Louisiana ESEA Waiver Request Appendices

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Full details available upon request

Rapides Parish School Board: Statement of Support
Louisiana's Elementary and Secondary Education Act (ESEA) Flexibility Waiver Application

Through this correspondence, the Rapides Parish School Board expresses our support of Louisiana's Elementary and Secondary Education Act (ESEA) Flexibility Waiver application.

Thus, as Louisiana commits to implementing rigorous college- and career-ready standards and educator evaluation and support systems tied to student growth, the state aims to further build school and educator capacity by seeking flexibility from federal regulations that detract from student achievement. Through a waiver application in response to the U.S. Department of Education's ESEA Flexibility Initiative, Louisiana aims to meet the following objectives:

- Provide school districts in Louisiana with flexibility to more effectively leverage federal funding;
- Limit the interference of burdensome regulations that have hampered school districts and schools;
- Eliminate monitoring and reporting of data that has no impact on student outcomes;
- Reward high-performing or high-progress schools;
- Support low-performing schools and intervene in persistently failing schools; and
- Build on Louisiana's reforms, which have garnered national praise for proven success at achieving dramatic school turnaround and raising student achievement.

We support the ideals of the ESEA Flexibility Initiative, and Louisiana's application, which has been developed to monitor, report, and respond to clear and transparent measures based on college and career readiness outcomes.

Moreover, we endorse and support the enhanced Louisiana-developed school and district accountability model. Our state's nationally-recognized accountability system has unquestionably contributed to the unprecedented gains made over the last ten years, particularly the progress we have made in closing the achievement gaps between races and socio-economic classes. We support Louisiana's effort to shift the focus away from measures that have no impact on raising student achievement, in order to more effectively reward progress, support teacher effectiveness, and report data in easily understandable terms that are focused on our primary goal – ensuring that our students graduate college- and career-ready.

We also urge other educators, parents, businesses and other groups to support Louisiana's participation in the ESEA Flexibility Initiative.

Gary J. Jones — 2/15/12

Signature SUPERINTENDENT/ SECRETARY OF THE BOARD — Date

"An Equal Opportunity Employer"

Monroe Chamber of Commerce: Statement of Support
Louisiana's Elementary and Secondary Education Act (ESEA) Flexibility Waiver Application

Through this correspondence, the Monroe Chamber of Commerce expresses our support of Louisiana's Elementary and Secondary Education Act (ESEA) Flexibility Waiver application.

Thus, as Louisiana commits to implementing rigorous college- and career-ready standards and educator evaluation and support systems tied to student growth, the state aims to further build school and educator capacity by seeking flexibility from federal regulations that detract from student achievement. Through a waiver application in response to the U.S. Department of Education's ESEA Flexibility Initiative, Louisiana aims to meet the following objectives:

- Provide school districts in Louisiana with flexibility to more effectively leverage federal funding;
- Limit the interference of burdensome regulations that have hampered school districts and schools;
- Eliminate monitoring and reporting of data that has no impact on student outcomes;
- Reward high-performing or high-progress schools;
- Support low-performing schools and intervene in persistently failing schools; and
- Build on Louisiana's reforms, which have garnered national praise for proven success at achieving dramatic school turnaround and raising student achievement.

We support the ideals of the ESEA Flexibility Initiative, and Louisiana's application, which has been developed to monitor, report, and respond to clear and transparent measures based on college and career readiness outcomes.

Moreover, we endorse and support the enhanced Louisiana-developed school and district accountability model. Our state's nationally-recognized accountability system has unquestionably contributed to the unprecedented gains made over the last ten years, particularly the progress we have made in closing the achievement gaps between races and socio-economic classes. We support Louisiana's effort to shift the focus away from measures that have no impact on raising student achievement, in order to more effectively reward progress, support teacher effectiveness, and report data in easily understandable terms that are focused on our primary goal – ensuring that our students graduate college- and career-ready.

We also urge other educators, parents, businesses and other groups to support Louisiana's participation in the ESEA Flexibility Initiative.

February 15, 2012

_____ _____
Signature Date

Dean of the College of Education

P.O. Box 2053
Thibodaux, LA 70310
985.448.4325
Fax: 448.4926

NICHOLLS
STATE UNIVERSITY
A MEMBER OF THE UNIVERSITY OF LOUISIANA SYSTEM

February 13, 2012

Ms. Jessica Tucker
LSDE
1201 N. 3rd St, 5th Floor
Baton Rouge, LA 70802

Dear Ms. Tucker,

Please accept my letter in support of Louisiana's request for an ESEA Flexibility Waiver. The Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind, has significantly advanced the rights of every child in America to receive an education that allows them to succeed. Though fundamentally sound, in some cases the 2001 federal mandates restrict the ability of our state, districts, and schools to make decisions that better serve the interests of students. Thus, Louisiana would benefit from increased flexibility from rules that detract from student achievement through an approved application for an ESEA Flexibility Waiver.

Specifically, Louisiana's waiver application will: 1) solidify our state's nationally-recognized accountability system, which has unquestionably contributed to the unprecedented gains we've made over the last ten years, particularly the progress we have made in closing the achievement gaps between races and socio-economic classes, and 2) shift the focus away from measures that have no impact on raising student achievement, in order to more effectively reward progress, support teacher effectiveness, and report data through easily understandable scores that are focused on our primary goal – ensuring our student graduate college- and career-ready.

If I may be of further assistance to you, Please do not hesitate to ask.

[redacted]

J. Steven Welsh, PhD., Dean (Interim)

[redacted]

Entergy Louisiana: Statement of Support
Louisiana's Elementary and Secondary Education Act (ESEA) Flexibility Waiver Application

Through this correspondence, **Entergy Louisiana** expresses our support of Louisiana's Elementary and Secondary Education Act (ESEA) Flexibility Waiver application.

Thus, as Louisiana commits to implementing rigorous college- and career-ready standards and educator evaluation and support systems tied to student growth, the state aims to further build school and educator capacity by seeking flexibility from federal regulations that detract from student achievement. Through a waiver application in response to the U.S. Department of Education's ESEA Flexibility Initiative, Louisiana aims to meet the following objectives:

- Provide school districts in Louisiana with flexibility to more effectively leverage federal funding;
- Limit the interference of burdensome regulations that have hampered school districts and schools;
- Eliminate monitoring and reporting of data that has no impact on student outcomes;
- Reward high-performing or high-progress schools;
- Support low-performing schools and intervene in persistently failing schools; and
- Build on Louisiana's reforms, which have garnered national praise for proven success at achieving dramatic school turnaround and raising student achievement.

We support the ideals of the ESEA Flexibility Initiative, and Louisiana's application, which has been developed to monitor, report, and respond to clear and transparent measures based on college and career readiness outcomes.

Moreover, we endorse and support the enhanced Louisiana-developed school and district accountability model. Our state's nationally-recognized accountability system has unquestionably contributed to the unprecedented gains made over the last ten years, particularly the progress we have made in closing the achievement gaps between races and socio-economic classes. We support Louisiana's effort to shift the focus away from measures that have no impact on raising student achievement, in order to more effectively reward progress, support teacher effectiveness, and report data in easily understandable terms that are focused on our primary goal – ensuring that our students graduate college- and career-ready.

We also urge other educators, parents, businesses and other groups to support Louisiana's participation in the ESEA Flexibility Initiative.

[redacted]

Signature

FEBRUARY 13, 2012
Date

"An Equal Opportunity Employer"

(Name of Organization): Statement of Support
Louisiana's Elementary and Secondary Education Act (ESEA) Flexibility Waiver Application

Through this correspondence, the SSA Consultants (name of organization) expresses our support of Louisiana's Elementary and Secondary Education Act (ESEA) Flexibility Waiver application.

Thus, as Louisiana commits to implementing rigorous college- and career-ready standards and educator evaluation and support systems tied to student growth, the state aims to further build school and educator capacity by seeking flexibility from federal regulations that detract from student achievement. Through a waiver application in response to the U.S. Department of Education's ESEA Flexibility Initiative, Louisiana aims to meet the following objectives:

- Provide school districts in Louisiana with flexibility to more effectively leverage federal funding;
- Limit the interference of burdensome regulations that have hampered school districts and schools;
- Eliminate monitoring and reporting of data that has no impact on student outcomes;
- Reward high-performing or high-progress schools;
- Support low-performing schools and intervene in persistently failing schools; and
- Build on Louisiana's reforms, which have garnered national praise for proven success at achieving dramatic school turnaround and raising student achievement.

We support the ideals of the ESEA Flexibility Initiative, and Louisiana's application, which has been developed to monitor, report, and respond to clear and transparent measures based on college and career readiness outcomes.

Moreover, we endorse and support the enhanced Louisiana-developed school and district accountability model. Our state's nationally-recognized accountability system has unquestionably contributed to the unprecedented gains made over the last ten years, particularly the progress we have made in closing the achievement gaps between races and socio-economic classes. We support Louisiana's effort to shift the focus away from measures that have no impact on raising student achievement, in order to more effectively reward progress, support teacher effectiveness, and report data in easily understandable terms that are focused on our primary goal – ensuring that our students graduate college- and career-ready.

We also urge other educators, parents, businesses and other groups to support Louisiana's participation in the ESEA Flexibility Initiative.

[redacted]
Signature

2/14/12
Date

"An Equal Opportunity Employer"

February 13, 2012

Education's Next Horizon Statement of Support
Louisiana's Elementary and Secondary Education Act (ESEA) Flexibility Waiver Application

Through this correspondence, Education's Next Horizon expresses its support of Louisiana's Elementary and Secondary Education Act (ESEA) Flexibility Waiver application.

As Louisiana commits to implementing rigorous college- and career-ready standards and educator evaluation and support systems tied to student growth, the state aims to further build school and educator capacity by seeking flexibility from federal regulations that detract from student achievement. Through a waiver application in response to the U.S. Department of Education's ESEA Flexibility Initiative, Louisiana aims to meet the following objectives:

- Provide school districts in Louisiana with flexibility to more effectively leverage federal funding;
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- Eliminate monitoring and reporting of data that has no impact on student outcomes;
- Reward high-performing or high-progress schools;
- Support low-performing schools and intervene in persistently failing schools; and
- Build on Louisiana's reforms, which have garnered national praise for proven success at achieving dramatic school turnaround and raising student achievement.

We support the ideals of the ESEA Flexibility Initiative, and Louisiana's application, which has been developed to monitor, report, and respond to clear and transparent measures based on college and career readiness outcomes.

Moreover, we endorse and support the enhanced Louisiana-developed school and district accountability model. Our state's nationally-recognized accountability system has unquestionably contributed to the unprecedented gains made over the last ten years, particularly the progress we have made in closing the achievement gaps between races and socio-economic classes. We support Louisiana's effort to shift the focus away from measures that have no impact on raising student achievement, in order to more effectively reward progress, support teacher effectiveness, and report data in easily understandable terms that are focused on our primary goal – ensuring that our students graduate college- and career-ready.

We also urge other educators, parents, businesses and other groups to support Louisiana's participation in the ESEA Flexibility Initiative.

Sincerely.
John Warner Smith
Chief Executive Officer

Robert W. Levy
Chair

Charlotte A. Bollinger
Vice Chair

Joseph C. Wiley
Secretary

James E. Purcell
Commissioner of Higher Education

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John D. Mineo IV, Student

February 14, 2012

Mr. John White
Superintendent of Education
Louisiana Department of Education
Claiborne Building, 5th Floor
Baton Rouge, LA 70802

Dear Superintendent White:

Through this correspondence, the Louisiana Board of Regents expresses its support of Louisiana's Elementary and Secondary Education Act (ESEA) Flexibility Waiver application.

Thus, as Louisiana commits to implementing rigorous college- and career-ready standards and educator evaluation and support systems tied to student growth, the state aims to further build school and educator capacity by seeking flexibility from federal regulations that detract from student achievement. Through a waiver application in response to the U.S. Department of Education's ESEA Flexibility Initiative, Louisiana aims to meet the following objectives:

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- Reward high-performing or high-progress schools;
- Support low-performing schools and intervene in persistently failing schools; and
- Build on Louisiana's reforms, which have garnered national praise for proven success at achieving dramatic school turnaround and raising student achievement.

We support the ideals of the ESEA Flexibility Initiative, and Louisiana's application, which has been developed to monitor, report, and respond to clear and transparent measures based on college and career readiness outcomes.

Moreover, we endorse and support the enhanced Louisiana-developed school and district accountability model. Our state's nationally-recognized accountability system has unquestionably contributed to the unprecedented gains made over the last ten years, particularly the progress we have made in closing the achievement gaps between races and socio-economic classes. We support Louisiana's effort to shift the focus away from measures that have no impact on raising student achievement, in order to more effectively reward progress, support teacher effectiveness, and report data in easily understandable terms that are focused on our primary goal – ensuring that our students graduate college- and career-ready.

We also urge other educators, parents, businesses and other groups to support Louisiana's participation in the ESEA Flexibility Initiative.

Sincerely, [redacted]

Jim Purcell, Ed.D.
Commissioner of Higher Education

JP:chb

LOUISIANA HOUSE OF REPRESENTATIVES

3115 Old Forge Drive
Baton Rouge, LA 70808
Email: carters@legis.state.la.us
Phone: 225.362.5305
Fax: 225.362.5304

Education
Municipal, Parochial, and Cultural Affairs
Ways and Means

STEVE CARTER
State Representative ~ District 68

Statement of Support
Louisiana's Elementary and Secondary Education Act (ESEA) Flexibility Waiver Application

Through this correspondence, I express my support of Louisiana's Elementary and Secondary Education Act (ESEA) Flexibility Waiver application.

Thus, as Louisiana commits to implementing rigorous college- and career-ready standards and educator evaluation and support systems tied to student growth, the state aims to further build school and educator capacity by seeking flexibility from federal regulations that detract from student achievement. Through a waiver application in response to the U.S. Department of Education's ESEA Flexibility Initiative, Louisiana aims to meet the following objectives:

- Provide school districts in Louisiana with flexibility to more effectively leverage federal funding;
- Limit the interference of burdensome regulations that have hampered school districts and schools;
- Eliminate monitoring and reporting of data that has no impact on student outcomes;
- Reward high-performing or high-progress schools;
- Support low-performing schools and intervene in persistently failing schools; and
- Build on Louisiana's reforms, which have garnered national praise for proven success at achieving dramatic school turnaround and raising student achievement.

I support the ideals of the ESEA Flexibility Initiative, and Louisiana's application, which has been developed to monitor, report, and respond to clear and transparent measures based on college and career readiness outcomes.

Moreover, I endorse and support the enhanced Louisiana-developed school and district accountability model. Our state's nationally-recognized accountability system has unquestionably contributed to the unprecedented gains made over the last ten years, particularly the progress we have made in closing the achievement gaps between races and socio-economic classes. I support Louisiana's effort to shift the focus away from

measures that have no impact on raising student achievement, in order to more effectively reward progress, support teacher effectiveness, and report data in easily understandable terms that are focused on our primary goal – ensuring that our students graduate college- and career-ready.

I also urge other educators, parents, businesses and other groups to support Louisiana's participation in the ESEA Flexibility Initiative.

Stephen F. Carter
State Representative, District 68

Statement of Support
Southern University at New Orleans
Louisiana's Elementary and Secondary Education Act (ESEA) Flexibility Waiver Application

Through this correspondence, the College of Education and Human Development at Southern University at New Orleans expresses our support of Louisiana's Elementary and Secondary Education Act (ESEA) Flexibility Waiver application.

Thus, as Louisiana commits to implementing rigorous college- and career-ready standards and educator evaluation and support systems tied to student growth, the state aims to further build school and educator capacity by seeking flexibility from federal regulations that detract from student achievement. Through a waiver application in response to the U.S. Department of Education's ESEA Flexibility Initiative, Louisiana aims to meet the following objectives:

- Provide school districts in Louisiana with flexibility to more effectively leverage federal funding;
- Limit the interference of burdensome regulations that have hampered school districts and schools;
- Eliminate monitoring and reporting of data that has no impact on student outcomes;
- Reward high-performing or high-progress schools;
- Support low-performing schools and intervene in persistently failing schools; and
- Build on Louisiana's reforms, which have garnered national praise for proven success at achieving dramatic school turnaround and raising student achievement.

We support the ideals of the ESEA Flexibility Initiative, and Louisiana's application, which has been developed to monitor, report, and respond to clear and transparent measures based on college and career readiness outcomes.

Moreover, we endorse and support the enhanced Louisiana-developed school and district accountability model. Our state's nationally-recognized accountability system has unquestionably contributed to the unprecedented gains made over the last ten years, particularly the progress we have made in closing the achievement gaps between races and socio-economic classes. We support Louisiana's effort to shift the focus away from measures that have no impact on raising student achievement, in order to more effectively reward progress, support teacher effectiveness, and report data in easily understandable terms that are focused on our primary goal – ensuring that our students graduate college- and career-ready.

We also urge other educators, parents, businesses and other groups to support Louisiana's participation in the ESEA Flexibility Initiative.

[redacted]

Signature

2/13/2012

Date

"An Equal Opportunity Employer"

Southern University College of Education Statement of Support
Louisiana's Elementary and Secondary Education Act (ESEA) Flexibility Waiver Application

Through this correspondence, the College of Education at Southern University And A&M University expresses our support of Louisiana's Elementary and Secondary Education Act (ESEA) Flexibility Waiver application.

Thus, as Louisiana commits to implementing rigorous college- and career-ready standards and educator evaluation and support systems tied to student growth, the state aims to further build school and educator capacity by seeking flexibility from federal regulations that detract from student achievement. Through a waiver application to the U.S. Department of Education's ESEA Flexibility Initiative, Louisiana aims to meet the following objectives.

- Provide school districts in Louisiana with flexibility to more effectively leverage federal funding;
- Limit the interference of burdensome regulations that have hampered school districts and schools;
- Eliminate monitoring and reporting of data that has no impact on student outcomes;
- Reward high-performing or high-progress schools;
- Support low-performing schools and intervene in persistently failing schools; and
- Build on Louisiana's reforms, which have garnered national praise for proven success at achieving dramatic school turnaround and raising student achievement.

We support the ideals of the ESEA Flexibility Initiative, and Louisiana's application, which has been developed to monitor, report, and respond to clear and transparent measures based on college and career readiness outcomes.

Moreover, we endorse and support the enhanced Louisiana-developed school and district accountability model. Our state's nationally-recognized accountability system has unquestionably contributed to the unprecedented gains made over the last ten years, particularly the progress we have made in closing the achievement gaps between races and socio-economic classes. We support Louisiana's effort to shift the focus away from measures that have no impact on raising student achievement, in order to more effectively reward progress, support teacher effectiveness, and report data in easily understandable terms that are focused on our primary goal – ensuring that our students graduate college- and career-ready.

