make a series of updates to CIS to allow for flexible approaches to observation and feedback. For example, CIS will no longer require that observers enter two (and only two) scored, full-lesson observations, nor will CIS require evaluators to rate every competency on the rubric when conducting an observation.

Attachment 11e

2012 – 2013 Compass Final Report

LEARNING TO TEACH EACH INDIVIDUAL CHILD

Louisiana students are just as smart and capable as any in America. As adults, they will compete with peers from around the country for jobs and for opportunity. Recognizing this, Louisiana has embraced the challenge of preparing its students to read, write, and perform math tasks on a par with students nationwide.

When Louisiana shifted to higher standards in the past – as in when the state instituted the LEAP test in the 1990s – the Board of Elementary and Secondary Education (BESE) instituted an approach of standardization. The state created dozens of grade-level expectations teachers were expected to teach. The state approved textbooks teachers were told to cover. The state produced a Comprehensive Curriculum, prescribing lesson plans. State-led professional development was often conducted in large group settings, through a lecture format.

Performance evaluations were also standardized, with nearly 99 percent of educators assessed as ‘satisfactory.’ A statewide salary schedule determined lockstep, standard pay. Every teacher received the tenure label at the same point in their careers, with little fanfare. Principals often hired whomever they were told to hire.

Teaching to nationally competitive expectations is a complex activity that cannot be standardized. It requires thoughtful preparation, so that each student’s individual needs can be considered in the lesson. It requires asking ambitious questions during the lesson that allow students to demonstrate their independent thought. It necessitates frequent participation in the lesson from each individual student. And it takes constant assessment of what each student has learned, from minute to minute and day to day.



There is no owner's manual for teaching in this individualized way. For some, it will come relatively easy. For others, it will take years. But as with all creative, independent tasks, it cannot be standardized. Instead, it takes tools, practice, and individual guidance.

Louisiana has ended standardized textbooks, curriculum, professional development, evaluation ratings, pay scales, tenure policies, hiring policies, and spending mandates. Our state believes that educators should be trusted to make decisions for themselves, on behalf of the students we serve. In place of the standardized approach, Louisiana educators practice their craft using tools, addressing the needs of each individual child to help each learn at a higher level.

The state's Classroom Support Toolbox provides tools with which to set goals for students, plan lessons plans and curriculum, and assess learning. Compass is a set of tools within the larger Toolbox, as well as a basic process for using these tools, all aimed at helping educators practice the difficult craft of addressing the needs of each individual child.