We also urge other educators, parents, businesses and other groups to support Louisiana's participation in the ESEA Flexibility Initiative.

[redacted] 2/10/12

Signature Date

"An Equal Opportunity Employer"

University of Louisiana Monroe: Statement of Support
Louisiana's Elementary and Secondary Education Act (ESEA) Flexibility Waiver Application

Through this correspondence, the University of Louisiana Monroe expresses our support of Louisiana's Elementary and Secondary Education Act (ESEA) Flexibility Waiver application.

Thus, as Louisiana commits to implementing rigorous college- and career-ready standards and educator evaluation and support systems tied to student growth, the state aims to further build school and educator capacity by seeking flexibility from federal regulations that detract from student achievement. Through a waiver application in response to the U.S. Department of Education's ESEA Flexibility Initiative, Louisiana aims to meet the following objectives:

- Provide school districts in Louisiana with flexibility to more effectively leverage federal funding;
- Limit the interference of burdensome regulations that have hampered school districts and schools;
- Eliminate monitoring and reporting of data that has no impact on student outcomes;
- Reward high-performing or high-progress schools;
- Support low-performing schools and intervene in persistently failing schools; and
- Build on Louisiana's reforms, which have garnered national praise for proven success at achieving dramatic school turnaround and raising student achievement.

We support the ideals of the ESEA Flexibility Initiative, and Louisiana's application, which has been developed to monitor, report, and respond to clear and transparent measures based on college and career readiness outcomes.

Moreover, we endorse and support the enhanced Louisiana-developed school and district accountability model. Our state's nationally-recognized accountability system has unquestionably contributed to the unprecedented gains made over the last ten years, particularly the progress we have made in closing the achievement gaps between races and socio-economic classes. We support Louisiana's effort to shift the focus away from measures that have no impact on raising student achievement, in order to more effectively reward progress, support teacher effectiveness, and report data in easily understandable terms that are focused on our primary goal – ensuring that our students graduate college- and career-ready.

We also urge other educators, parents, businesses and other groups to support Louisiana's participation in the ESEA Flexibility Initiative.

[redacted]

Signature (Dean College of Education And Human Development)

February 10, 2012
Date

"An Equal Opportunity Employer"

Statement of Support from Associated Professional Educators of Louisiana
Louisiana's Elementary and Secondary Education Act (ESEA) Flexibility Waiver Application

Through this correspondence, the Associated Professional Educators of Louisiana expresses ou support of Louisiana's Elementary and Secondary Education Act (ESEA) Flexibility Waiver application.

Thus, as Louisiana commits to implementing rigorous college- and career-ready standards and educator evaluation and support systems tied to student growth, the state aims to further buil school and educator capacity by seeking flexibility from federal regulations that detract from student achievement. Through a waiver application in response to the U.S. Department of Education's ESEA Flexibility Initiative, Louisiana aims to meet the following objectives:

- Provide school districts in Louisiana with flexibility to more effectively leverage federal funding;
- Limit the interference of burdensome regulations that have hampered school districts and schools;
- Eliminate monitoring and reporting of data that has little or no impact on student outcomes;
- Reward high-performing and/or high-progress schools;
- Support low-performing schools and persistently failing schools; and
- Build on Louisiana's reforms, which have garnered national praise for proven success at achieving dramatic school turnaround and raising student achievement.

We support the ideals of the ESEA Flexibility Initiative, and Louisiana's application, which has been developed to monitor, report, and respond to clear and transparent measures based on college and career readiness outcomes.

Moreover, we endorse and support school and district accountability. Our state's nationally-recognized accountability system has unquestionably contributed to the unprecedented gains made over the last ten years, particularly the progress we have made in closing the achievement gaps between races and socio-economic classes. We support Louisiana's effort t shift the focus away from measures that have no impact on raising student achievement, in order to more effectively reward progress, support teacher effectiveness, and report data in easily understandable terms that are focused on our primary goal – ensuring that our students graduate college- and career-ready.

We also urge other educators, parents, businesses and other groups to support Louisiana's participation in the ESEA Flexibility Initiative.

[redacted]

Signature

2-14-12

Date

Baton Rouge Area Chamber®

564 Laurel Street
Baton Rouge, LA 70801
P 225.381.7125
F 225.336.4306
BRAC.ORG

Through this correspondence, the Baton Rouge Area Chamber expresses our support of Louisiana's Elementary and Secondary Education Act (ESEA) Flexibility Waiver application.

We support Louisiana's commitment to implementing rigorous college- and career-ready standards, as well as educator evaluation and support systems tied to student growth. We believe that flexibility with certain federal regulations will help the state to build school and educator capacity. Through a waiver application in response to the U.S. Department of Education's ESEA Flexibility Initiative, Louisiana aims to meet the following objectives:

- **Provide school districts in Louisiana with flexibility to more effectively leverage federal funding;**
- **Limit the interference of burdensome regulations that have hampered school districts and schools;**
- **Eliminate monitoring and reporting of data that has no impact on student outcomes;**
- **Reward high-performing or high-progress schools;**
- **Support low-performing schools and intervene in persistently failing schools; and**
- **Build on Louisiana's reforms, which have garnered national praise for proven success at achieving dramatic school turnaround and raising student achievement.**

We support the ideals of the ESEA Flexibility Initiative, and Louisiana's application, which has been developed to monitor, report, and respond to clear and transparent measures based on college and career readiness outcomes.

Finally, we endorse the enhanced Louisiana-developed school and district accountability model, which has contributed to student achievement gains over the past decade, especially in closing the achievement gaps between racial and socio-economic classes. We would like to continue to see Louisiana targeting its efforts in areas that are proven to raise student achievement. In order to make sure our students are ready to compete in the academic arena and in the workplace, we need to reform our current system to better reward progress, support teacher effectiveness, and make data more understandable to the public.

We also urge other educators, parents, businesses and other groups to support Louisiana's participation in the ESEA Flexibility Initiative.

Sincerely,

Adam Knapp
President and CEO

(Name of Organization): Statement of Support
Louisiana's Elementary and Secondary Education Act (ESEA) Flexibility Waiver Application

Through this correspondence, the Central LA Chamber of Commerce (name of organization) expresses our support of Louisiana's Elementary and Secondary Education Act (ESEA) Flexibility Waiver application.

Thus, as Louisiana commits to implementing rigorous college- and career-ready standards and educator evaluation and support systems tied to student growth, the state aims to further build school and educator capacity by seeking flexibility from federal regulations that detract from student achievement. Through a waiver application in response to the U.S. Department of Education's ESEA Flexibility Initiative, Louisiana aims to meet the following objectives:

- Provide school districts in Louisiana with flexibility to more effectively leverage federal funding;
- Limit the interference of burdensome regulations that have hampered school districts and schools;
- Eliminate monitoring and reporting of data that has no impact on student outcomes;
- Reward high-performing or high-progress schools;
- Support low-performing schools and intervene in persistently failing schools; and
- Build on Louisiana's reforms, which have garnered national praise for proven success at achieving dramatic school turnaround and raising student achievement.

We support the ideals of the ESEA Flexibility Initiative, and Louisiana's application, which has been developed to monitor, report, and respond to clear and transparent measures based on college and career readiness outcomes.

Moreover, we endorse and support the enhanced Louisiana-developed school and district accountability model. Our state's nationally-recognized accountability system has unquestionably contributed to the unprecedented gains made over the last ten years, particularly the progress we have made in closing the achievement gaps between races and socio-economic classes. We support Louisiana's effort to shift the focus away from measures that have no impact on raising student achievement, in order to more effectively reward progress, support teacher effectiveness, and report data in easily understandable terms that are focused on our primary goal – ensuring that our students graduate college- and career-ready.

We also urge other educators, parents, businesses and other groups to support Louisiana's participation in the ESEA Flexibility Initiative.

[redacted]

Signature President

2/14/12
Date

"An Equal Opportunity Employer"

Louisiana Tech University: Statement of Support
Louisiana's Elementary and Secondary Education Act (ESEA) Flexibility Waiver Application

Through this correspondence, the College of Education at Louisiana Tech University in Ruston, LA expresses our support of Louisiana's Elementary and Secondary Education Act (ESEA) Flexibility Waiver application.

Thus, as Louisiana commits to implementing rigorous college- and career-ready standards and educator evaluation and support systems tied to student growth, the state aims to further build school and educator capacity by seeking flexibility from federal regulations that detract from student achievement. Through a waiver application in response to the U.S. Department of Education's ESEA Flexibility Initiative, Louisiana aims to meet the following objectives:

- Provide school districts in Louisiana with flexibility to more effectively leverage federal funding;
- Limit the interference of burdensome regulations that have hampered school districts and schools;
- Eliminate monitoring and reporting of data that has no impact on student outcomes;
- Reward high-performing or high-progress schools;
- Support low-performing schools and intervene in persistently failing schools; and
- Build on Louisiana's reforms, which have garnered national praise for proven success at achieving dramatic school turnaround and raising student achievement.

We support the ideals of the ESEA Flexibility Initiative, and Louisiana's application, which has been developed to monitor, report, and respond to clear and transparent measures based on college and career readiness outcomes.

Moreover, we endorse and support the enhanced Louisiana-developed school and district accountability model. Our state's nationally-recognized accountability system has unquestionably contributed to the unprecedented gains made over the last ten years, particularly the progress we have made in closing the achievement gaps between races and socio-economic classes. We support Louisiana's effort to shift the focus away from measures that have no impact on raising student achievement, in order to more effectively reward progress, support teacher effectiveness, and report data in easily understandable terms that are focused on our primary goal – ensuring that our students graduate college- and career-ready.

We also urge other educators, parents, businesses and other groups to support Louisiana's participation in the ESEA Flexibility Initiative.

[redacted] 2-9-2012

Signature of the Dean Date

"An Equal Opportunity Employer"

New Orleans Chamber of Commerce
1515 Poydras Street • Suite 1010
New Orleans, LA 70112

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www.neworleanschamber.org
phone: (504) 799 4260
fax: (504) 799 4259

February 9, 2012

New Orleans Chamber of Commerce: Statement of Support
Louisiana's Elementary and Secondary Education Act (ESEA) Flexibility Waiver Application

Through this correspondence, the New Orleans Chamber of Commerce expresses our support of Louisiana's Elementary and Secondary Education Act (ESEA) Flexibility Waiver application.

Thus, as Louisiana commits to implementing rigorous college- and career-ready standards and educator evaluation and support systems tied to student growth, the state aims to further build school and educator capacity by seeking flexibility from federal regulations that detract from student achievement. Through a waiver application in response to the U.S. Department of Education's ESEA Flexibility Initiative, Louisiana aims to meet the following objectives:

- Provide school districts in Louisiana with flexibility to more effectively leverage federal funding;
- Limit the interference of burdensome regulations that have hampered school districts and schools;
- Eliminate monitoring and reporting of data that has no impact on student outcomes;
- Reward high-performing or high-progress schools;
- Support low-performing schools and intervene in persistently failing schools; and
- Build on Louisiana's reforms, which have garnered national praise for proven success at achieving dramatic school turnaround and raising student achievement.

We support the ideals of the ESEA Flexibility Initiative, and Louisiana's application, which has been developed to monitor, report, and respond to clear and transparent measures based on college and career readiness outcomes.

Moreover, we endorse and support the enhanced Louisiana-developed school and district accountability model. Our state's nationally-recognized accountability system has unquestionably contributed to the unprecedented gains made over the last ten years, particularly the progress we have made in closing the achievement gaps between races and socio-economic classes. We support Louisiana's effort to shift the focus away from measures that have no impact on raising student achievement, in order to more effectively reward progress, support teacher effectiveness, and report data in easily understandable terms that are focused on our primary goal - ensuring that our students graduate college- and career-ready.

We also urge other educators, parents, businesses and other groups to support Louisiana's participation in the ESEA Flexibility Initiative.

[redacted]

G. Ben Johnson
President & CEO

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

Teach For America: Statement of Support
Louisiana's Elementary and Secondary Education Act (ESEA) Flexibility Waiver Application

Through this correspondence, Teach For America – Louisiana expresses our support of Louisiana's Elementary and Secondary Education Act (ESEA) Flexibility Waiver application.

Thus, as Louisiana commits to implementing rigorous college- and career-ready standards and educator evaluation and support systems tied to student growth, the state aims to further build school and educator capacity by seeking flexibility from federal regulations that detract from student achievement. Through a waiver application in response to the U.S. Department of Education's ESEA Flexibility Initiative, Louisiana aims to meet the following objectives:

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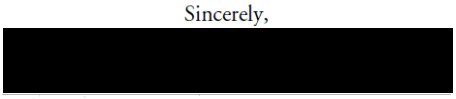
We also urge other educators, parents, businesses and other groups to support Louisiana's participation in the ESEA Flexibility Initiative.

Sincerely,



Michael Tipton
Executive Director
Teach For America – South Louisiana

PO Box 65148 • Baton Rouge, LA 70896 • P 225.381.8163 F 225.381.8234 • www.teachforamerica.org

NEWCOMB-TULANE COLLEGE
Teacher Preparation & Certification
7039 Freret Street
New Orleans, LA 70118

Tulane University

February 10, 2012

Tulane University: Statement of Support
Louisiana's Elementary and Secondary Education Act (ESEA) Flexibility Waiver Application

Through this correspondence, the Tulane University Teacher Preparation and Certification Program expresses our support of Louisiana's Elementary and Secondary Education Act (ESEA) Flexibility Waiver application.

Thus, as Louisiana commits to implementing rigorous college- and career-ready standards and educator evaluation and support systems tied to student growth, the state aims to further build school and educator capacity by seeking flexibility from federal regulations that detract from student achievement. Through a waiver application in response to the U.S. Department of Education's ESEA Flexibility Initiative, Louisiana aims to meet the following objectives:

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Moreover, we endorse and support the enhanced Louisiana-developed school and district accountability model. Our state's nationally-recognized accountability system has unquestionably contributed to the unprecedented gains made over the last ten years, particularly the progress we have made in closing the achievement gaps between races and socio-economic classes. We support Louisiana's effort to shift the focus away from measures that have no impact on raising student achievement, in order to more effectively reward progress, support teacher effectiveness, and report data in easily understandable terms that are focused on our primary goal – ensuring that our students graduate college- and career-ready.

We also urge other educators, parents, businesses and other groups to support Louisiana's participation in the ESEA Flexibility Initiative.

[redacted]
Signature

2-10-12
Date

Linda McKee, Director

UNIVERSITY OF LOUISIANA
Lafayette

College of Education
Office of the Dean

P.O. Box 44872
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Office: (337) 482-6678
Fax: (337) 482-5842
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Université des Acadiens

February 10, 2012

University of Louisiana at Lafayette: Statement of Support
Louisiana's Elementary and Secondary Education Act (ESEA) Flexibility Waiver Application

Through this correspondence, the College of Education at the University of Louisiana at Lafayette expresses our support of Louisiana's Elementary and Secondary Education Act (ESEA) Flexibility Waiver application.

Thus, as Louisiana commits to implementing rigorous college- and career-ready standards and educator evaluation and support systems tied to student growth, the state aims to further build school and educator capacity by seeking flexibility from federal regulations that detract from student achievement. Through a waiver application in response to the U.S. Department of Education's ESEA Flexibility Initiative, Louisiana aims to meet the following objectives:

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progress, support teacher effectiveness, and report data in easily understandable terms that are focused on our primary goal – ensuring that our students graduate college- and career-ready.

We also urge other educators, parents, businesses and other groups to support Louisiana's participation in the ESEA Flexibility Initiative.

[redacted]

2-10-12
Date

Signature
Dean, College of Education

CONRAD APPEL III
State Senator

SENATE
STATE OF LOUISIANA

Education, Chairman
Commerce, Consumer Protection
and International Affairs
Judiciary A
Retirement
Joint Legislative Committee on Capital Outlay
Select Committee on Vocational
and Technical Education

February 17, 2012

Mr. John White
State Superintendent of Education

Re: Louisiana's Elementary and Secondary Education Act (ESEA) Flexibility Waiver Application

Dear Mr. White:

I write to express my support of Louisiana's Elementary and Secondary Education Act (ESEA) Flexibility Waiver application.

Thus, as Louisiana commits to implementing rigorous college- and career-ready standards and educator evaluation and support systems tied to student growth, the state aims to further build school and educator capacity by seeking flexibility from federal regulations that detract from student achievement. Through a waiver application in response to the U.S. Department of Education's ESEA Flexibility Initiative, Louisiana aims to meet the following objectives:

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- Support low-performing schools and intervene in persistently failing schools; and
- Build on Louisiana's reforms, which have garnered national praise for proven success at achieving dramatic school turnaround and raising student achievement.

721 Papworth Avenue, Suite 102A, Metairie, LA 70002
Phone (504) 838-5550 or (225) 342-2040; Fax (504) 838-5552
appelc@legis.state.la.us

I support the ideals of the ESEA Flexibility Initiative, and Louisiana's application, which has been developed to monitor, report, and respond to clear and transparent measures based on college and career readiness outcomes.

Moreover, I endorse and support the enhanced Louisiana-developed school and district accountability model. Our state's nationally-recognized accountability system has unquestionably contributed to the unprecedented gains made over the last ten years, particularly the progress we have made in closing the achievement gaps between races and socio-economic classes. I support Louisiana's effort to shift the focus away from measures that have no impact on raising student achievement, in order to more effectively reward progress, support teacher effectiveness, and report data in easily understandable terms that are focused on our primary goal – ensuring that our students graduate college- and career-ready.

I also urge other educators, parents, businesses and other groups to support Louisiana's participation in the ESEA Flexibility Initiative.

Best regards,

Senator Conrad Appel

Louisiana Senate District 9
Senate Education Committee Chairman

LSUA Department of Education: Statement of Support
Louisiana's Elementary and Secondary Education Act (ESEA) Flexibility Waiver Application

Through this correspondence, the Louisiana State University at Alexandria Department of Education expresses our support of Louisiana's Elementary and Secondary Education Act (ESEA) Flexibility Waiver application.

Thus, as Louisiana commits to implementing rigorous college- and career-ready standards and educator evaluation and support systems tied to student growth, the state aims to further build school and educator capacity by seeking flexibility from federal regulations that detract from student achievement. Through a waiver application in response to the U.S. Department of Education's ESEA Flexibility Initiative, Louisiana aims to meet the following objectives:

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We also urge other educators, parents, businesses and other groups to support Louisiana's participation in the ESEA Flexibility Initiative.

[redacted] 2/23/12

Signature Date

"An Equal Opportunity Employer"

February 28, 2012

Mr. John White, Superintendent of Education
Louisiana Department of Education
1201 North Third Street
Baton Rouge, LA 70802-5243

Dear Mr. White,

The Louisiana Association of Educators (LAE) is supportive of the concept of seeking flexibility in implementation of ESEA regulations. We believe that approval of flexibility by the US Department of Education (US DOE) could enhance our ability to craft effective educational changes to Louisiana public schools by allowing key exemptions to the ***No Child Left Behind*** requirements.

However, members of the LAE have serious concerns about the proposed Louisiana Department of Education's flexibility request for waiver of the ESEA ***No Child Left Behind*** requirements. One of the LAE's major concerns is that the flexibility request sets performance goals that are not in compliance with the US Department of Education standards. The US DOE directive for the flexibility request requires that the academic achievement goals for the state be "ambitious but achievable." The LAE believes that the student, school, and district achievement goals set by the Louisiana Department of Education (LDOE) in its application are unachievable, particularly in the time frame proposed in the application.

President Obama has stated that he does not intend for the US DOE regulations to force teachers to teach to "the test." The LAE believes that the LDOE waiver application is unreasonable in its stated goals. The proposed changes in Louisiana's accountability system to pursue these goals are restrictive to the point that teachers will have no choice but to teach to the test, if they are to prevent their school and their students from being labeled failures. In addition, the new teacher evaluation system proposed in the flexibility request as of this date is untested and unsound, but nevertheless, is scheduled to be implemented with the beginning of the 2012-2013 school year. The LAE believes that if this system is left unchanged it will place immense pressure on teachers to teach to the test in order to retain their employment and certification. The LAE has presented viable options for a more research-based, comprehensive teacher evaluation system, which has been ignored by the LDOE up to this point. (See – www.lae.org)

We believe that some of the major strategies proposed in the LDOE waiver application have been demonstrated to be ineffective – especially in what is set forth in the area of student achievement growth. We believe the data and evidence submitted in the LDOE waiver application to support these strategies is incomplete, distorted and misleading.

The LAE believes that by placing an over-reliance on threatening local school systems with school takeover by the state, the LDOE destroys any possibility of collaboration by all parties in the effort to raise student achievement. It instead sets up a system of "my way or the highway." The LDOE emphasizes in its waiver application that such a threat of school takeover is a major part of the strategy for raising student and school performance.

The LAE believes that the vital component of parental support for improved student achievement is seriously neglected in this waiver application. Instead, the Louisiana Accountability System touted in this application increases the scapegoating of teachers and other educators for failing to produce unrealistic student achievement goals. In promoting the state accountability system, the LDOE ends up blaming educators in all of their major communications with the public. This approach gets perceived by the public that teachers are the problem for all shortcomings of the Louisiana public education system.

The above point is demonstrated by the current campaign initiated by Louisiana's governor, and is fully embraced and promoted by the State Superintendent of Education. The governor wants to greatly expand Louisiana's system of vouchers and allow the enrollment of public school students into private schools at taxpayers' expense. According to the governor's proposal, which will be considered during the spring 2012 legislative session, these tuition vouchers or "scholarships" would become an integral part of the public school accountability system. It would allow any student attending a "C" or lower rated school to attend a private school at the state's expense. The LDOE waiver request does not make any mention of the voucher proposal even though it is expected to be in effect by the 2012-2013 school year if passed by the legislature and may directly impact Title I schools. (See - http://www.nola.com/education/index.ssf/2012/02/using_public_money_to_pay_for.html)

It is not clear whether schools accepting these public school students will be subject to any form of accountability, or that there will be any consequences for lack of performance of such schools in producing student achievement results. The LAE contends that these changes stand to have a major impact on the Louisiana public education system, and that such proposals should have been discussed in the waiver application just as many other tentative proposals have been included prior to their adoption. For the record, the LAE believes that any expansion of the voucher program in Louisiana would be a serious error and misuse of state - and possibly Title I - funds.

Flexibility Request: These are the reasons the LAE believes the flexibility request and waiver application in its present form should be either modified or if not modified by the state, rejected by the US Department of Education. The LAE has not been included by the LDOE in any meaningful way in the development of this waiver application. If true collaboration is to occur in education reform there needs to be a genuine consideration of the LAE's views and recommendations before the ESEA flexibility request is approved for Louisiana.

The specific concerns of the LAE are detailed in the addendum provided. The LAE requests that the ESEA flexibility request be put on hold until the issues expressed in this response are properly addressed. LAE leaders and staff stand ready to meet with and negotiate with all interested parties in resolving this matter in a way that benefits Louisiana students.

Sincerely,

[redacted]

Joyce P. Haynes, President

cc: Dennis Van Roekel, President National Education Association
Arne Duncan, Secretary of Education (Waiver Request Contact)
LAE Board of Directors
Members Louisiana Legislature
Louisiana Board of Elementary and Secondary Education

Addendum:

Specific LAE Concerns with the ESEA Flexibility Application Proposal:

1. ***Student Achievement goals:***
   Section 2.B on page 62 of the Flexibility Request is titled
   "2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES." In its response, the LDOE has chosen option 3 "Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs schools and subgroups." The LAE believes that the LDOE proposal is extremely unwise and will place Louisiana public schools on a course for failure that is totally unnecessary. Option 1, that states "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." would be quite ambitious, but a much more reasonable and achievable alternative.

   In its description of option 3, the LDOE proposes that Louisiana retain exactly the same proficiency goals for all students and all schools that were required by the original regulation. That is, 100% proficiency for all students in English, language arts and mathematics by 2014. Any professional in the field of testing and measurements upon reviewing the applicable data would immediately conclude that this goal is absolutely unachievable. In its narrative, the LDOE states that this is an ***aspirational goal***. Our contention is that the Flexibility application makes it clear that the objectives must be achievable, not aspirational. The table on page 65 of the application, which includes the AMOs for English language arts and mathematics, makes it clear that the plan is to reach 100% proficiency by the year 2014. None of the data presented by the LDOE for student performance to date supports this goal as being achievable.

   The LAE believes there is a disconnect between the required yearly growth AMO of 10 points on the SPS scale for all schools other than A schools and the goal of 100% proficiency by 2014. Some low performing schools will not reach an SPS of 100 by 2014 and some high performing schools will be penalized unnecessarily by the 10-point requirement. In addition, the use of bonus points allowing some schools to reach the goal of a 100 SPS distorts the meaning of proficiency.

   The LAE believes that Option A of this section would be a much more reasonable and achievable goal and still quite ambitious.

2. **Takeover of Schools by the Louisiana Recovery District:**
   One of the major strategies of the LDOE for producing school improvement and improved student achievement is described in the application as potential and actual takeover of under-performing schools by the Louisiana Recovery District. The LDOE claims that this consequence and alternative governance of schools is both a motivator for improved school performance and also provides an effective means for school turnaround. The LAE disputes both of these conclusions.

   We believe the threat of state takeover results in a disproportionate focus on teaching to the state tests, which while resulting in higher scores on LEAP and iLEAP do not produce a significant improvement in actual student learning. This is demonstrated by the overall results for the last 10 years for Louisiana on the NAEP indicating only minor average gains on all of the NAEP tests, particularly in recent years.

We also believe the data presented by the state for the claimed success of the Louisiana Recovery District is incomplete, distorted, and misleading. In its application, the State LDOE only includes student performance data from the New Orleans Recovery District. This leaves out significant data on the performance of schools in the State Recovery District, which includes all schools taken over by the state in four other school systems outside the New Orleans area. This omission is critical for this flexibility request because the Recovery District now focuses possible takeover efforts on all school systems other than New Orleans.

Concerning the New Orleans Recovery District, the LAE believes the data presented is distorted in three ways:
The schools taken over in the New Orleans area included many schools that would not have been classified as failing by the regular definition of a failing school in Louisiana. The special state law that was passed in 2004 that allowed the takeover of New Orleans schools by the Recovery District provided for the takeover of any school that the rating system rated as ***below the state average***. Therefore, many schools taken over in New Orleans were performing much better than the criteria used for takeover of schools from other LEAs. There is no question that such schools have greatly improved their performance on state tests but that has been a natural consequence of teachers teaching to the test in New Orleans just as they have been forced to do statewide. The fact is the New Orleans Recovery District is still the third to last performing district scoring slightly above the *State* Recovery District and one small extremely high poverty rural district. We do not have access to the NAEP scores for the New Orleans Recovery District so it is difficult to compare the state test scores to NAEP. One can look at the ACT scores of students in the New Orleans Recovery District as a measure of performance, however.

The ACT scores for those students who chose to take the ACT in the New Orleans Recovery District average 16.2, which is second to last in the rankings of all Louisiana school districts. In addition, another unreported critical statistic in the flexibility request is the graduation rate in the New Orleans Recovery District, which stood at 57.3% at the end 2011. This statistic demonstrates that the Recovery District still functions as a "dropout factory." Out of 58 schools with reported state letter grades, in the New Orleans Recovery District, all but eight schools are now rated as D or F by the state's letter grading system. This fact was left out of the data presented with the flexibility application. After almost 6 years, the New Orleans Recovery District in our opinion has not demonstrated anything close to successful performance.

The most serious misrepresentation of Recovery District data however, is the fact that the flexibility application includes no data about the schools taken over by the Recovery District outside the New Orleans area. This group of schools is classified as the State Recovery District as opposed to the New Orleans Recovery District. The student performance data is listed in our attached Table. Most of the schools taken over by the state outside New Orleans (all of which have been managed by Charter School organizations) have not demonstrated significant improvement in student performance. The others have only minimal gains in some areas. Of the 12 schools taken over by the State Recovery District outside New Orleans, 11 received an F grade and one received a D grade. The school that received the D grade is under State LDOE investigation for alleged violations of special education policies and other regulations. In addition, almost all schools suffered major drops in student enrollment since takeover. This data is a strong argument against state takeover and conversion to charter schools, yet the data was omitted from the flexibility application.

Since in our opinion state takeover of schools does not produce significant improvements in student performance, we believe the only real reason for the possibility of state takeover is to intimidate, embarrass, or otherwise pressure local school systems to produce test score gains in

reading/language arts and math at the expense of all other worthwhile education goals. Our position is that this flexibility application will only result in teachers being increasingly forced to teach to the test.

Far from empowering teachers in any way, as has been claimed by LDOE officials, we believe this flexibility proposal will result in increased micromanaging of teaching. The proposal will be viewed by teachers as demeaning and will lower the morale of Louisiana education professionals.

3. **School Performance Scores:**
The flexibility application changes the criteria for calculating school performance scores. (See page 50.) The new system would do away with school attendance as a factor in the calculation of school performance scores in grades K - 5. The LAE believes that instead of removing the attendance factor, it should be retained and the relative weight for attendance should be increased. In addition, the relative weight for the student dropout factor in grades 7 and 8 should be increased.

It is generally accepted that teachers cannot teach students who are not in attendance in school. This is an important element of parental accountability. The LAE believes that the minimal weight of school attendance and dropout in the flexibility request places an even greater burden on teachers to produce results when it appears that the LDOE is willing to neglect or diminish critical factors affecting student performance and parental partnership. Neglecting and diminishing these factors over which educators have no control make it more likely that teachers will be blamed and scapegoated.

If school attendance and dropout statistics were included and increased in weighting, this would provide an opportunity for developing positive parental involvement into the equation for success. Along with the process of getting parents to accept responsibility for sending children to school, educators could also engage parents in conversations about the importance of providing a space in the home conducive to study and homework. If the LDOE takes responsibility for developing a universal "digital state wide infrastructure," then parents could be expected to check regularly with teachers to see if students are doing homework and otherwise communicating with teachers about their child on a regular basis. (See – www.lae.org)

The school performance score should be considered to be a measure of joint accountability between parents and educators rather than placing the entire burden on teachers.

4. **Proposed waiver of highly qualified teacher requirements:**
The LAE opposes any waiver of the highly qualified teacher requirements. The Governor of Louisiana recently suggested that talented persons from other fields or professions should be recruited especially for difficult to staff positions and paid top dollar salaries from day one. The LAE is not opposed to finding talented or otherwise qualified persons from other fields to be trained as teachers (See – www.lae.org), **however to waive all or most professional training would be a disservice to Louisiana students and could demoralize the qualified members of the teaching profession.**

5. **School Voucher Proposal:**
The Governor of Louisiana has made it clear that he will seek approval in the upcoming session of the legislature for a major expansion of public to private school scholarships that would allow certain students to transfer to private and parochial schools. The State Superintendent of Education has indicated that he supports such legislation. Since the criteria for such scholarships will include factors identifying low-income families for eligibility and allowing students to transfer from many

title I schools, to private and parochial schools in the 2012-2013 school year, we believe this to be a significant factor affecting the flexibility request, which should have been addressed in the flexibility application.

The LAE believes that allowing public school students to transfer to private schools at state expense could jeopardize the education of the children involved and could reduce funding for the students who remain in public schools. We believe that private schools by their nature would not be subject to state accountability standards and other safeguards of federal Title I law. In addition, it may possibly opportunity for private school administrators to select only those students who have the greatest potential for success for admittance to private school, leaving the most at-risk and more expensive to educate students in public schools.

The LAE believes that vouchers should be disallowed as a condition of continued Federal Title I funding.

Appendix 1.A: District Checklist

CCSS Strategic Communication and Implementation Plan

District checklist - DRAFT

?	Who Provides (Deliverer)	Activity	Date
	District Supt	Identify District Contact for the CCSS Strategic communication and Implementation	Early November 2011
	District Supt & District CCSS/PARCC Specialist	Provide district/charter school contact information to state	November 15, 2011
	District CCSS/PARCC Specialist	Participate in District CCSS/PARCC Specialist Meeting at LDE	November 29, 2011
	District CCSS/PARCC Specialist & Principal	Determine School Training Teams (either district or school staff)	December 2011
	District CCSS/PARCC Specialist & Principal	Ensure Revised Webinar #1 redelivered to each school faculty (can be administered by school staff, but district contact needs to ensure it has occurred)	January 2012
	District CCSS/PARCC Specialist	Participate in District CCSS specialist Meeting at LDE	February 2012
	District CCSS/PARCC Specialist & Principal	Ensure Revised Webinar #2 redelivered to each math and ELA faculty (using grade-level content comparisons)	March 2012
	District CCSS/PARCC Specialist	Participate in District CCSS specialist Meeting at LDE	April 2012
	District CCSS/PARCC Specialist & School Teams	Deliver LDOE created Informational Meeting to Parents	April 2012
	District CCSS/PARCC Specialist & Principal	Ensure redelivery of Regional Content Training 2 to ELA and math faculty Ensure redelivery of K-1 ELA and math training to teachers	May 2012

	District CCSS/PARCC Specialist	Determine participants of the K/1 CCSS LCC training	May 2012
	District CCSS/PARCC Specialist & School Teams	Regional Summer Institute	June 2012
	District CCSS/PARCC Specialist	Ensure selected district participants attend first 3 days of the K/1 CCSS LCC training	June 2012
	District CCSS/PARCC Specialist and K/1 Training Team	Ensure redelivery of K/1 CCSS LCC training to teachers	July/August (prior to opening day of school)
	District CCSS/PARCC Specialist & Principal	Ensure Webinar #3 redelivered to each school faculty	September 2012
	District CCSS/PARCC Specialist	Participate in District CCSS/PARCC specialist Meeting at LDE	October 2012
	District CCSS/PARCC Specialist & Principal	Ensure Content Training from Summer Institute redelivered to each school faculty	November 2012
	District CCSS/PARCC Specialist & Principal	Ensure Faculty PD Redelivery	January 2013
	District CCSS/PARCC Specialist	Participate in District CCSS/PARCC specialist Meeting at LDE	February 2013
	District CCSS/PARCC Specialist & Principal	Ensure Faculty PD Redelivery	March 2013
	District CCSS/PARCC Specialist	Participate in District CCSS/PARCC specialist Meeting at LDE	April 2013
	District CCSS/PARCC Specialist & Principal	Ensure Faculty PD Redelivery	May 2013

Appendix 1.B: Delineation of Roles

CCSS/PARCC Strategic Communication and Implementation Plan Roles and Responsibilities	
State Team	▪ Support Districts and Schools in implementation process ▪ Maintain knowledge of CCSS/ PARCC ▪ Develop Transitional and New LCC ▪ Ensure alignment of Transitional and new LCC and Assessment Materials (including all supporting systems such as EAGLE & PASS) ▪ Develop and present training to be used at state, district/regional, and school level workshops ▪ Collect and provide data regarding implementation fidelity of transitional and new LCC and CCSS ▪ Assist districts and schools in identification and removal of barriers to implementation ▪ Participate in state and district level training ▪ Collect and analyze student results during transition and implementation period ▪ Plan an overall communication strategy
District Team	**District Leadership (Superintendents, Independent School and Charter School Directors)** ▪ Maintain awareness of timeline and implementation plan ▪ Prioritize local professional development around supporting implementation of new standards ▪ Allocate focused resources and support (as needed) ▪ Collect and provide data regarding implementation fidelity of transitional and new LCC and CCSS ▪ Collect and analyze student results to monitor implementation ▪ Ensure timely communication to parents and students about CCSS **District CCSS/ PARCC specialist** ▪ Serve as chief liaison between LDOE and school teams ▪ Maintain knowledge of CCSS/ PARCC ▪ Understand the relationship among curriculum, instruction, and assessment ▪ Support the training and implementation of CCSS ▪ Collect implementation fidelity data to target need for additional training ▪ Provide additional training (as needed) ▪ Communicate barriers and questions to LDOE staff
School Training Teams Note: School Team makeup can be flexible to accommodate existing leadership teams in schools	**Principal** ▪ Identify and participate in school level team (include principal as a member) ▪ Arrange time for faculty professional development ▪ Support School Training Team ▪ Ensure timely communication to parents and students about CCSS **School Training Team** ▪ Train, redeliver, model, and provide feedback on implementation of the new standards (within their respective school)

	▪ Identify and communicate barriers to success ▪ Monitor student formative assessment data, problem solve to identify student needs, and support targeted instructional techniques
Higher Ed Teams	▪ Ensure adequate knowledge and skills necessary for teaching new standards ▪ Prepare teachers to use formative and summative assessment tools for instructional decisions ▪ Communicate to preservice teachers about the content shift in ELA ad mathematics as well as the paradigm shift in teaching practices ▪ Participate in LDOE Content Training

Appendix 1.C: Louisiana Letter of Support

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

December 5, 2011

Dear Drs. Sato and Rivera:

As a member of the English Language Learner SCASS convened by the Council of Chief State School Officers, the Louisiana Department of Education (LDOE) is pleased to express support for the English language proficiency standards project *State Collaborative on English Language Acquisition* (SCELA), being undertaken by the Assessment and Accountability Comprehensive Center and the Mid-Atlantic Comprehensive Center (MACC) based at the George Washington University Center for Equity and Excellence in Education (GW-CEEE). Both technical assistance centers have the capacity to successfully conduct and complete the proposed scope of work on behalf of states. More specifically, LDOE is supportive of and will participate in project activities related to (1) the development of common English language proficiency expectations that correspond to the CCSS (Task A), and (2) the systematic examination of current state ELP/ELD standards to identify similarities/differences across these standards and to inform considerations for "common" or "coordinated" ELP/ELD state standards (Task B). We understand that participation in this project is voluntary and that the information we provide is confidential; however, the outcomes of the project will be made available to states in order to benefit their work related to the stated objectives as stated in the project's scope of work.