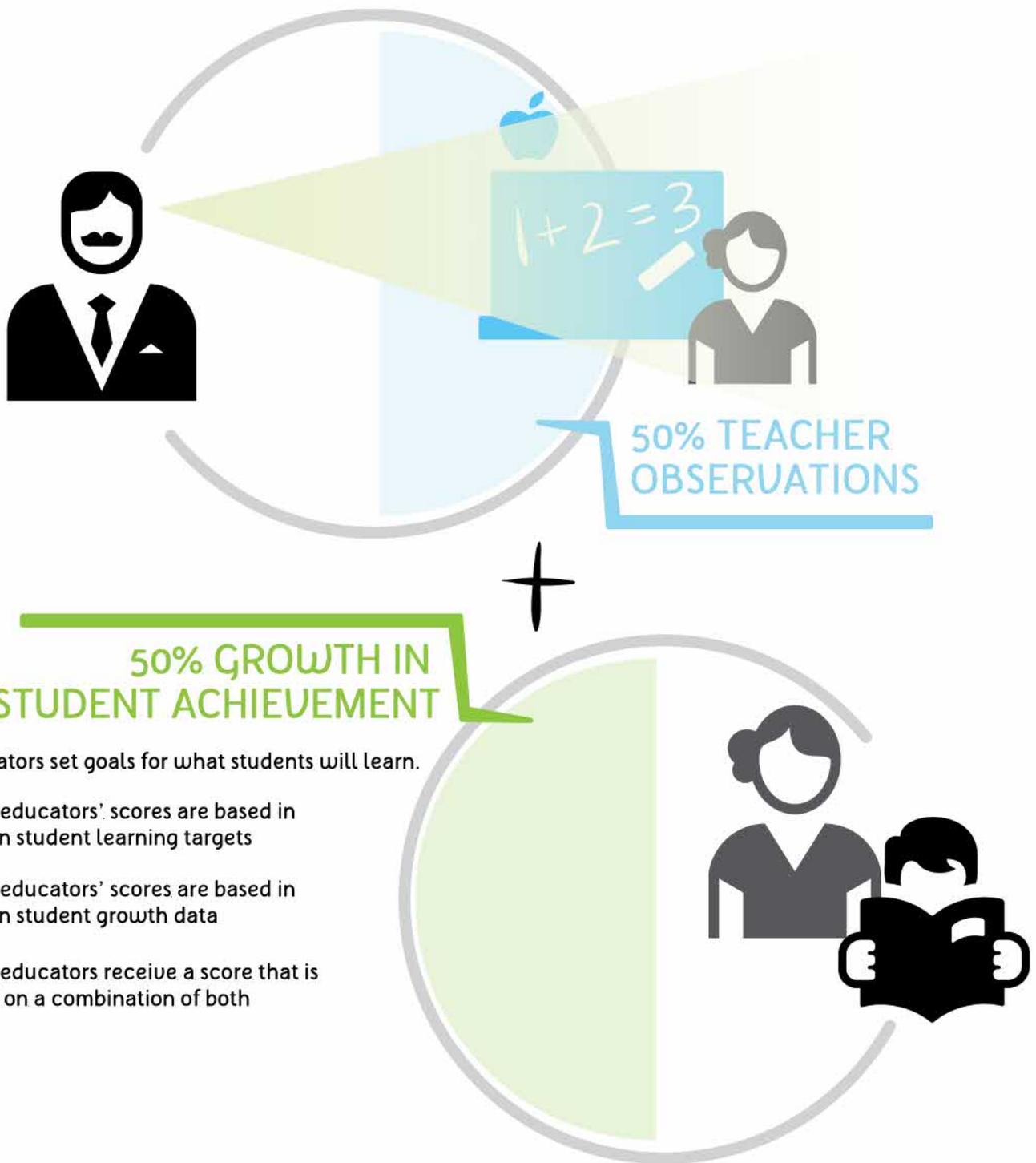
This report does not tell the story of all 50,000 educators and all they do to improve. It cannot capture the moment when a colleague provides a lesson planning insight that makes tomorrow better than today. It cannot describe the power of a school leader who sets an ambitious vision for student learning.



Instead its intent is to provide the public and educators a lens through which to understand our state's approach to educator improvement. It is a field of information that can serve as a tool in adjusting expectations, in making connections from school to school or district to district, and in considering future policy decisions.

The report is not meant to pass immediate judgment. Using this tool well will require patient review of where there are commonalities and where there are differences in how the Compass tool was used in its first year. In understanding these trends and contrasts, we can better understand how administrators and teachers can adjust their own processes or expectations in the years to come. As with all elements of the Compass tool, this report is not an end or a definitive judgment unto itself. It is a prompt to conversation and part of the learning process.

HOW IT WORKS.



All educators set goals for what students will learn.

- > Some educators' scores are based in part on student learning targets
- > Some educators' scores are based in part on student growth data
- > Some educators receive a score that is based on a combination of both

COMPASS EVALUATION RESULTS

<p>Professional Practice Score (50% of Final Rating)</p>	<p>Student Outcomes Score (50% of Final Rating)</p>	<p>Value-Added Data (Contributes to Student Outcome Score)</p>	<p>Student Learning Target Data (Contributes to Student Outcome Score)</p>
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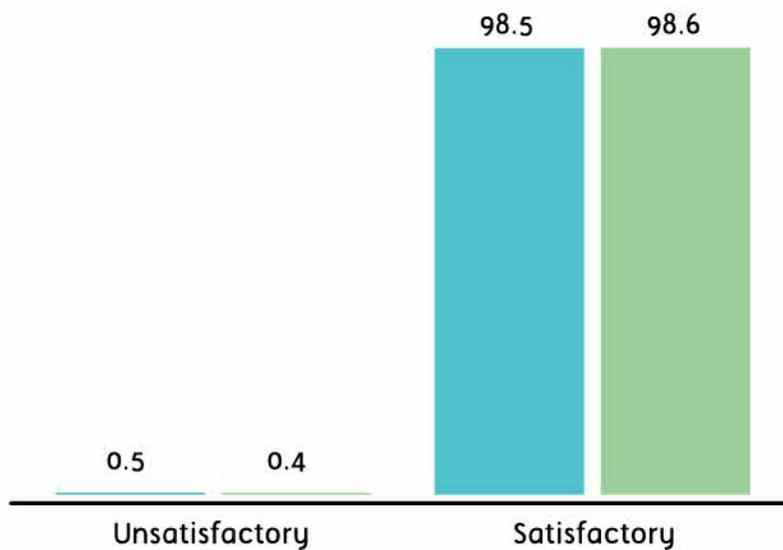
2012-2013 COMPASS RESULTS SUMMARY

IN COMPARISON TO PAST YEARS

As a result of the Compass process, more Louisiana educators than ever before set goals and received feedback on their performance.

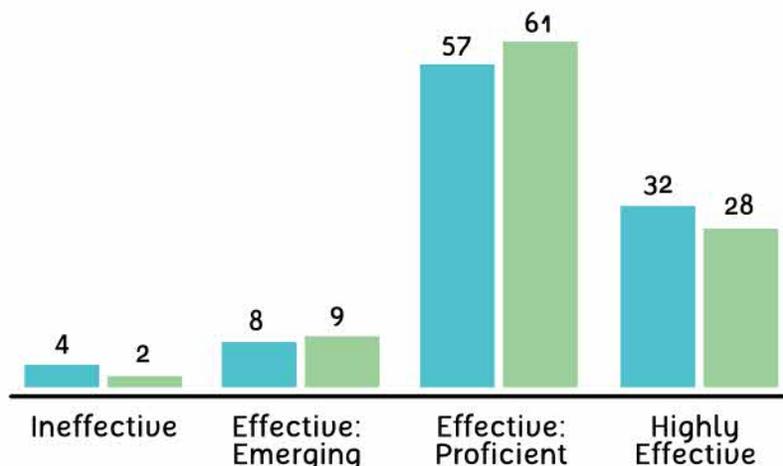
In terms of educator feedback, past evaluation systems yielded minimal, uniform data that were not reflective of educators' diverse skills and needs. In 2010-11, for example, more than 98 percent of educators received a "satisfactory" rating. This year, however, evaluators used the Compass process to provide educators with individualized information based on multiple measures of performance. As a result, educators' final ratings are more diverse than in past years, spanning four performance levels.

Educator Rating in 2010-2011:
Percentage of Educators



Teacher Data
Leader Data

Compass Ratings in 2012-2013:
Percentage of Educators



ANALYSIS OF 2012-2013 OUTCOMES

The distribution of Compass ratings from one school district to the next is generally consistent with student progress trends in those districts.

Unlike in past years, aggregate evaluation results for teachers and leaders generally align with student progress results. Where students improved, teachers and leaders were more likely to receive favorable ratings. Where student progress did not occur as frequently, teachers and leaders were less likely to receive high ratings. For example:

- Of the ten parishes with the highest percentage of teachers rated in the top two levels, seven were in the state's top 25 percent in student progress or student achievement. All are in the top half of districts in terms of student achievement.
- On average, parishes in the top 50 percent in terms of student progress rated 10 percent of teachers in the bottom two categories. Parishes in the bottom 50 percent of student proficiency growth rated, on average, 17 percent of teachers in the bottom two categories.
- Of the ten parishes with the highest percentage of teachers rated in the bottom two categories, nine were in the bottom quartile in student progress or student achievement.
- Of the ten parishes with the highest percentage of teachers rated Ineffective, seven experienced an aggregate drop in student proficiency.