We believe the proposed project will address a critical need of our state, as well as provide important information and resource needs in our field. With our increasing number of English language learners, and our nation's movement toward more rigorous and higher expectations for all our students, the outcomes of the SCELA project are especially timely and of great importance.

LDOE commits to providing its current ELP/ELD standards for Task B, as described in the project's scope of work, and also to reviewing and providing critical input and direction related to Tasks A and B, as described in the project's scope of work. We look forward to providing critical input and support to this project, as well as benefiting from the outcomes of this important effort.

Sincerely,

Scott M. Norton, Ph.D.
Assistant Superintendent
Office of Standards, Assessments, and Accountability

SMN:lhl

cc: Sharon Saez

Appendix 2.A: Example Memorandum of Understanding

STATE OF LOUISIANA DEPARTMENT OF EDUCATION
MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by the Louisiana Department of Education, through its Recovery School District (RSD) and the <District> Parish School Board for the program titled *AUS 4 Support and Intervention*, under the following terms and conditions.

1. Background

Pursuant to La. R.S. 17:10.5, an elementary or secondary school operating under the jurisdiction and direction of a local public school board which is *academically unacceptable* under a uniform statewide program of school accountability for four consecutive years shall be removed from the jurisdiction of the local school board and transferred to the jurisdiction of the Recovery School District. <Name> School, a school operated by the <District> Parish School Board, meets these criteria.

This MOU provides an outline of a structure, agreed upon by <District> Parish School Board and RSD, whereby the school will remain within the <District> School District rather than being transferred to the Recovery School District. This structure includes an intensive program designed to improve academic outcomes in the school and ensure the conditions exist within the LEA to support the turnaround of the school to the point that the school is no longer designated *academically unacceptable*.

2. Liaison Officials

The primary Point of Contact for RSD who shall function as the lead liaison for all implementation of services described in the Memorandum of Understanding (MOU) agreement is:

John White
Recovery School District Louisiana
Department of Education Post Office
Box 94064
Baton Rouge, Louisiana 70804-9064
Telephone: (225) 342-0716

The primary Point of Contact for the <District> Parish School Board who shall function as the lead liaison regarding implementation of services described in the MOU is:

<Name>, Superintendent
<District> Parish School Board
<Address> Street
<City>, LA <Zip code>
<Email> Telephone:
<Number>

They will serve as the contacts for fiscal and budgetary matters, programmatic matters, daily program operations, service delivery operations, and program monitoring.

3. Goals and Objectives

The goal of this MOU is to provide a structure for an intensive program designed to improve academic outcomes in the school to the point that the school is no longer designated *academically unacceptable*. Under this structure, <Name> School will remain within the <District> School District, the <District> Parish School Board will be responsible for implementing specified interventions, and RSD will provide support to <District> School District to reach this goal.

4. Funding Agreement, Conditions, Payment Terms, and Administrative Allocations

<District> School District will reimburse to the RSD all actual costs incurred because of monitoring, support, interventions, and other related costs which include but are not limited to Quality Reviews, scheduled visits by State Management Teams, preparation and regular reporting to the <District> Parish School Board and the State Board of Elementary and Secondary Education (BESE), and all other costs incurred by RSD because of the MOU, with said costs not to exceed the amounts described in Paragraph Five (5) of this MOU. RSD is not obligated to make payments to <District> School District for any costs pursuant to this MOU.

5. Responsibilities

A. Recovery School District:

- RSD will provide to <Name> School a School Turnaround Team that will conduct regular reviews, provide coaching and guidance to school leadership, and issue regular reports on school progress to <Superintendent>, <District> Parish School Board, and BESE.

- RSD will provide a written response to any plan amendments proposed by <District> Parish School Board within thirty (30) days of receiving them.

- RSD may provide additional support as indicated in the School Turnaround Plan (STP) included as Appendix A.

B. <District> ***Parish School Board:***

- <District> School District will fully implement the School Turnaround Plan (STP) included as Appendix A. In instances where the STP is in conflict with provisions of an existing School Improvement Plan (SIP) or Reconstitution Plan, the STP supercedes said provisions of the existing School Improvement Plan or Reconstitution Plan for <Name> School. Any portions of an existing SIP or Reconstitution Plan that do not conflict with the STP shall remain in full force and effect.

- <Name> School must retain its original identity, including school name and grades served, for programs combined in this process.

- The provisions of this MOU do not abridge or contravene the authority of the <district> to establish attendance zones for schools in accordance with federal court orders, judgments, or consent decrees.

- RSD scope of oversight

  - <District> School District will submit to RSD rules for determining eligibility for attendance at the school, including attendance zone, feeder schools, hardship waivers and magnet programs. Any revisions must be approved by RSD.

  - <District> School District agrees to consult with RSD concerning the implementation of interventions in the school's feeder schools under the district's jurisdiction.

  - <District> School District must submit proposed revisions to the STP to RSD. Any revisions must be approved by the RSD.

  - <District> School District must consult with RSD to assure that the Scope of Services in contracts for academic services to the school align with the goals and standards of the STP.

  - <District> School District will seek input from RSD regarding the selection of applicants for teaching and administrative positions.

  - <District> School District will seek input from RSD regarding the site selection of teachers and administrators.

- School funding

  - <District> School District will fully fund the programs required in the STP.

  - <District> School District will fund administrative costs of the RSD in the amount of:
    2011-2012: $48,000 per school
    2012-2013: $48,500 per school
    2013-2014: $49,000 per school

  - <District> School District will seek guidance from RSD regarding the alignment of the district's funds with their STP and other agreed to practices.

  - <District> School District will provide the school with all entitlement and competitive funding generated by the school and its students, including but not limited to all *No Child Left Behind* (NCLB) programs and IDEA.

- Information reporting to RSD

- <District> School District will extract and report diagnostic data directly to the RSD in substance, format, and intervals established by the RSD, in addition to the data reported to the RSD as required by all LEAs. These data shall include but are not limited to interim assessments, student and teacher attendance rates, and student suspension and expulsion totals.

6. Termination for Convenience

RSD may, with BESE approval, terminate this MOU at any time by giving thirty (30) days written notice to the <district>.

7. Termination for Cause

RSD may, with BESE approval, terminate the Agreement at any time, for cause, based upon the failure by the <District> to comply with the terms and/or conditions of the MOU; provided that written notification is provided by the RSD Superintendent to <District> School District specifying such failure and provided that, within thirty (30) days of receiving such notice, the
<district> has not corrected such failure to the satisfaction of the RSD. <District> school District agrees that its failure to comply with the School Progress Plan as approved may be grounds for the RSD to immediately terminate the MOU. Upon such a termination, <District> School District agrees to immediate placement into the Recovery School District.

8. Assignment

<District> School District shall not assign any interest in this Agreement by assignment, transfer, or novation, without prior written consent of RSD. This provision shall not be construed to prohibit <District> School District from assigning its bank, trust company, or other financial institution any money due or to become due from approved contracts without such prior written consent. Notice of any such assignment or transfer shall be furnished promptly to RSD.

9. Right to Audit

It is hereby agreed that the <District> Parish School Board's auditors, RSD's Internal Auditors, the Legislative Auditor of the State of Louisiana, the Office of the Governor, Division of Administration's auditors, and/or other auditors representing State or Federal government shall have the option of auditing all accounts or records of the parties which relate to this Agreement. All copies of audits must be forwarded to the <District> Parish School Board's Internal Auditors and RSD's Internal Audit Section.

10. Execution

This MOU shall begin on **July 1, 2011**, and shall terminate on **June 30, 2014**.

At the end of the contract period, the <District> Parish School Board shall be released from the MOU if the <Name> School achieves a School Performance Score (SPS) greater than the state's current AUS bar or, if BESE has adopted an increase to the AUS bar, that higher threshold.

If the <District> Parish Board does not achieve the required SPS, then the school shall immediately transfer to the RSD, unless the State Superintendent elects to extend the MOU.

The State Superintendent and the district have the right to extend this MOU for three years with the concurrence of the other party.

11. Discrimination Clause

The parties agree to abide by the requirements of the following as applicable:

- *Title VI and VII of the Civil Rights Act of 1964*, as amended by the *Equal Opportunity Act of 1972*
- *Federal Executive Order 11246*
- *Federal Rehabilitation Act of 1973*, as amended
- *Vietnam Era Veteran's Readjustment Assistance Act of 1974*
- *Title IX of the Education Amendments of 1972*
- *Age Act of 1975*
- *Americans with Disabilities Act of 1990*

The parties agree not to discriminate in their employment practices, and will render services under this MOU without regard to race, color, religion, sex, national origin, veteran status, political affiliation, or disabilities. Any act of discrimination committed by either party or failure to comply with these statutory obligations when applicable shall be grounds for termination of this MOU.

12. Compliance Statement

The RSD's designated Contract Monitor has reviewed this contractual and/fiscal commitment and certifies that the proposed expenditure complies with all applicable Federal and State laws and regulations and the BESE's policies. The designated Monitor is aware that he/she is subject to disciplinary or appropriate legal action if his/her assurance is knowingly in violation of public laws or the BESE's policies.

13. Debarment and Suspension Clause

<District> School District hereby certifies that the organization and its principals are not suspended or debarred from any Federal or State program.

14. Confidentiality

This contract is entered into by the parties in accordance with the provisions of the *Family Educational Rights and Privacy Act*, 20 U.S.C. Section 1231(g), et seq., (FERPA) and the *Individuals with Disabilities Education Act*, 20 U.S.C. Section 1400, et seq., (IDEA). The parties hereby acknowledge that all documents which include personally identifiable information contained in or derived from a student's education records are deemed confidential pursuant to FERPA and IDEA. The parties agree not to re-disclose any such personally identifiable information without the prior written consent of the student's parent or the student, in the case of students who have reached the age of majority, or unless re-disclosure is otherwise authorized by law. The parties agree to the return of all documents deemed confidential pursuant to FERPA

and/or IDEA to RSD at the conclusion of this contract.

It is specifically understood and agreed that the obligations of the parties set forth in this Paragraph shall survive the termination of this MOU.

15. Jurisdiction, Venue and Governing Law

Exclusive jurisdiction and venue for any and all suits between RSD and the <District> Parish School Board arising out of, or related to, this contract shall be in the 19th Judicial District Court, Parish of East Baton Rouge, State of Louisiana. The laws of the State of Louisiana, without regard to Louisiana law on conflicts of law, shall govern this contract.

16. ENTIRE AGREEMENT

This MOU, (together with any addenda, appendix, or exhibits specifically incorporated herein by reference) constitutes the entire agreement between the parties with respect to the subject matter.

THUS DONE AND SIGNED at Baton Rouge, Louisiana, on the day, month and year first written below.

IN WITNESS WHEREOF, the parties have executed this Agreement as of this _____ day of _____, 2011.

State Agency Signatures

_____
Board of Elementary and Secondary Education

_____
Beth Scioneaux, Deputy Superintendent for Management and Finance

_____
Ollie S. Tyler
Acting Superintendent of Education

WITNESSES' SIGNATURES

<District> **Parish School Board**

_____

_____
<Name>, Superintendent Date

_____

_____

<Name>, Board President Date

Telephone: _____

Appendix 2.B: Louisiana's College- and Career-Readiness Plan

Louisiana College and Career Readiness Policy

College Readiness

- *Means a high school graduate has the reading, writing and math knowledge and 21st century skills to qualify for and succeed in entry level, credit bearing, college-degree (1, 2, or 4 year) courses without the need for remedial classes.*

Career Readiness

- *Means a high school graduate can read, comprehend, interpret and analyze complex technical materials, can use mathematics to solve problems in the 21st century workplace, and can pass a state approved industry based certification or licensure exam in their field.*

Louisiana Department of EDUCATION

Louisiana Community & Technical College System
Changing Lives, Creating Futures

LOUISIANA WORKFORCE COMMISSION
Solutions that work.

LED LOUISIANA ECONOMIC DEVELOPMENT

Louisiana College and Career Ready Policy

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Louisiana College & Career-Readiness Policy

I. EXECUTIVE SUMMARY

Every program and activity described in this plan reflects the vision, mission and goal to have Louisiana's high school graduates prepared for postsecondary education and meaningful careers that provide them opportunities to be successful in the 21st Century workplace, be productive citizens, and contribute to the overall economic well being of the state.

Louisiana's goals, stemming from work through a National Governors Association grant and the work of the statutorily established High School Redesign (HSR) Commission, are as follow:

1. Reduce Dropouts and Increase High School Graduation Rates
2. Increase Readiness for Postsecondary Education
3. Increase Career Readiness of Students
4. Increase Participation and Completion in Postsecondary Education

In July 2009, the State Superintendent of Education reaffirmed the first of these goals as the paramount goal for the 2009-10 school year —increasing the graduation rate rapidly while reducing dropouts and is realigning the Louisiana Department of Education (LDE) organizationally to better address this focus. The LDE's primary objective is to achieve an 80% graduation rate by May 2014. This overarching focus on systematic reform is reflected in the LDE's vision to "create a world-class education system for all students in Louisiana". More specifically the mission is to "prepare students to be effective citizens in a global market" through HSR, Literacy and Numeracy, Career and Technical Education (CTE), and other initiatives/programs.

Much of Louisiana's policy has focused on the dropout rate in recent years. It was against this backdrop of having a graduation rate lower than the national average that Louisiana joined the CCRPI in fall 2008. With a tirelessly reform-minded Superintendent of Education and Governor and the recent establishment of pioneering ventures in school management through the nationally renowned Recovery School District (RSD), Louisiana is ready and well poised to reconceptualize and restructure public education. Within the past year, the Governor, State Legislators, State Board of Elementary and Secondary Education (SBESE), the State Superintendent of Education, the Louisiana Board of Regents (BOR), the Louisiana Workforce Commission (LWC), and the Louisiana Department of Economic Development (LED) joined together to address the crucial issue of dropouts in our state. Increasing the number of high school graduates will not only have a direct benefit for our state's economy, but also for postsecondary education. Addressing the need to provide access to education beyond high school is the basis for Goal 1 of Louisiana's Master Plan for Public Postsecondary Education - to produce 10,000 additional graduate degrees and certificates (1 Year Certificate, Associates, Bachelors or Higher) by 2015 for a total of 40,444 new postsecondary credentials.

Converging calls for action resulted in the passage of three sweeping pieces of legislation in summer 2009—the *Louisiana Student College and Career Readiness Act* and two related statutes creating the *Louisiana High School Career Diploma*. In general terms, the main purposes of the Acts are the collaborative establishment of "state strategic initiatives to improve high school graduation rates and ensure student readiness for postsecondary education and career opportunities." Additional legislation was passed to streamline articulation systems between secondary and postsecondary education and across the postsecondary education institutions in Louisiana.

While we recognize there is much work yet to be done to achieve our goals, we have taken positive steps as evidenced by the implementation of the following: (1) LA Core 4 Curriculum; (2) Graduation Index; (3) LA ePortal;

(4) Drop Out Early Warning System (DEWS).

Specific actions and programs to address these goals and strategic intents are summarized as follows:

Data

1. Building a world-class PreK-20 longitudinal data warehouse for school, district, and state staff to monitor student progress toward college and career readiness, especially for at-risk students.
2. Using data-driven decision making at the state level, the findings of the newly established Delivery Units will drive much of the Board of Regents' and LDE's activities, particularly in relation to increasing the educational attainment of our citizens: BOR – 10,000 additional postsecondary graduate degrees and certificates (1 Year Certificate, Associates, Bachelors or Higher) by 2015; LDE - 80% graduation rate by May 2014.

Assessment and Accountability

Assessment and Accountability System changes are being considered to better measure college and career readiness, in large part as reflected by the following:

1. Replacing the Graduation Exit Examination (GEE) with End-of-Course (EOC) assessments, which are more rigorous.
2. Increasing utilization of the ACT and WorkKeys® as assessment tools for career and college readiness.
3. Increasing the utilization of ACT's EXPLORE (8th grade) and PLAN (10th grade) assessments to identify career interests, gauge progress towards college readiness and make data-driven interventions where needed.
4. Revision of the *Louisiana Comprehensive Curriculum* based on National Common Standards being developed with greater emphasis on Literacy and Numeracy, postsecondary readiness, and "21st century skills".
5. Consideration of increased emphasis on the high school graduation rate and a college and career readiness index which could include relevant factors (e.g., LA Core 4 Curriculum, EOC Tests, WorkKeys, ACT).
6. Monitoring the percentage of recent high school graduates enrolled in and completing college.
7. Reporting on the number of students participating in dual enrollment courses each year.
8. Consideration of expanding the use of volunteer, non-high stakes career Pathway Assessments offered through LA ePortal: Indicator (6th - 7th grade); Discover (8th - grade 10th grade); College Planner (11th grade and beyond); and Pathway Transitions (11th grade and beyond) to identify career pathways, interests, gauge progress towards college readiness and make data-driven interventions where needed.

Supports and Interventions

1. Implementation of the *Louisiana Student College and Career Readiness Act* to create and coordinate "state strategic initiatives to improve high school graduation rates and ensure student readiness for postsecondary education and career opportunities" (Act 257).
2. Effective implementation of the career diploma legislation to increase the number of students taking high-quality CTE courses; thereby reducing the number of students dropping out of school, (Acts 246 and 298).
3. Redesign of CTE allowing students to consider an additional track to graduation and potential enrollment in technical and/or community college courses, especially students at high risk of dropping out (two or more years over age).
4. Delivery for Outcomes.
5. Greater focus in the Regional Education Service Centers on literacy, CTE, and HSR.