However, some districts that achieved high levels of growth in 2012-2013 used classroom observations to set a particularly high bar for teaching quality, giving educators increased feedback and room to improve. This was particularly evident in districts that made gains with low-income students, implying a link between the rigor of classroom observations and student progress in challenging settings.

- Evaluators in the Recovery School District (RSD) in New Orleans, where the district ranked in the 97th percentile in terms of student progress, set a high bar and were less likely to assign highly effective observation ratings: 9 percent in the RSD versus 27 percent statewide.



- St. Bernard Parish ranked in the 96th percentile in student growth and in the 88th percentile in terms of student proficiency. The parish also had the highest percentage of teachers with value-added scores in the top two levels (81 percent). Evaluators were less likely to assign Highly Effective observation ratings, though: 8 percent in St. Bernard Parish versus 27 percent statewide.
- East Feliciana Parish ranked in the 94th percentile in terms of student growth yet assigned substantially more rigorous observation scores. East Feliciana evaluators assigned 64 percent of teachers Proficient or Highly Effective observation ratings compared to 90 percent statewide.
- Ascension Parish student progress ranked in the state's top quartile, but because of a very high bar for classroom teaching, 6 percent of observations yielded a Highly Effective measure, compared to a statewide average of 27 percent.

The report shows some first-year challenges with the rigor of evaluators' ratings:

1. Evaluators' classroom observation scores and student learning target scores were not as rigorous in their distribution as were value-added scores. Value-added scores provide districts with a statistical measure of a teacher's impact on student learning. While value-added data is only one of several measures used to understand teacher performance, in the future educators can use the value-added results as a tool for providing intensive support and frequent support to teachers struggling to make progress.
2. Evaluator rigor varied from district to district in classroom observation and student learning target measures, implying a need for continued "norming" of expectations from one school and district to the next.

These trends suggest further support for evaluators and educators alike in year two.

1. Continued accountability guidelines

Differences in how the tool is used from parish to parish validate the continued need for stringent accountability guidelines, as with the current requirement that very low student progress results definitively lead to lower ratings. At the same time, variation in ratings between teachers receiving value-added data and those not receiving such data call for considering whether accountability guidelines should be expanded to cover all ratings.



2. Tools and enhancements, such as videos that may be used for training and norming on expectations

Educators are working to improve their understanding of the Compass rubric and have asked for additions to the Instructional Video Library. The Video Library provides examples of performance at all levels of the Compass rubric in many different types of classrooms, and can be used as the basis for training and norming on expectations. In October, the video library will include additional examples of rubric-aligned teaching practice, and will expand to include examples of effective feedback conversations.

3. Provide more support and feedback to school leaders through site visits and inter-district or inter-school collaboration; orient the school leader tool and classroom observation tools toward more frequent classroom visits for administrators

For 2013–2014, the Compass – Leader rubric will be updated to more clearly define the characteristics of effective classroom feedback for teachers. State Network Teams will focus on collaboration across schools and districts to foster consistent expectations for classroom performance.

The Department will also adjust technology to make the educator observation and feedback process more efficient and useful. Starting in September, the Compass Information System (CIS) will include teacher and leader observation screens that give evaluators note-taking and scoring options that provide flexibility and save data entry time. Based on educator feedback, enhancements throughout the year will make CIS a more flexible, efficient tool for storing and reviewing Compass data.

Most important, Louisiana's students are doing better in the classroom than ever before. The state's literacy and math proficiency is up. Graduation rates are at an all-time high. More students are achieving college-going ACT and Advanced Placement scores. Progress in the classroom happens because educators embrace change and make it their own. In this first year of Compass, more than anything, we owe our educators thanks for using the tool to better themselves on behalf of their students. That, after all, is why they come to work each and every day.