6. Design and implementation of a multi-tiered Louisiana Comprehensive Learning Supports System.
7. Expansion of Literacy for All, especially through development of an Adolescent literacy initiative.
8. Development of the Response to Intervention taskforce and statewide policy and guidance.
9. School Improvement and Race to the Top funding possibilities.
10. Expansion of Senior Project® with the expectation that participating students will benefit both in college and career readiness.
11. Improve and expand requirements and trainings for quality CTE instructors.
12. Expand upon the achievements of Louisiana's Promise statewide dropout prevention summit.
13. LDE-led Teacher and administrator professional development to address the dropout problem.
14. Increasing opportunities for student participation in Louisiana Virtual School (LVS) which supports student learning using 21st century technologies.
15. Increasing opportunities for student participation in Dual Enrollment.
16. Increasing opportunities for student participation in Advanced Placement by utilizing PLAN scores to identify students with prerequisite knowledge and skills.
17. Replicate successful Recovery School District (RSD) interventions to other schools not under the RSD's jurisdiction, thereby reducing the number of schools that are low-performing and eligible for placement in the RSD.
18. Support and Expansion of the Ninth Grade Initiative.
19. Support and Expansion of Credit Recovery.
20. Support and Expansion of LA ePortal.
21. Support and Expansion of High Schools That Work/Making Middle Grades Work (HSTW/MMGW) Initiative.
22. Support and Expansion of Charter and Innovative High School Initiatives (i.e., New Tech High).
23. Taylor Opportunity Program for Students (TOPS)

Early Warning, Multiple Pathways and Options

1. Statewide implementation of an early warning system to facilitate early identification of at risk students and students leaving middle school unprepared for high school to allow for early schools and/or district intervention.
2. Statewide training of how to utilize EXPLORE data in the early warning system listed above.
3. Strategies developed for initiatives to prepare and transition middle school students to high school and prevent early dropouts.
4. Redesign of CTE statewide to support college and career readiness goals of Louisiana school districts.
5. Piloting the *Journey to Careers* course statewide to help keep 8th and 9th graders on-track for high school and expanding the pilot over the next three years, including the career exploration tools offered through the LA ePortal.
6. Providing a *comprehensive* system of articulation and transfer of credit between and among public secondary and postsecondary educational institutions in response to statutory mandate (Act 356, 2009 Legislative Session).
7. Expanding Louisiana's Jobs for America's Graduates (JAG) program for at risk students to build upon the noteworthy successes of the program.
8. Expanding the promising new EMPLoY program to more school districts.
9. Providing training and support through the Postsecondary Delivery Unit to accomplish the goal of 10,000 additional postsecondary graduates by 2015 (1 Year Certificate, Associates, Bachelors or Higher).
10. Providing a series of early career awareness activities through LA ePortal that can be tracked and monitored for each student for early warning indicators

II. VISION

To address these converging demands for action, the specific vision adopted by Louisiana for college and career readiness is as follows:

College and Career Readiness for All Students through a World-Class Education and Multiple Pathways

College Readiness: *Means a high school graduate has the reading, writing and math knowledge and 21st Century skills to qualify and succeed in entry level, credit bearing, college-degree (one, two, or four year) courses without the need for remedial classes.*

Career Readiness: *Means a high school graduate can read, comprehend, interpret and analyze complex technical materials, use mathematics to solve problems in the 21st Century workplace, and can pass a state/national approved industry based certification or licensure exam in their field.*

Through our participation in this policy institute, Louisiana has developed a more concerted and focused effort in addressing LDE's top priority through greater collaboration within the agency and, especially, with the other agencies participating in this initiative. There are positive signs in regard to the latter point, as recent legislation has mandated major collaboration among public agencies to address the dropout problem.

Of major significance for Louisiana's top goal, a sweeping piece of legislation, the *Louisiana Student College and Career Readiness Act (*Act 257 of the 2009 Regular Legislative Session*),* and two related statutes were passed in summer 2009. The main purposes of the Acts are the collaborative establishment of "state strategic initiatives to improve high school graduation rates and ensure student readiness for postsecondary education and career opportunities" as well as alignment of articulation systems between secondary and postsecondary and among postsecondary education. Act 257 was created and developed through extensive negotiations among various groups in hopes that the new career diploma pathway and resulting new classes will keep more students in high school by linking classes more closely with career plans.

A related statute that was passed during summer 2009 addresses the need for streamlining articulation systems between secondary and postsecondary education and across the postsecondary education institutions in Louisiana. In collaboration with the Board of Regents, specific markers of progress toward completion of postsecondary degree/credential by transfer students will be measured: average time to degree, number of students graduating with an associate's degree, number of transfer students from 2-to 4-year campuses, and graduation rate of baccalaureates who begin at 2-year colleges.

In line with this vision and based on research and feedback from a wide range of stakeholders, the LDE is taking the lead in revising the state's accountability and assessment system. Also, the programs of study offered to our students are being updated to be more relevant and engaging. The range of graduation pathways available to our students continues to expand. All the while, a more rigorous and relevant core of knowledge and skills required for both college and career readiness is being addressed through standards, revised and new assessments, CTE, HSR programs, LA ePortal college and career awareness resources and a widening array of interventions.

The plan will be communicated to all stakeholders as detailed in the chart below:

Estimate of CCRPI Final Plan Communications Timeline

Date	Action
01/10	CCRPI State Leadership Team to review final plan.
01/10	Submission of plan to BESE for approval.

02/10	Presentation of plan at Joint BOR, BESE and DOE Retreat.
03/10	Plan posted on LDE's High School Redesign webpage.
03/10	Plan distributed to Louisiana Senate and House Education Committees, Governor's Office, members of the CCRPI State Leadership team and heads of all agencies (BOR, LCTCS LWC, and LED).
03/10 – 06/10	Presentation of plan to district superintendents, leaders, school communities and other stakeholders, Legislators and Governor's Office.

III. BACKGROUND AND LANDSCAPE

In November 2008, Louisiana began work with the College & Career-Ready Policy Institute. Primary representation included Louisiana Department of Education with participation and support from the Governor's Education Policy Advisor, Legislators, and high-level representatives of other agencies and stakeholder groups, including the Louisiana Board or Regents (BOR), the Louisiana Community and Technical College System (LCTCS), the Louisiana Workforce Commission (LWC), and Education's Next Horizon.

Louisiana joined the Institute against the backdrop of increasing public and governmental pressure to aggressively address the dropout problem. Despite a decade of gradually increasing annual test scores and graduation rates and substantial increase in test scores in spring 2009, converging political forces mandated a drastic and abrupt fundamental change in the landscape, resulting in the passage of legislation that has become perhaps the most significant impetus behind Louisiana's college and career readiness efforts. This legislation is summarized below:

***Louisiana Student College and Career Readiness Act* (Act 257, 2009 Regular Legislative Session)**

This legislation provides for a comprehensive approach to improve graduation rates and ensure college and career readiness for high school students (see appendix for a copy of Act 257). The statute requires the State Board of Elementary and Secondary Education (BESE), in consultation and collaboration with postsecondary education management boards, local boards, teacher organizations, the Louisiana Workforce Commission and business and industry, to establish state strategic initiatives to:

- Improve high school graduation rates (80% by 2014);
- Ensure student readiness for postsecondary education and career opportunities;
- Develop focused programs of study and related courses and curricula;
- Student development of individual graduation plans;
- Extensive student guidance and counseling;
- Develop programs for early identification of students at risk of being underprepared for the next level of study (high school, college, or career);
- Provide assistance to students underprepared for the next level of study;
- Articulation and transfer of credit; and
- Recruitment and training of certain instructional personnel.

***Career Diploma Legislation (*Acts 246 and 259, 2009 Regular Legislative Session)**

Like the *Student College and Career Readiness Act*, the passage of this legislation involved extensive collaboration and negotiations between the diverse groups and organizations (See appendix for copies of Acts 246 and 259). These companion bills revise 1997 legislation (Act 1124) that created career option for high school students and establishes the requirements for a high school career diploma. The intention of both pieces of legislation is to ensure that any student graduating with a career major from a public high school will be eligible to

enter a Louisiana public postsecondary education institution.

Both statutes require BESE to develop and approve courses and curriculum for a career major program and to issue a career diploma to any student who successfully completes the requirements for each approved career major program curriculum. In brief, the legislation:

- Establishes a high school career diploma pathway;
- Specifies rigorous curriculum and assessment requirements;
- Requires development of applied courses linked more closely with career plans;
- Requires increased dual enrollment, internships and work study opportunities;
- Specifies minimum course requirements in each content area for a career major;
- Requires 7 credits in CTE with end-of-course testing as appropriate; and
- Defines criteria for student entering career diploma pathway (e.g., parental/guardian permission, minimum age, GPA, state assessment scores, meeting local pupil progress plan, remediation, attendance/behavior standards, mentoring program, guidance personnel counseling)

A significant portion of the LDE and other agencies' work, especially in the short term, will be to continue to respond to these mandates while moving forward with the numerous college and career preparation programs and activities already in process. In response to statue, the LDE leadership is pursuing new plans to shift and focus efforts on effective interventions and supports that will more rigorously prepare students for high school than ever before. With provisions for additional supports for students below grade level and/or at risk of dropping out of school, these plans will make the career diploma a meaningful option and path to success in life for students.

Career Diploma Timeline

Date	Action
06/09	BESE began the process of determining Board policy for student eligibility.
07/09	Acts signed into Law and became effective.
09/09	Waivers approved for districts delaying implementation until SY 2010-11 to allow for additional planning and preparation time of curriculum and course offerings
09/09	BESE approved the entrance requirements for the career diploma pathway.
10/09	BESE approved the requirements for curriculum and switching diploma pathways.
Spring 2010	BESE to approve final language for all career diploma policy.
SY 2009-10	Twelve districts started offering this pathway.
SY 2010-11	Remaining districts will begin implementation.

IV. POLICY ACTIONS AND RECOMMENDATIONS

A. GOALS

In June 2009 the State Superintendent announced that the LDE as a whole would work toward one high-priority performance indicator for the coming school year—increasing the *4-year cohort graduation rate.* Under the direction of the Strategic Research and Analysis Director, the LDE recently began to advise the Delivery Team about analyzing and using department-wide data to measure progress and inform programs and practices related specifically to this goal.

In response to this high priority, Regional Action Plan meetings were held statewide. A simulation of the additional graduates needed by each school in order for the state to meet its overall goal was provided. Presentations were made on best practices available to assist schools in reaching their individual goals. Regional

Delivery Teams will follow up quarterly with schools and provide needed support.

The state's College and Career Readiness goals and measures are listed on the following page. All goals are meaningful and ambitious for the state realizing the aforementioned vision. However, the central, driving goal is Goal 1—an 80% 4-year cohort graduation rate by 2013-14.

The LDE has begun discussions with data staff regarding a College and Career Readiness Report Card that would be published, disseminated to all schools/districts, and posted to the LDE website annually. Our goal is to create a separate report card for high schools to report specifically on the college and career readiness goals. The report would be separate and apart from the school report card currently issued to all schools K-12. Currently, a "District at a Glance" report exists that includes a college and career readiness data section. The items reported include cohort graduation and dropout rates, ACT composite scores and college remediation rates. We are recommending modifications to this report to create a new College and Career Readiness Report Card. Collaborative efforts will be required to create this new report card and we are working hard to overcome sharing and reporting data across agencies which will improve when the Pre-K20 data longitudinal information system is implemented.

Action steps and additional measures on progress toward these goals can be found in the Appendix.

College and Career Readiness Goals and Measures

#	Goal	Measure	2005-06 Baseline	2009-10 Target	2013-14 Target
1	**Reduce Dropouts and Increase High School Graduation Rates**	4-Year Cohort Graduation Rate[1]	64.8	67.0	80.0
2	**Increase Readiness for Postsecondary Education**	% of students graduating with LA Core-4[2]	58.5	62.5	72.5
		% of graduating class with ACT score of 18 or higher in English and 19 or higher in Math[3]	46.1	51.1	58.1
3	**Increase Career Readiness of Students**	# of National Career Readiness Certificates (WorkKeys Platinum, Gold, Silver, or Bronze)	2,652	4,000	7,000
		# of Industry Based Certifications Students Received	3,600	7,500	10,000
4	**Increase Participation and Completion Rate in Postsecondary Education**	% of Public School 11th Graders Enrolling in a LA Public Postsecondary Institution within 4 Years (Includes Dual Enrollment)[4]	51.4	54.4	63.4
		Number of High School Graduates Enrolling in a Technical College or 2 Year LA Public Postsecondary Institution within 2 Years of Graduation	*	*	*

[1] *The percent of students who entered the ninth grade and graduated four years later. Students who transfer from the LA public education system are not counted in this rate*
[2] *Baseline for this measure is TOPS Core.*
[3] *Baseline and targets provided by LA Board of Regents*
[4] *Baseline provided by LA Board of Regents using LDE 2002-03 Grade 11 data file.*

		Increase the Number of Public Postsecondary [5]Degrees and Certificates Awarded (1 Year Certificate, Associates, Bachelors or Higher)	32,416 **(2007-08)**	35,500	41,000
		Number of credit hours enrolled in Public Postsecondary institutions by LA Public High School Students	*	*	*

* Historical data is currently being researched by the BOR and DOE to determine the baseline and set targets.

B. DATA

As needs for data-driven decision-making continue to expand rapidly, the LDE is building a world-class longitudinal data system for school, district, and state staff and, eventually parents to monitor student progress toward college and career readiness for all students, while taking special consideration in its design for its relevance and facility of utilization for monitoring at-risk students. The LDE continuously reviews data collection and analysis to determine effectiveness and efficiency of the data systems being upgraded and integrated. In addition to enhancing student and teacher data, the LDE is working to expand capacity and relationships with the Louisiana Board of Regents (BOR), the Louisiana Workforce Commission (LWC), the Louisiana Office of Student Financial Assistance (LOSFA), Department of Social Services (DSS), Department of Public Safety and Corrections (DPSC), Office of Juvenile Justice (OJJ), and the Picard Center for Childhood Development and Lifelong Learning with the intent to collect, store, and or share data.

The LDOE has been nationally recognized as having an abundance of high quality data and Louisiana is one of only a few states with the ability of linking students and teachers at the classroom level. However, the LDOE does not have an automated reporting system for ad hoc or even routine reporting. Reports currently require extensive manual effort by analysts that are experienced in the various data systems. Data users also only have access to outdated production reports with no ability to query the data. Linking our multiple data stores will allow for improved data analysis and more accurate and timely reporting. Centralizing and data warehousing will make the data more readily available to our external stakeholders. The LDOE will provide the ability to query the LEDRS system and request outputs in multiple formats.

Louisiana currently maintains student data in great detail, including Advanced Placement (AP) enrollment in the curriculum data base for student schedules and in the Student Transcript System (STS) for course outcomes. The LDE Student Transcript System (STS) tracks detailed student-level course completion data by school and district. STS supports college and career readiness in three main ways:

1. Collecting transcript-level data on public and non-public college-bound students in order to supply the LOFSA with data needed to make decisions on a student's progress toward qualifying for one of the three Taylor Opportunity Plan (TOPS) scholarship awards for partial and full tuition expenses in Louisiana State colleges or accredited Louisiana postsecondary institutions that offer career and technical training.
2. Continuing to share student data with the BOR to improve programs and services offered through the LA ePortal Initiative including permitting schools and districts, LOFSA, public postsecondary institutions and authorized state partner entities to monitor student progress towards completing the individual graduation plan, student portfolio, graduation requirements and diploma pathways and endorsements (e.g., academic, career and technical) and data on a student's progress toward college entrance and scholarship requirements.

[5] *Baseline and target provided by LA Board of Regents*

3. Allowing schools, districts, the LOFSA, and the LDE to constantly monitor student progress towards earning graduation requirements and diploma pathways and endorsements (e.g., academic, career and technical) as well as to report such information in great detail to the Board of Regents and Louisiana's postsecondary institutions.

Louisiana Education Data Repository System (LEDRS)

The LDE proposes to use the US Department of Education longitudinal data systems grant to build the Louisiana Education Data Repository System (LEDRS). The LEDRS will allow the LDE to organize and link all of its data into a centralized repository. The LEDRS project will consist of three main tasks:

1. The creation of a data repository that will centralize and link the data that currently reside in isolated silos.
2. The creation of a data reporting system that will enable the LDOE to automate its EdFacts reporting and provide tools for routine and rapid ad hoc reporting.
3. The creation of three new systems that will track homeless students, Section 504 students, and critical student performance measures.

The ultimate goal of the LEDRS is to provide a data driven decision making environment that will help improve student performance by the ability to readily make available more accurate, reportable, and researchable data on a more frequent basis.

Louisiana is pursuing a three phase model for completion of this massive new data system.

- **Phase 1 (PreK-12)** is being funded with a $4.056 million grant awarded in April 2009 and will allow the LDE to organize and link all of its data into a centralized repository with project completion in Spring 2013. LDE is currently in the process of obtaining a vendor.

- **Phase 2 (PreK-20)** will enable data exchange and reporting with agencies outside of the LDE. Each primary partner and stakeholder has agreed to participate and signed a Memorandum of Understanding. Partners include LDE, BOR, LOSFA, DSS, DPSC, OJJ, and the Picard Center for Childhood Development and Lifelong Learning. The Picard Center is a multi-disciplinary organization that engages in educational research, evaluation, and analysis at the state level. For this project, it will serve as a research and analysis resource for all participating agencies. LDE submitted a grant application for funding of this phase to the Federal Institute of Education (IES) in December 2009.

- **Phase 3 (Statewide Student Information System)** will involve developing a common statewide "near real time statewide student information system" that can support sharing near real time transactions. Currently, LEAs in Louisiana use Student Information System (SIS) software from multiple vendors and there is no connectivity between districts. Tracking student movement between districts within a school year is impossible. This increases the risk of data entry errors and also creates unnecessary paperwork due to the fact that a receiving district must reenter information on students that transfer to their LEA. A statewide SIS will increase data accuracy, reduce paperwork, and will allow administrators the ability to identify students with attendance and discipline issues during a school year rather than after a school year has ended. A statewide SIS will feed directly into the LEDRS and will be used to produce desktop alerts and reports at a detailed and/or high level on a near real-time basis. This information will be used to identify problem areas so that resources can be directed. Funding for this phase is being applied for in the Race to the Top (RTT) application in January 2010.

Louisiana continues to assiduously push forward with a world-class Data Repository and PreK-20 longitudinal data warehouse. This priority is related to the state's vision in several ways:

1. It is essential for school, district, and state staff to be able to find accurate data on student progress, especially for at-risk students, toward college and career readiness.
2. The system will facilitate analysis of and decision-making on the effectiveness of interventions and supports.
3. Educators are expected to utilize the data system to make informed choices regarding student needs for completion of high school and readiness for postsecondary success.

Ultimately, we envision delivery systems that are highly accessible and user-friendly for school and district staff and parents. The challenge and opportunity is for LDE to mesh existing data systems into a much more comprehensive and efficient one. We anticipate this to be a highly successful enterprise with no expected regulatory difficulties.

Key Personnel/Resources Needed to Make This Vision a Reality

Chief Data Steward

This position has been created to coordinate this massive project of integrating the current discrete systems into the new one. Additional programmatic staff members who deal with the discrete data systems being merged are involved in the design of the new system and staff with technical expertise will be responsible for its operation. In June 2009, the LDE began meetings with a broad representative group of LDE staff with the goal of gauging all data needs in constructing this massive system. Periodic meetings have taken place during the remainder of 2009.

Executive Director for Strategic Research and Analysis

Recognizing the importance of data governance, this position has been created, and its incumbent has also begun overseeing many issues, particularly in regard to consolidation and coordination of LDE initiatives on policy and planning involving data, such as the new data system. The Division of Planning Analysis and Information Resources, which is the long established organizational unit traditionally responsible for most data, plays a key role in supporting the new initiative.

Superintendent's Delivery Unit (SDU)

The LDE created this new cabinet-level policy analysis unit in the summer of 2009 to link student outcome data and program implementation data to drive results for students using a systematic model of program improvement. The SDU's work is broad and intense, and decisions will be based on the proven success rates of specific programs. The SDU will substantially drive outcomes for students by creating intensive data based focus around a small set of critical educational goals for the State. The initial goal being targeted is achieving an 80% high school graduation rate by 2014. The delivery unit will be analyzing plans for the delivery of services to schools, examining execution of those plans, and developing data based trajectories for how the State can reach this graduation rate within the given timeframe. The LDE's work contributing to high school graduation is being dramatically focused and reorganized during 2009-10 based on assessment of program success and implementation. The unit's work is well underway and is driving much of the agency's work for the intermediate and long-term future.

Chief Information Officer (CIO)

The LDE currently does not charge one official with agency-wide and inter-agency K-12 student data governance but is moving in that direction, having determined that this position is needed. The CIO will have authority over

all aspects of data management, security, storage, documentation, providence, communication, and disclosure. The budget crunch is the primary barrier; however, the LDE is proceeding with the plan and has been in contact/negotiations with the Bill and Melinda Gates Foundation about supporting a search in the coming months for an executive of national caliber who has both expertise in information management and policy, as the CIO will also have a crucial role in *policy* governance. The primary nonnegotiable requirements for the CIO are vision, executive expertise, and energy.

Cooperative Agreements/Memoranda of Understanding

The LDE is working with other agencies to better establish comprehensive and efficient data governance for better data collection and analysis. Cooperative agreements already exist between the LDE/BESE and the Louisiana State University (LSU) System, Board of Regents (BOR), and other entities for the First-time College Freshmen Report, ACT EPAS (PLAN and EXPLORE assessment for all 8th and 10th graders), Value-Added Teacher Performance Model, the TOPS scholarship program, and more. The successes of these and other ongoing programs depend on the efficient exchange of student-level records. Significantly, a cooperative agreement exists between the LDE and BoR, which specifically defines what data will be shared, how it will be used, and what security precautions will be utilized.

Estimate of Phase 1 (PreK 12) Longitudinal Data System Timeline

Date	Overall Project Timeline
01/09 – 06/12	Project status weekly meetings.
01/09 – 06/12	Project monitoring daily.
01/09 – 06/12	Identify and recruit stakeholders.
01/09 – 07/09	Select vendor through RFP process.
01/09 – 07/09	Produce specifications for data repository.
01/09 – 07/09	Produce specifications for new systems (504, Homeless, and Student Performance)
Date	**Development of Integrated Data Repository Timeline**
01/09 – 07/09	Identify internal and external data sources.
01/09 – 01/10	Analysis and design structure of repository.
01/09 – 01/10	Develop rules/specifications to link non-LDE data.
07/09 – 09/09	Identify hardware needs (servers, storage space, bandwidth, multiple environments, etc.)
07/09 – 08/09	Develop common identifiers.
07/09 – 07/10	Design and develop automated data diagnostic and notification.
01/10 – 06/12	System testing (ongoing).
03/12 – 06/12	System piloting.
Date	**Development of Reporting System Timeline**
07/09 – 07/10	Analysis and design structure of reporting system.
01/10 – 06/12	System testing.
01/11 – 03/11	Develop training plan.
07/11	User training (ongoing).
01/12 – 06/12	System piloting.
Date	**Development of New Data Systems Timeline**
07/09 – 08/09	Analysis and design structure for Section 504, Homeless, & Student Performance Systems.
08/09 – 01/10	Section 504, Homeless and Student Performance System programming.
01/10 – 07/10	Produce Section 504, Homeless, and Student Performance System documentation.
01/10	Section 504, Homeless, and Student Performance System user training (ongoing).
02/10 – 07/10	Section 504, Homeless, and Student Performance System user piloting.

Estimate of Phase 2 (PreK 20) Longitudinal Data System Timeline

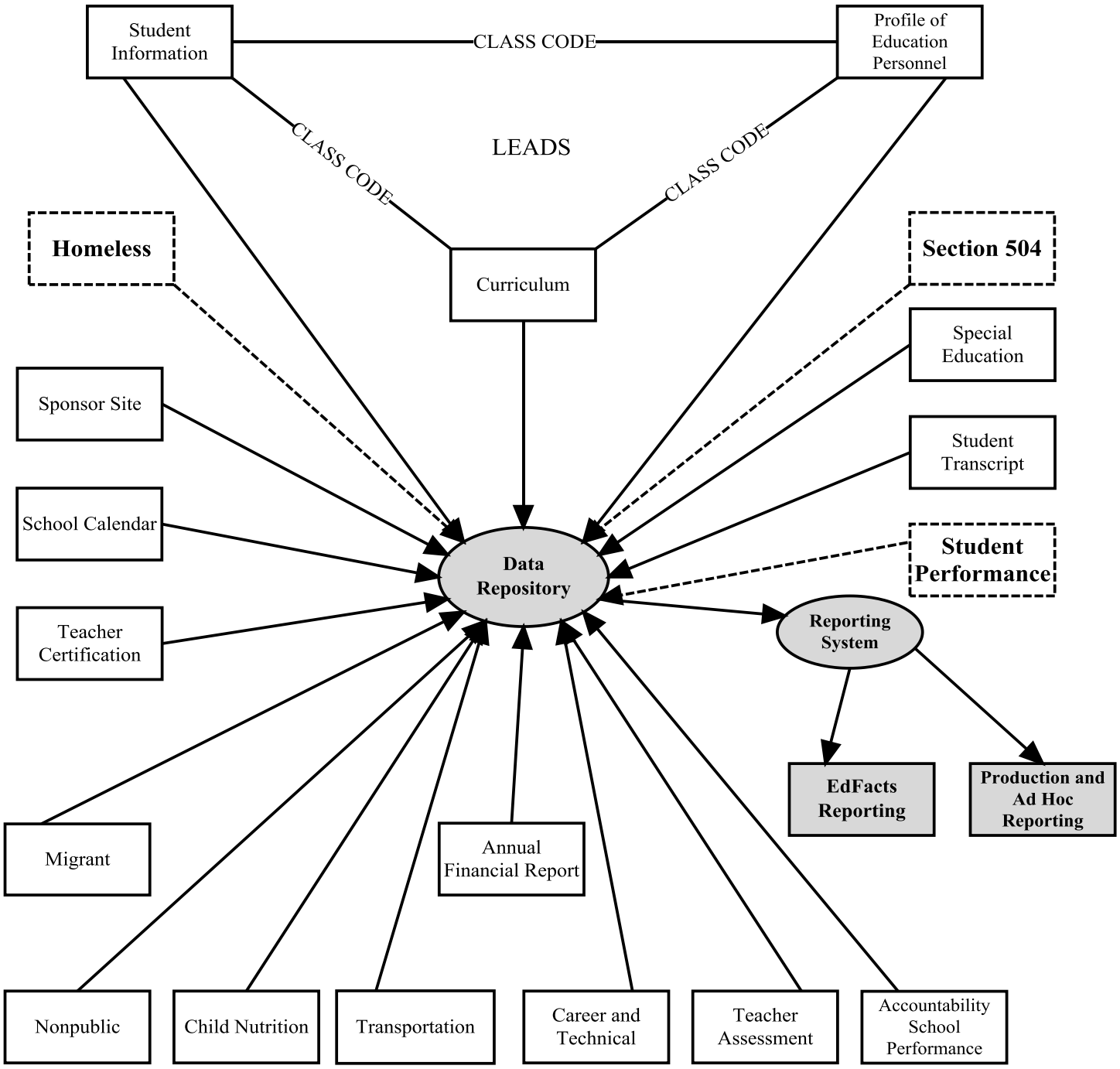
Date	Action
04/09	LDE awarded USDOE Longitudinal Data Systems Grant ($4 M) to fund Phase 1 (PreK-12).
06/09 – 12-09	Held meetings to work collaboratively with LDE, BOR, LWC, LOFSA, DSS, DPSC, OJJ and the Picard Center for Childhood Development and Lifelong Learning with the intention of planning for the collection, storing, and sharing data amongst agencies.
12/09	LDE submitted grant application to the Federal Institute of Education (IES) for Phase 2 (PreK-20).
05/10 – 11/13	Project status meetings to discuss and review project on a regular basis.
05/10 – 11/13	Project monitoring. Daily review of project plan and assurance of compliance.
05/10 – 03/11	Prepare to select vendor.
03/11 – 12/12	System Analysis/Design. Define business rules, relationships, and produce documentation.
01/12 - 05/12	System Development. Produce business rules, data dictionary, mappings, and web services.
09/12 – 08/13	System Implementation. Deploy data dictionary, staging areas, primary LDS databases and business rules.
08-13 – 12-13	Develop training and documentation. Train personnel.

Estimate of Phase 3 (Statewide Student System) Timeline

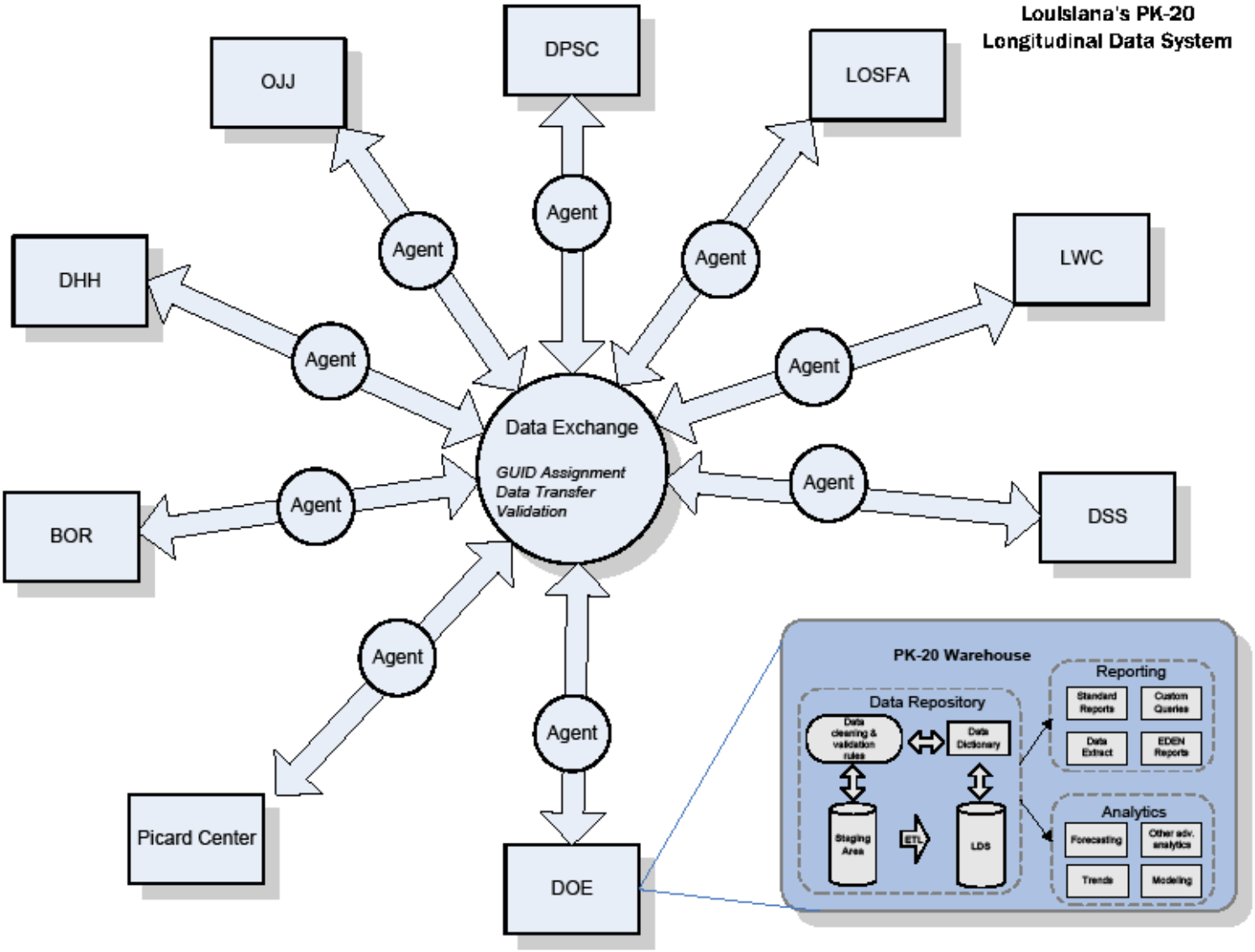
Date	Action
01/10	Funding for Phase 3 applied for in RTT grant application.
07/10 – 03/11	RFP process.
03/11 – 04/11	Contract process.
05/11	Project start.
05/11 – 10/11	Requirements gathering.
06/11 – 12/11	State edition rollout.
10/11 – 10/12	District pilot.
07/12 – 01/13	District rollout 1.
10/12 – 04/13	District rollout 2.
01/13 – 07/13	District rollout 3.
04/13 – 10/13	District rollout 4.
07/13 – 01/14	District rollout 5.
01/14 – 06/14	Implementation closeout.

Phase 1 (Pre-K12)

PHASE 1 - STATEWIDE LONGITUDINAL DATA SYSTEM



Phase 2 (Pre-K20)



C. ASSESSMENT

Recognizing that Louisiana's Graduation Exit Examination (GEE) is not currently designed to determine whether students are considered college-ready or career-ready, in June 2009, BESE adopted the LDE's recommendation to phase out the GEE for 2010-11 entering freshman, and replace it with End-of-Course (EOC) tests. EOC tests, which have been administered online since the pilot began in 2006, better align to the taught curriculum and are required for graduation (see table below). We anticipate students who successfully meet EOC requirements will be better prepared for college and careers. Stakeholders have participated in the development of the overall plan through representation from the School and District Accountability Commission, the HSR Commission, and through communication with District Test Coordinators.

Transition Timeframe From

Graduation Exit Exams (GEE) to End of Course (EOC) Tests

Beginning in 2010-2011, all incoming freshmen must pass three End-of-Course (EOC) Tests in the following categories to earn a diploma: (a) English II or English III; (b) Algebra I or Geometry; and (c) Biology or American History.

	2008-09	2009-10	2010-11	2011-12	2012-13
Graduation Exit Exams (GEE)					
*i*LEAP (G9)	✓	✓			
GEE English/Math (G10)	✓	✓	✓		
GEE Science/Social Studies (G11)	✓	✓	✓	✓	
End of Course Tests (EOC)					
Algebra I	✓	✓	✓	✓	✓
English II	✓	✓	✓	✓	✓
Geometry		✓	✓	✓	✓
Biology			✓	✓	✓
English III				✓	✓
American History					✓

GEE retests for all four subjects will be handled by the State through 2013-14; GEE retests for all four subjects will be handled by the districts in 2014-15.

LDE is considering creating additional EOCs for upper level courses such as Algebra II to be administered only to those students enrolled in the course. After working with district staff/leaders and BESE, LDE is currently developing a plan that will require districts to factor EOC test results into a student's final grade. The EOCs alone should not be used as the sole source of evaluating college and career readiness.

In June 2009, the inter-agency workgroup led by the LDE proposed that the Superintendent recommend to BESE adoption of ACT and WorkKeys® for all 11th graders in Louisiana pending availability of funding. The possibility of including either assessment in high stakes policy is currently under discussion. Mandatory administration of the ACT (which about 85% of students already take) and WorkKeys® tests, along with EOC tests for certain courses, should provide 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. ACT has recently published an alignment study that analyzes the alignment between ACT and the Common Core standards. This study is being made available to states in late December 2009. The plan for phase-in of WorkKeys® is in the table below. Training for teachers and implementation of the curricula and assessments are underway for the pilot programs for the 2009-10 school year.

For 11th-grade students not meeting the college and career readiness indicator of ACT performance (see Goals), the LDE will provide training and support for counselors to address the assessed weaknesses of these students through scheduling and other remediation strategies and programs. Counselors will continue to be trained in PLAN, EXPLORE, and ACT, and greater support will be provided to them through High School Redesign's new Delivery for Outcomes efforts and the Professional School Counselors Initiative.

There is also a suite of age-appropriate, non-high stakes career assessments available through the LA ePortal to aid and inform students as they make course, cluster, pathway and occupational decisions (see description in the Supports and Interventions Section).

Proposed Implementation Plan for ACT and WorkKeys Assessments

Currently approximately 85% of all students take the ACT assessment on a voluntary basis. WorkKeys assessments are mandatory for Educational Mission to Prepare Louisiana's Youth (EMPLoY) students and are currently being utilized by some LEAs. If the proposed plan is approved, beginning in 2011-2012 and beyond, all 11th graders will be required to take the ACT assessment and the three core WorkKeys assessments.*

	2008-09	2009-10	2010-11	2011-12
ACT				
All 11th Graders				✓
WorkKeys*				
EMPLoY Students	✓	✓	✓	✓
Options Students		✓	✓	✓
IBC Advanced Mfg. Pathway Students (Pilot)		✓	✓	✓
IBC Construction Pathway Students (Pilot)		✓	✓	✓
Journeys to Careers Course Students (Pilot)		✓	✓	✓
All CTE Students				✓
All 11th Graders				✓

* Applied Mathematics, Reading for Information, & Locating Information

In order for this policy to be implemented statewide, the tests (EOC, ACT, and WorkKeys®) would be funded by the state, possibly using funds that are likely to become available as the Graduation Exit Examination (GEE) is phased out.