APPENDIX A—SUMMARY IMPLEMENTATION DATA

[Table 1—Compass scores, by parish](#)

- [Teacher](#)
- [Leader](#)
- [Counselor](#)

[Table 2 – Compass scores, by school](#)

[Table 3 – District-level summary reports](#)

[Table 4 – School-level reports, by parish](#)

APPENDIX B – RUBRIC COMPONENT DATA

[Table 1—Average score and distribution for each component](#)

APPENDIX C – VALUE-ADDED DATA

[Table 1 – State-level value-added distributions](#)

APPENDIX D – COMPASS FINAL REPORT METHODOLOGY

[Compass Final Report Methodology](#)

Attachment 11f

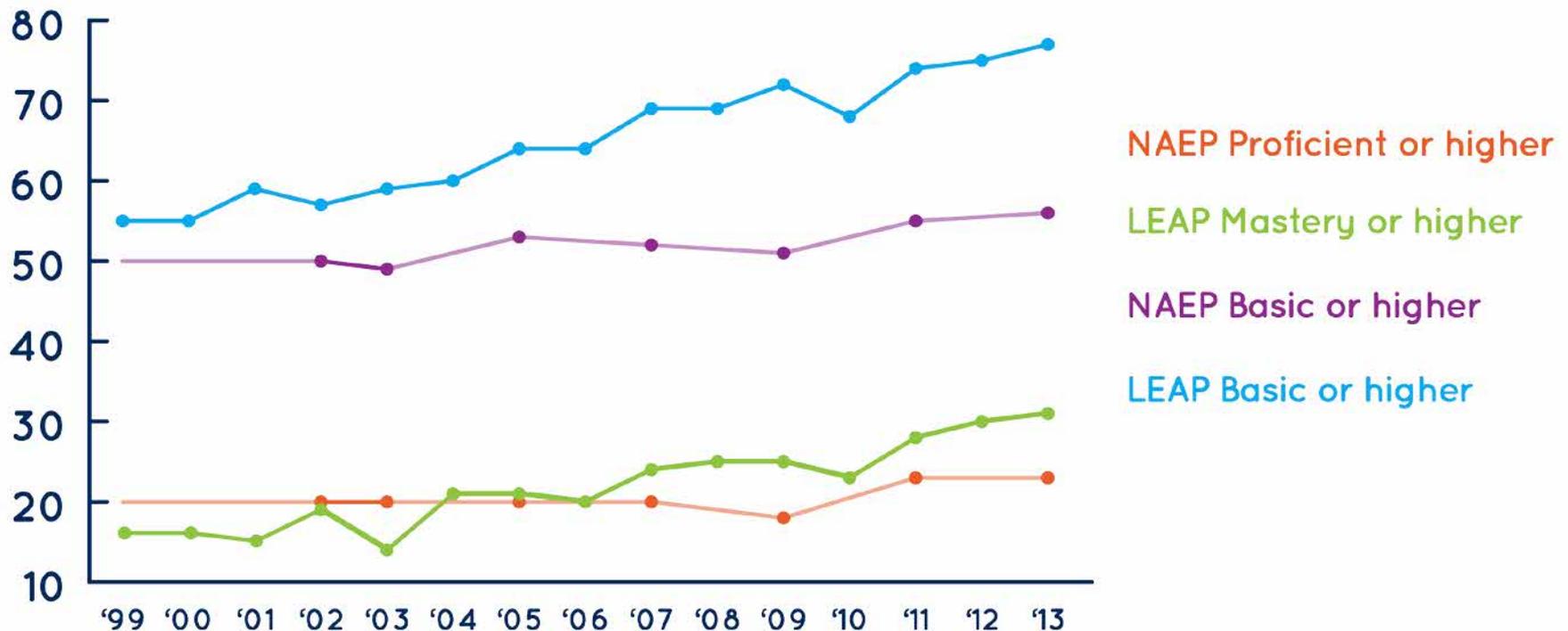
Overview: Believe and Prepare – Education Preparation Innovation Grants

Louisiana Believes

A New Vision for Educator Preparation

Remarkable Progress, Renewed Focus

Louisiana's students have improved steadily on the LEAP, proving that students will meet raised expectations. At the same time, performance on national assessments shows that it is time to raise expectations again so that Louisiana's students can compete nationally with their peers.



We are increasing opportunities for Louisiana's students.