Staff representing the LDE, particularly in the CTE and HSR groups, the LWC and the BOR will continue to meet regularly to ensure buy-in and maximize the utilization of WorkKeys® by K-12, community and technical colleges, other state entities and business and industry. Earning a National Career Work Readiness Certificate® (which is based directly on WorkKeys performance) combined with an Industry-Based Certification will strongly indicate college and career readiness, as explained further in the Appendix.

Louisiana's Curriculum Revision and the National Common Standards Consortium

Louisiana has an ambitious plan for standards, curriculum, and assessment revision and alignment. By summer 2012, the LDE is planning to have revised standards and curriculum aligned with assessment and in place. New curriculum guides aligned to grade/course-level standards for each grade/course and content area for grades PreK – 12 will contain activities indicating best-practices and research-based methods of instructional pedagogy for teaching the specific content outlined in the content standards. Literacy strategies will be infused into the curriculum activities. Additionally, there will be an alignment between the curriculum guides and the assessments and the teacher's guides to statewide assessment. Heightened emphasis will be placed on:

- Literacy and Numeracy
- Postsecondary Readiness
- College and Career Readiness
- 21st-Century Skills

Louisiana recently joined the national "Common Standards" consortium. After a decision is made about adopting the Common Standards for English and math and after the revised standards (which may be comprised of an additional 15% not found in the Common Standards) are developed and approved by BESE, the EOCs may need to be updated to be aligned with the revised curriculum. BESE and the LDE will also need to address the issue of remediation for students who underperform on EOCs.

One key component of the Common Standards is that they be developed to ensure that students are college and career ready. If the Common Standards are adopted in Louisiana as policy, as is likely, a process will be needed to ensure that the standards (and, subsequently, the EOC tests) are measuring college and career ready skills. In addition to the use of the tests as a measure of competency of the subject matter presented, the BOR will need to be involved with these decisions and ultimately the adoption of any cut-off scores if the tests are to be used as a measure of readiness.

Estimate of Standards, Revisions and Assessment Implementation Timeline

Date	Action
04/09 – 06/09	ELA, math, science and social studies committees met to determine Strands and Big Ideas for each Strand. Identified grade level focuses within each Big Idea.
05/09	LA joined consortium to develop common standards in ELA and math.
06/09	LA Revision Project placed on hold.
06/09	BESE adopted the LDE's recommendation to phase out the GEE for 2010-11 entering freshman, and replace it with End-of-Course (EOC) tests.
06/09	Inter-agency workgroup led by the LDE proposed that the Superintendent recommend adoption of ACT and WorkKeys® for all 11th graders in Louisiana.
07/09	EOC development and implementation decisions approved by BESE.
07/09	State DOEs received initial draft of College and Career Readiness Standards for review. LDE submitted comments for review.
10/09	Consortium released second draft of College and Career Readiness Standards for public review. Comments submitted by state were adequately addressed.
10/09	Members of work groups for K-12 common standards identified by consortium.
Mid 11/09	State DOEs to receive initial draft of K-12 common standards for review.
12/09	Decisions regarding use of EOC tests as measures of placement and readiness by BESE
Early 01/10	Second draft of K-12 common standards to be released for public review.
Spring 2010	Final College and Career Readiness and K-12 common standards to be released for adoption consideration.
06/10	Big Ideas committees to reconvene to review/verify crosswalk and recommendations for additions.
06/10	BESE to receive recommendation from LDE regarding adoption of College and Career Readiness and K-12 common standards.
07/10 – 01/11	Augment common standards in ELA and Math, if needed. Develop grade/course-level standards and expectations for Science and Social Studies.
02/11 – 06/11	Develop assessment frameworks.
2011 - 2012	Develop new state assessments. Revise curriculum to align with new standards and assessments.
2012 - 2013	Implement standards, new assessments, and curriculum. Provide extensive Prof. Develop.

D. ACCOUNTABILITY SYSTEMS

Louisiana continues to explore improvements to its exceptional accountability system. Accountability measures including assessment and non-assessment indicators are used to:

- Show progress toward statewide performance goals;
- Make Accountability determinations for districts and schools; and
- Drive supports and incentives for improvement.

Since Louisiana's current school accountability system is a blended system that incorporates both federal and state requirements, supports and interventions can be triggered by both the School Performance Score (SPS) and subgroup component failure. The current accountability system provides focus and support for students and schools near the lower cutoffs (i.e., at or below the "AUS" level for school accountability, or "below Basic" for student accountability). Louisiana's School Accountability System weights the academic and career/technical endorsements equally at 180 points (a standard diploma garners 120 points) in calculating the SPS, providing a strong incentive for administrators and teachers to ensure students complete one or both of these sequences. The current system needs more leverage points to ensure that students are meeting higher achievement levels and more ambitious goals, exiting high school well prepared for college or the workplace.

A new accountability system will be developed with those fundamental points in mind, and the accountability reports will be re-designed to reflect those changes. Because of the expected federal mandates regarding standards and accountability in general, remaining changes expected to take place before Louisiana's very likely adoption of common standards and subsequent assessment developments will most probably be significant but not major.

In Louisiana, Taylor Opportunity Program for Students (TOPS) and TOPS Tech are major rewards that incentivize high school students to achieve higher. Based on performance in relevant areas reflecting college and career readiness (primarily ACT scores, GPA, and completion of certain college and career ready courses), students are awarded tiered levels of tuition assistance, including full tuition, fees, and an annual reward stipend, at Louisiana public postsecondary institutions.

As described under the previous Assessments section, the emerging high school assessment program should provide a reasonably comprehensive indication on college and career readiness of students through the use of:

- ACT – college readiness
- WorkKeys – career readiness
- End-of-Course (EOC) tests – student progress in reaching college and career readiness milestones

The EOC timeline has already been adopted by BESE as described in the previous Assessments section and the use of ACT and WorkKeys are likely to be administered as statewide assessments during the 2011-2012 year. The proposed new assessments will likely be incorporated into the new high school accountability system, along with several other policy changes that will reflect increased emphasis on college and career readiness. The system has recently been and will continue to be revised to include measures that reflect college and career readiness as follows:

- In summer 2009, BESE approved the HSR Commission recommendation that the Career and Technical (CTE) Endorsement to a diploma be equal to the Academic Endorsement (180 points) to encourage districts and schools to increase student participation in CTE programs and industry-based certifications.
- Recognizing the importance of the graduation rate as a reflection of a school's success, since 2007-08, the graduation index has counted for 30% of the performance score of schools with a 12th grade and will probably increase and/or play a greater role as a multiplier, adjustment factor, or something similar, to likely be determined in 2010.

- Louisiana is also considering the use of additional indicators such as percentage of students earning each diploma (*LA Core 4, LA Core, and Career*) and/or ACT scores.

Additional indicators have been and will continue to be taken up by the Accountability and/or HSR Commission for submission to BESE for action during 2010. A more nuanced, differential diagnostic system of supports and interventions will emerge along with the accountability system to ensure college and career readiness.

LDE will conduct meetings in 2010 to receive input from the Accountability and High School Redesign Commissions and BESE for changes to School Performance Score (SPS) (Table 1) and the breakdown of the Assessment indicators of SPS (Table 2) to ensure college and career readiness. Proposed changes are expected to become effective in 2012.

Table 1. School Performance Score (SPS) Transition Timeline

Indicators	2001 - 2006	2007 - 2010	2011	2012
Assessment	90%	70%	70%	**
Attendance	5%			
Dropout	5%			
Graduation Index		30%	30%*	**

* The Department is considering increasing the emphasis of the graduation rate in the calculation of School Performance Scores (SPS). The graduation rate is planned to serve as a multiplier increasing or decreasing the score of the school's graduation index (though not its percentage in the SPS) based on how much it exceeds or falls short of the state *target* graduation rate for that year.

** Percentages to be determined by Accountability Commision. Graduation Index may include additional measures of college and career readiness (EOC, ACT, & WorkKeys).

Table 2. Breakdown of Assessment Indicator of SPS Transition Timeline
(Percentage reflected equals the % assigned to the Assessment Indicator from Table 1 above)

Assessment	2005	2006	2007- 2010	2011	2012
GEE	60%			70%	
Iowa	30%				
GEE/*i*LEAP		90%	70%		
EOC					*
ACT					*
WorkKeys					*

* Percentages to be determined by Accountability Commision and BESE.

Estimate of Accountability Implementation Timeline

Date	Action
Summer 2009	BESE approved revisions to Graduation Index making Career Technical Diploma Endorsement equivalent to Academic Diploma Endorsement (180 points).
11/09	HSR Commission recommends requiring students pursuing a career diploma to pass EOCs in English (English II or III), math (Algebra I or Geometry) and science (Biology) or social Studies (American History).
11/09	HSR Commission recommends increasing the weight of the graduation rate in the SPS for high schools.
Spring 2010	LDE requests BESE approval of requiring 2010-11 freshmen pursuing a career diploma to pass EOCs in English (English II or III), math (Algebra I or Geometry) and science (Biology) or social Studies (American History).
01/10	Accountability Commission and BESE to consider increasing the weight of the graduation rate in the SPS for high schools.
01/10 – 08/10	Accountability Commission, BESE, and Superintendents' Advisory Council (SAC) to consider redesigning the high school accountability system to include measures of college and career readiness (e.g. EOC, ACT, and WorkKeys).

E. SUPPORTS & INTERVENTIONS

Perhaps the most significant impetus behind increasing interventions and supports for college and career readiness is sweeping legislation enacted during the 2009 regular legislative session (Act 246, Act 257: *Louisiana Student College and Career Readiness Act,* and Act 298). The legislation mandates specific supports and interventions including:

- Creation of a career diploma pathway with opportunities for dual enrollment or participation in business internship and work study.
- Identification of "underprepared students" as early as sixth grade;
- Alignment of middle school curriculum with high school readiness standards;
- Redesign of eighth and ninth grade curriculum to ensure previously unprepared students successfully complete graduation requirements (e.g., flexible scheduling, catch-up classes, student mentoring, career exploration);
- Student developed Individual Graduation Plans to ensure successful completion of a chosen major that aligns with postsecondary education, training, and workforce which can be delivered electronically through the LA ePortal;
- Extensive student guidance and counseling;
- Training and professional development for school guidance personnel; and
- Creation of school cultures where failure is not an option.

The LDE continues to increase its support for schools and districts through a number of programs focused on accountability, school improvement, dropout prevention, technical support, and for improving college and career readiness. Despite recent budget cuts to state funds, the State Superintendent of Education and executive staff are striving to creatively maximize financial and human resources to maintain and, wherever possible, increase and focus our array of research-based interventions on college and career readiness.

Louisiana's system of interventions and remedies follows NCLB requirements but has become relatively proactive and aggressive in attempting to preempt as well as support failing schools. Impressively, the number of failing schools statewide decreased dramatically based on 2008-09 school performance scores, despite and, very likely, because of our robust accountability and school improvement systems. Further explanations are below and in the Appendix.

The state's system of supports and interventions employs customization of supports effectively in its school governance, as it works to create autonomous schools based on their success in clear academic performance indicators. Schools are granted varying levels of autonomy based on actual performance. High-performing schools currently receiving near-complete autonomy and remain eligible for numerous available supports. Schools with below average performance have less autonomy but receive greater supports and interventions. This can be seen in the detailed chart on the following page.

The strategies listed on the chart are divided into three levels of support:

1. Strategies available on a voluntary basis to all schools as requested (Schools that receive grants may be required to implement specific strategies.) *Continuous Improvement* schools (those with SPSs of 100 or greater) are included.
2. Strategies required for all Academic Assistance Schools (SPS Growth Target has recently been greater than 7.0 and not been less than 5.0, calculated based primarily on distance from 120.0 SPS by 2014.)
3. Strategies required for all Academically Unacceptable Schools (SPS under 60).

DRAFT College and Career Readiness Supports and Intervention Strategies

	Strategies	School Performance Scores (SPS) & Support Levels												
		100 +	80 - 99.9	60 - 79.9	Varies Depending on Growth Target						< 60			
		Contin. Improv.	Emerg. Schools	High Priority	Academic Assistance Levels (High Priority)						Academically Unacceptable Schools (AUS) Levels (High Priority)			
					1	2	3	4	5	6	1	2	3	4
Provided As Requested	Adolescent Literacy	*	*	*	*	*	*	*	*	*	*	*	*	*
	Career and Technical Education (CTE)	*	*	*	*	*	*	*	*	*	*	*	*	*
	Business & Industry Relations	*	*	*	*	*	*	*	*	*	*	*	*	*
	Dual Enrollment & Articulated Credit	*	*	*	*	*	*	*	*	*	*	*	*	*
	Industry Based Certifications (IBC's)	*	*	*	*	*	*	*	*	*	*	*	*	*
	Worked Based Learning /Career Awareness	*	*	*	*	*	*	*	*	*	*	*	*	*
	Comprehensive Learning Support System	*	*	*	*	*	*	*	*	*	*	*	*	*
	Graduation Charge	*	*	*	*	*	*	*	*	*	*	*	*	*
	High Schools That Work/Making Middle Grades Work	*	*	*	*	*	*	*	*	*	*	*	*	*
	Jobs for America's Graduates (JAG)	*	*	*	*	*	*	*	*	*	*	*	*	*
	LA Virtual School (LVS)	*	*	*	*	*	*	*	*	*	*	*	*	*
	LA Virtual School Advanced Placement (AP)	*	*	*	*	*	*	*	*	*	*	*	*	*
	Ninth Grade Initiative	*	*	*	*	*	*	*	*	*	*	*	*	*
	Reaching Out to Middle Schools	*	*	*	*	*	*	*	*	*	*	*	*	*
	Regional Delivery Teams	*	*	*	*	*	*	*	*	*	*	*	*	*
	Response to Intervention (RTI)	*	*	*	*	*	*	*	*	*	*	*	*	*
	Senior Project	*	*	*	*	*	*	*	*	*	*	*	*	*
	Prof. Development to Improve Teacher Quality	*	*	*	*	*	*	*	*	*	*	*	*	*
Acad. Assist. Required	Revised School Improvement Plan (SIP)				√	√	√	√	√	√	√	√	√	√
	If SPS < 80 - LEA Assists School w/Needs Assess.				√	√	√	√	√	√	√	√	√	√
	District Assistance Team					√	√	√	√	√	√	√	√	√
	Quality Review (Year 1)						√	√	√	√	√	√	√	√
	Add Remedy from Corrective Action List							√	√	√	√	√	√	√
	Quality Review (Year 2)							√	√	√	√	√	√	√
	Develop Reconstitution "Light" Plan								√	√	√	√	√	√
	Implement Reconstitution "Light"									√	√	√	√	√
AUS Required	Schools Submit SIP & Implementation Reports to State										√	√	√	√
	Title 1 Schools Offer Supplemental Educ. Services										√	√	√	√
	Schools Must Offer Public School Choice											√	√	√
	Schools Submit Reconstitution Implementation Plans												√	√
	Schools Eligible for State Takeover or Rigorous MOUs													√

This list is not an all inclusive list. Strategies listed above are intended to support the College and Career Readiness goals. See appendix for details on each.

* - Supports/Interventions Provided as Requested
(Schools that receive grants may be required to implement specific strategies.)

√- Supports/interventions Required

Delivery for Outcomes

Based on the work of the aforementioned Superintendent's Delivery Unit, to provide an effective and efficient delivery of service and support to school districts, the LDE has begun work to quickly expand and enhance programs with proven success on improving the graduation rate. HSR Coordinators located at the Regional Service Centers will focus on initiatives that will increase our graduation rate. With a major goal of building capacity at the regional and local level, the HSR team will continue to make site visits to provide support and assistance to individual high schools:

- 9th Grade Initiative
- High Schools That Work/ Making Middle Grades Work (HSTW/MMGW)
- CTE (CTE), especially:
  - Dual Enrollment & Articulated Credit
  - Industry Based Certifications
  - Work Based Learning and Career Awareness Opportunities
  - Business & Industry Relations
- Graduation Charge
- Adolescent Literacy
- JAG (Jobs for America's Graduates)

In summer 2009, the aforementioned Superintendent's Delivery Unit (SDU) began intensive work reviewing state-sponsored programs for outcome-based effectiveness, specifically relating to the graduation rate. Utilizing the research to extend support of these evidence-based programs into schools and districts, quarterly and annual evaluations have become important components of Delivery for Outcomes. Now, the SDU is expanding its work to evaluate all state-sponsored programs for effectiveness based on outcome indicators aligned to the LDE's goals. Annual evaluations will be used to inform decisions on which programs to expand, continue, or terminate.

More explanation on Delivery for Outcomes can be found in the Appendix.

Expansion of Supports for High Schools into Middle Schools
- - Reaching Out to Middle Schools

As the 9th Grade Initiative enters its third year this new focus area has been added to allow participating high schools to develop articulation practices in collaboration with their feeder schools.

The key activities for 2009-10 include:

- Extensive, ongoing planning involving parents, counselors, administrators, and key school staff;
- Programs that allow middle school students to safely "test the waters" at the high school; and
- Ongoing communication among feeder and receiving schools.

See the Appendix for more details on plans to expand the middle school initiative.

Regional Education Service Centers (RESCs)
- - Regional Delivery Teams (HSR and CTE Regional Coordinators)

The role of Louisiana's 8 Regional Education Service Centers (RESCs) is to extend and deepen the LDE's support to schools and districts. The role of the Regional Delivery Teams *(HSR and CTE Regional Coordinators and State Level Program Consultants)* is transforming to provide a delivery of services and supports defined by the Delivery Unit which uses data by specific program on graduation rates and eventually the college and career

readiness rates. The Regional Delivery Teams act as first responders to schools in their regions to identify potential problems, recommend solutions, and provide extensive assistance, support and training. Notably, in line with the state's vision and mission to improve graduation rates and better prepare students for college and career, greater emphasis is being placed on literacy, CTE, and HSR with at least one staff member per region assigned to focus primarily on each of these areas. See Appendix for more details.

Louisiana Comprehensive Learning Supports System

Recognizing that college and career readiness cannot be fully and systemically addressed solely by discreet programs, LDE undertook a massive statewide school improvement effort during summer 2009 to design, implement, and evaluate the Louisiana Comprehensive Learning Supports System (LCLSS). Many indicators underscore the need to develop a comprehensive system of learning supports in Louisiana, primarily, the following: challenges to graduation, early indicators of need for learning supports (4th-grade performance on the National Assessment of Educational Proficiency/NAEP and statewide assessments), and teacher efficacy and quality especially in low performing schools.