Louisiana is preparing students for **the world after high school** by:

- Emphasizing **college and career readiness**
 - 20% more students earning college-ready scores on the ACT in 2013
- Creating opportunities for **college-level coursework**
 - 39% increase in AP exams taken from 2012 to 2013
- Increasing **graduation rates**
 - 72.3% in 2012, a 10% increase since 2003

Expanding access to **early childhood programs**

- 13 pilot programs serving 15 parishes in 2013-2014

We are raising expectations for Louisiana's educators, too.

Schools are teaching college and career readiness standards to prepare **Louisiana's graduates to compete nationally**, which requires knowledge and skills that add to the challenges of teaching. Teachers must:



Teach students concepts and critical thinking skills.



Design student-led learning experiences.



Choose curriculum and resources to reach all students.

How will we prepare educators for today's classrooms and schools?

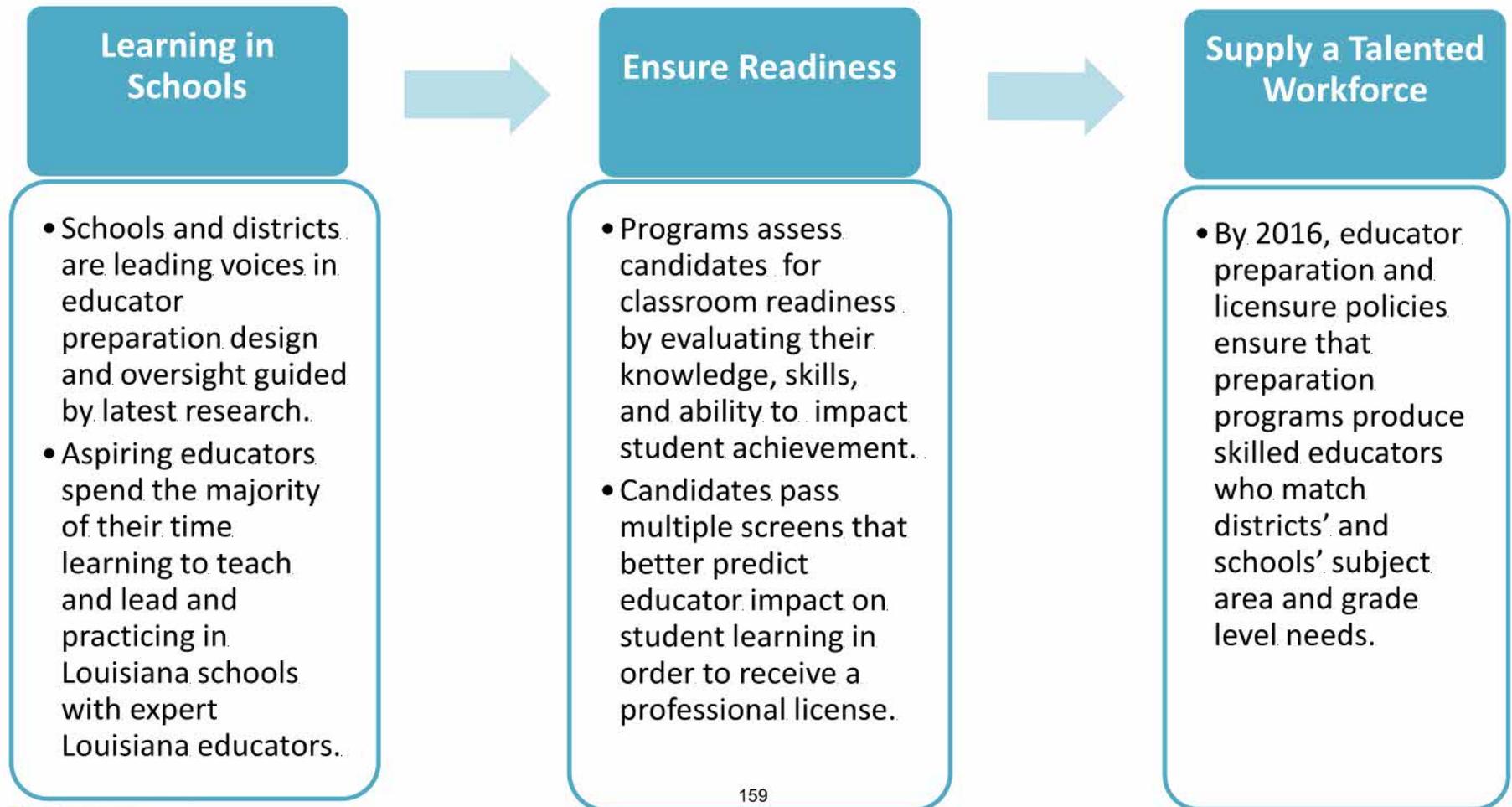
As in other complex and high-stakes professions, like medicine and architecture, teaching and leading require knowledge and skills that are best learned through **mentoring and practice**.

Today's classrooms and schools require learner-ready educators prepared by programs that:

- Take place **in classrooms and schools**.
- Transfer the knowledge and skills current educators **learn on the job** to new educators who are preparing to teach and lead.
- **Draw on Louisiana's top educators** who play a substantial role in preparing aspiring teachers and leaders for classrooms and schools.

A New Vision for Educator Preparation

Louisiana's certified educators are prepared for any school or classroom setting, meeting the workforce needs of local districts.



Learning to Teach and Lead in Schools

Schools, districts, and preparation programs will work together to:

- Identify **educator knowledge and skills essential for student success.**
- Design job-embedded experiences. Program models will:
 - Base coursework **at schools and in classrooms**
 - Require **extensive practice** with feedback and mentoring
 - Empower and equip **top educators** to train, assess, and coach future educators

Ensure Readiness

The **Compass system's expectations for educator excellence** will serve as the basis for a coherent licensure assessment plan that:

- **Identifies and recruits** educator prospects who are likely to be successful.
- Assesses **knowledge and skill development** at several points throughout the preparation experience to identify candidates' strengths and areas for further development.
- Ensures that **graduates have demonstrated their ability to increase student achievement** in Louisiana's schools and classrooms.

Practice and Innovation to Inform Policy

The Department of Education will work with all stakeholders through pilot and engagement opportunities to establish:

- Louisiana's expectations for **learner-ready teachers** and **school-ready leaders**
- The most beneficial practices for **preparing educators in schools and classrooms**
- Licensure **assessments that better predict** educator impact on student learning
- Needed policy changes to support **practice-based educator preparation and rigorous licensure expectations** for Louisiana's future educators

Believe and Prepare

Believe and Prepare—Educator Preparation Innovation Grants fund and support schools, districts, and educator preparation programs by:

- Empowering schools and districts to design school-based educator preparation programs that develop the skills and knowledge needed to teach and lead in Louisiana's schools
- Drawing on top educators' expertise as they mentor and train future educators
- Describing rigorous selection criteria for candidates and school-based clinical faculty, cooperating teachers, and mentors

Believe and Prepare pilot programs will guide educator preparation program and policy changes that bring preparation fully into Louisiana's classrooms and schools.

Working together to decide what is most important for future educators.

Pilot

- LDOE funds and supports the design and implementation of up to five educator preparation programs **based in schools and classrooms.**



Learn

- Learn from Believe & Prepare pilot participants about **successful educator preparation approaches and practices.**



Apply

- LDOE and BOR use Believe & Prepare practices to **inform policy changes.**
- Districts, schools, and preparation programs use pilot practices to **inform program design.**

Believe & Prepare Basics

All recipients will receive:

- Up to \$150,000
- Support and feedback from LDOE staff and partners

Pilot programs may choose to serve on a Guiding Coalition that informs the vision and plan for shifts in educator preparation policies and practices.

Believe & Prepare Timeline

Event	Date
Release of Believe and Prepare.....	Tuesday, December 17
Application submission period.....	Wednesday, December 18 – Friday, February 14
Announcement of grant winners.....	Tuesday, March 18
Grant timeline.....	April 1, 2014 – September 30, 2015