At the school, district, and state levels, efforts to address barriers to learning, teaching and re-engaging disconnected students are spread often across many different units and initiatives. A major goal of the LCLSS effort is to address fragmentation that exists within the current systems, redeploy resources, and increase the effectiveness and efficiency by which they operate. The LDE is focusing on addressing overall cohesion and ongoing development of well coordinated learning support programs and systems for school-wide change instead of a case-oriented approach addressing individual students in isolation. The LCLSS identifies six *learning supports content arenas* to addresses barriers to learning:

- Classroom-Based Approaches;
- Support for Transitions;
- Family Engagement in Schooling;
- Community Support;
- Crisis Assistance and Prevention; and
- Student and Family Interventions.

The roles of the LDE and the Regional Education Service Centers, in particular, are to align, assist, and support school- and community-level changes and to significantly exceed what any one system alone can provide. Additional information on the six *learning supports content arenas* can be found in the Appendix and in the chart below.

The LCLSS *Design Document* has been completed and current efforts are focused on a phased-in roll-out to schools designated as in need of special assistance. The LCLSS will not only enhance coordination of resources, it will reduce redundancy and redeploy resources by weaving together overlapping efforts of school and community to reduce behavior problems (e.g., bullying, forms of school violence), reduce dropouts, increase graduation rates, close achievement gaps, and ensure students are sufficiently prepared for postsecondary education. Completion of plans for evaluating the system, a major component of implementation, and phasing in remaining schools is anticipated in late spring 2010.

Estimate of Timeline of Comprehensive Learning Supports System

Date	Action
Summer 2009	LDE Design Team, assisted by UCLA/Scholastic, Inc. team, prepared initial draft of *Louisiana's Comprehensive Learning Supports System: The Design Document*.
Fall 2009	Designated LDE planners refined draft.

Fall 2009	Scholastic team reviewed edited draft for cohesiveness.
Fall 2009	LDE planners and Scholastic team made final changes.
12/09	Superintendent approved *Design Document*.
12/09	Distribution of *Design Document* to BESE and entire LDE.
12/09-01/10	Incorporate the LCLSS design within Louisiana's Race to the Top proposal as an integral component of school transformation and improvement.
Early Spring 2010	Development and Superintendent approval of *Initial Strategic Plan* (a detailed action plan for creating readiness, commitment, start-up, and phase-in for building infrastructure and capacity) for the remaining SY 2009-10 and SY 2010-10.
Mid-Spring 2010	Development and Superintendent approval of *Capacity Building Strategic Plan* (a detailed action plan for sustaining, evolving, and enhancing outcomes)
Late Spring 2010	Development and Superintendent approval of *Evaluation Strategic Plan*, a detailed action plan for evaluating and replicating to scale.
2010-11 SY	Implementation plans developed for 2011-12 and 2012-13.
2010-11 SY	Plans developed for 2011-12 and 2012-13

Literacy and Numeracy

One of Louisiana's primary education initiatives is ensuring literacy for all students. Because the successes of other initiatives and reform efforts hinge upon the literacy level at which students are able to function, Literacy and Numeracy are at the heart of the reform movement and are increasingly tied to all other programs and activities (standards, assessments, HSR, etc.). To help realize Louisiana's vision of college and career readiness for all students through a world-class education, the LDE continues to provide trainings-of-trainers and technical support frequently and throughout the state in research-based literacy and numeracy strategies and new programs, some of which are detailed in the Appendix.

Response to Intervention (RTI)

In fall 2009, the LDE commenced a major effort to begin institutionalizing the scientifically-research-based Response to Intervention (RTI) General Education multi-tiered process in schools statewide. In October, the LDE convened an exceptional task force of state staff, consultants, staff and educators from several districts, and higher education partners. Both state and national data validate the effectiveness of the RTI Process. The LDE is building upon the successes of RTI through extensive support of RTI in Louisiana, which includes specific steps, as delineated in the Appendix.

Schools and districts must comply with the general policy already in place (see Appendix), but the work of the Task Force will provide the needed guidance in the coming months. In this transition period, technical assistance about the RTI process is offered to districts through webinars, in-services, conference calls, and email responses. Collaborative Reading and RTI in-services are being provided to all Support and Appraisal personnel in the state and will be completed by December, 2009. Significant numbers of General Education and Special Education administrators have received in-service training about the RTI process in Louisiana.

Proposed School Improvement Initiatives through Race to the Top

Race to the Top offers Louisiana a unique opportunity to dramatically improve all of its schools – from those in need of turnaround to those on the verge of excellence. In order to deliver a world-class education through each school, to each student, Louisiana will use Race to the Top to pursue three objectives:

- Turn around failing and high-priority schools using proven best practices of accountability, empowerment, human capital, and innovation;

- Provide comprehensive support to emerging schools led by ambitious district and school leaders wanting to make dramatic and sustainable gains in student achievement; and
- Transform the LDOE into a school improvement institution with the capacity, infrastructure and supports school districts need to deliver a world-class education.

Louisiana can meet the five percent criterion with a small number of schools. However, the LDOE would like to offer Race to the Top "turnaround" funds to as many partnership schools that are willing and able to participate beyond those five percent required by federal guidelines. In other words, this opportunity should be available to all districts and schools willing to pursue excellence. See the Appendix for more details.

Senior Project®

Louisiana's Senior Project is a focused, rigorous, independent learning experience completed during the student's year of projected high school graduation and is one of the most substantial programs addressing college and career readiness currently offered to students in LA. Senior Project is a student-driven, performance-based assessment that provides students with the opportunity to demonstrate problem-solving, decision-making and independent learning skills, skills that are embedded in the Louisiana English Language Arts Comprehensive Curriculum, as well as 21st-Century Skills as they prepare for graduation and for the next step in higher education or in the workplace. Expecting that students will benefit for both college and career readiness through Senior Project, it is included as one of the major criteria for the academic endorsement to a diploma, which adds additional points to a school's School Performance Score. See Appendix for additional details and history of Senior Project.

Dropout Prevention Summit

A major statewide summit called *Louisiana's Promise* was held in fall 2008. The Summit was supported as a joint effort of the LDE, the Governor's Office, and General Colin Powell's *America's Promise* Alliance. While building greater public awareness of the dropout crisis, the main objective of *Louisiana's Promise* was to bring education and community leaders from across Louisiana together as a force to tackle the dropout issue in Louisiana. The summit was attended by approximately 1,000 educators, administrators and education policymakers.

Community Leadership Teams

Each district Superintendent was asked to put together this team to participate in the summit and to be a part of a planning process for the local follow-up conference, with representatives of leadership from three sectors:

1. The community as a whole (mayor, business leaders, community activists/foundations, non-profit, faith-based organizations);
2. Law enforcement (district attorney, juvenile justice, sheriff/police); and
3. Education (school board, school administration, counselor).

Attendees were furnished toolkits detailing state and district-specific dropout profiles of key risk factors, "guiding questions" on the data profiles and on 3 *Foundation Principles* of Dropout Prevention:

1. Early Detection and Community/Parent Support;
2. Truancy and Attendance; and
3. Connecting School to the Future

Within 6 months of the statewide summit, local summits were held at 8 regional sites to create the opportunity for further education on foundation principles and a deeper discussion of community specific issues and plans to

facilitate more specific discussion and work toward the development of detailed district action plans and build capacity for ongoing collaboration on the dropout problem.

Teacher Quality

Teacher Preparation

National Reports in the spring of 2009 continue to show that Louisiana ranks as one of the top states in teacher preparation. The LDE offers extensive professional development throughout the state, including opportunities offered to school leaders and staff specifically to ensure effective implementation and dissemination of most effective strategies to prepare teachers who will ensure students are ready for college and career in the 21st-century global economy (see Appendix for more details).

Professional Development

It is a well known fact that quality teachers have a greater influence on student achievement than any other school-based factor. Therefore, the goal of this state initiative is to provide high quality professional development (PD) for educators thereby improving student performance.

Teacher Advancement Program (TAP) – Since 2003-2004, Louisiana has successfully implemented the Teacher Advancement Program (TAP), a comprehensive performance-based pay program that uses value-added growth of students as a measure of teacher effectiveness. Louisiana has increased the number of TAP schools, and the academic achievement of students in those schools has increased. Based on the aforementioned research and the work of the LDE and the Board of Regents, Louisiana will be one of the few states in the nation to have a longitudinal data system and the capacity to calculate their own value-added scores for a comprehensive teacher compensation system in the near future Specific supports for teacher quality relating particularly to college and career readiness can be found in the Appendix.

Professional Development for Teachers - PD examples offered include but are not limited to: Algebra I Comprehensive Curriculum (CC); Elementary Math; Universal Design for Learning; Understanding the Exceptional Child; Effective Instructional Technology; INTEL Teaching With Technology; & developing new PD such as Geometry CC & Classroom Management. Additional PD includes the National Board Certification (NBC) for Teachers (see Appendix for more details).

Super Summer Institute – This is one of the largest professional development events sponsored by the Department with over 1,000 participants in 2009. Sessions are industry driven and provide training for teachers to attain Industry Based Certifications (IBCs) which they can then offer to their students.

CTE supports of teachers and teacher quality initiatives dependent on Race to the Top funding can be found in the Appendix.

Louisiana Virtual School (LVS)

The Louisiana Department of Education in partnership with the BESE Special School District, and The Louisiana School for Math, Science, and the Arts, provides our high-school students access to standards-based classed delivered by Highly-Qualified Louisiana teachers through The Louisiana Virtual School (LVS). The purpose of the LVS is to improve student achievement and academic opportunities by providing students and teachers with increased access to required courses, a rich curriculum, enrichment programs, and professional development opportunities utilizing 21st century technology. LVS employs proven distance-learning techniques and pilots the use of new technologies to address the need to foster 21st century technology skills for our students, particularly those in isolated areas or where resources do not afford equitable opportunities for students. The LDE is striving

to meet this challenge through continuing to expand LVS course offerings. Recent growth of LVS has been impressive, as delineated below.

Louisiana Virtual School (LVS) Growth

FY	Students Enrolled	Seats Available	Courses Offered	Schools Participating	Districts Participating
06-07	4,233	5,605	36	229	62
07-08	4,800	7,040	52	240	62
08-09	7,200	8,000	60	268	70*

*****_All traditional Louisiana school districts are now participating in LVS_

For details on **LVS Dual Enrollment** and **Advanced Placement**, see the Appendix.

Recovery School District (RSD)

The State Superintendent of Education has emphasized that the RSD is the main research and development arm of the LDE. The state is working to replicate proven RSD successes in policies, programs, and practices to be more cost-efficient and effective in providing strong supports and interventions for underperforming schools across the state, as further described below and in the Appendix.

For the 2009-10 school year:

- Six (6) additional eligible Academically Unacceptable Schools (AUS) were placed into the RSD (a total of 80 schools under direct control in four cities statewide).
- Twenty seven (27) eligible AUS schools were placed under the relatively new Supervisory Memoranda of Understanding--an agreement between BESE and the local school district granting supervisory jurisdiction of the operations of the school to the RSD--which is a much more robust instrument than prior MOUs and expected to have more significant impact (a total of 32 schools statewide).

Although the RSD is directly impacting and working to improve 112 (approx. 7.5%) of the most chronically low achieving schools in Louisiana, there are hundreds more in Louisiana that are low achieving. Even at the state average School Performance Score, more than 40% of a school's students are below grade level on statewide assessments. Clearly, a state objective should be to strive to provide effective and targeted support and interventions to additional schools that are underperforming or at risk of failure and not only those in *academically unacceptable* status. See Appendix for more information.

F. EARLY WARNING SYSTEMS, PATHWAYS, OPTIONS AND MODELS

As mentioned in the *goals* section above, Louisiana continues to aggressively pursue effective strategies for addressing our graduation rate, which is increasing faster than those of most other states but remains lower than average (a preliminary rate of 66.6% for 2008-09). To this end, state agencies, especially, the LDE, BESE, the Board of Regents, Workforce Commission, Louisiana Office of Financial Student Aid, and the Governor's office, are increasing efforts related to dropout prevention and increasing opportunities, options, and pathways for students to succeed and be college and career ready. As we work toward a world-class education, major options are being made available to Louisiana students to prepare them for careers and college as referenced earlier (*Louisiana Student College and Career Readiness Act*, Background and Landscape, page 7).

The 2009 legislation relative to the Career Diploma and College and Career Readiness provides alternative pathways for students who otherwise would be relegated to the Options and GED pathways, programs which have not shown a significant impact on reducing dropout rate. As of December 2009, the LDE and BESE completed most of the work on establishing rules for the career diploma to allow adequate time for local school systems to fully operationalize the pathway in time for the 2010-11 school year.

Dropout Early Warning System (DEWS)

Louisiana recognizes the promising opportunity to use its early warning data system to trigger supports and interventions. Through Louisiana's quasi-statewide Dropout Early Warning System (DEWS), principals and superintendents are able to obtain information about student progress on a daily basis. The system was rolled out as a pilot in 2007-08 and continued in 2008-09 in Louisiana's 44 JPAMS (Java Principals Administrative Management System) districts. DEWS was expanded by two additional districts in 2009-10. The state is in the process of training schools on the various interventions that can be implemented for each indicator that is flagged through this system. The system also allows a school to code the intervention provided for the particular student flagged as being at risk so that the effectiveness of interventions can be measured. The LDE is working to analyze the experiences of all participants about how to improve the system and increase effectiveness as well as to see how DEWS be expanded to the other districts.

The LDE's Dropout Prevention section staff will work internally with the IT Task Force to utilize the planned Longitudinal Data System for statewide implementation of DEWS as well as to facilitate early identification of students leaving middle school unprepared for high school and to conduct analysis of "off-track" populations for districts with the highest numbers of dropouts. The LDE believes the determination of rapid data-driven interventions through DEWS is one of the most promising directions our state is taking for dropout prevention.

CTE Supports for Pathways

In line with the LDE's vision and mission, the Superintendent expanded the LDE's Career and Technical Education (CTE) functions and elevated the working group to the cabinet level. Louisiana continues to expand offerings for students pursuing high-skill, high-demand, high-wage careers. The CTE Office continues to utilize the significant and increasing statewide momentum behind preparing students for 21st century careers. Spurred by increasing demand from the business community, the State Legislature, and the Governor's Office, the CTE group is engaging in numerous initiatives and inter-agency partnerships in working toward this goal, including those fostered by the newly created CTE Business Unit. Details of the tremendous supports for CTE pathways are provided in the Appendix.

Secondary and Postsecondary Articulation and Credit Transfer

In response to Act 464 of 2008 and several previous Acts and Resolutions, for the past several years, Louisiana's educational agencies have made substantial progress toward establishing and enhancing comprehensive articulation while mitigating various challenges. Most recently, Act 356 of 2009 requires the Board of Regents and BESE to collaborate extensively to "facilitate and maximize the seamless transfer of credits between and among public secondary and postsecondary educational institutions (including articulation from 2 year to 4 year institutions) and that make the most efficient use of faculty, equipment, and facilities." See the Appendix for more details.

The Louisiana Dropout Prevention Act of 2008

In response to the *Louisiana Dropout Prevention Act of 2008 (*Act 742 of the 2008 Regular Session of the Louisiana Legislature*)*, in April of 2009, BESE established policy requiring local schools to furnish supports described therein. Districts with a cohort graduation rate of less than 70% are required to identify specific methods of targeted interventions for dropout prevention and recovery, including early intervention for students who are at risk of failing Algebra I or any 9th-grade math class; alternative programs designed to reengage dropouts; comprehensive coaching for middle school students who are below grade level in reading and math; and other interventions. Recently, the LDE worked with districts to identify the 95 schools meeting this criterion and is planning to provide targeted assistance to these schools through the aforementioned Delivery for Outcomes efforts.

Alternative Schools

In line with the vision of world-class education for career and college readiness for all students in Louisiana, the LDE has begun to more aggressively address alternative schools:

- The LDE and the Accountability Commission are moving the issue to the forefront, and an alternative schools accountability policy is expected by the start of the 2010-11 school year.
- The Dropout Prevention 2009-10 Action Plan created by the LDE includes the development of a best practices manual for alternative education.
- Plans include convening a task force that will include outside experts to develop standards, process, and policy to improve alternative education.
- A request for development of an electronic data system for alternative education programs has been included in the LDE Data Systems Inventory as part of the state longitudinal K-20 data system described above.

Jobs for America's Graduates (JAG)

Louisiana is building upon the noteworthy successes of its Jobs for America's Graduates (JAG) program for students who have dropped out by expanding the program, funded by state dollars, to new districts. The primary goals of the JAG program are participants to graduate from high school and gain placement in full time jobs. The LDE hopes to support a JAG program in every district and has increased efforts to lobby for its expansion, with a long-term vision to expand JAG to 46 additional sites, including middle schools. For 2009-10, funding is available for approximately 5 additional sites. School systems that wish to implement JAG with local funds will be included in JAG services from the LDE as available human and fiscal resources allow.

Educational Mission to Prepare Louisiana's Youth (EMPLoY)

Both JAG and Educational Mission to Prepare Louisiana's Youth (EMPLoY) have been identified as programs to be expanded through the Delivery Unit, described further above under Supports and Interventions. EMPLoY is a major new initiative to address the dropout problem. In a short period of time, EMPLoY has proven to be an exciting collaborative effort of several state agencies. It is a priority of the Governor, who in January 2009, pushed for the appropriation of funds for a JAG Job Specialist to be hired in participating districts to work as adult mentors for students and to ensure that all 5 components of the model are effectively implemented.

Because of the promise EMPLoY has begun to show, Louisiana plans to expand the program from 540 students served in 2008-09 in 14 districts to 2,500 in all school districts, especially for students in the former Pre-GED

Options program. To further enhance the attractiveness and practicality of the program, the LDE is exploring policy revisions based on the recommendations of special teams and the data. (See the Appendix for more details.)

The following 5 essential components comprise the EMPLoY model, which is based on the proven results of JAG:

1. Basic Skills Training toward GED through intensive use of scripted curriculum;
2. 37 JAG Core Competencies (Soft Skills Training) and WorkKeys© Assessment for attainment of a National Career Readiness Certificate;
3. Dual enrollment in Technical College and/or Industry Based Certification training;
4. Work-based learning (paid work experience) with the assistance of the Workforce Commission and business and industry partners; and
5. The provision of an adult mentor for each student.

The LA ePortal Initiative

Soft-Launched in October of 2007, the LA ePortal is a first-in-the-nation solution that successfully links K-12 Students, College Students, Job Seekers, Out-of-School Youth and Employers into one, integrated, education and workforce platform that enables users to plan and monitor their academic progress from middle school through postsecondary education and into the workforce. The LA ePortal facilitates academic and career pursuits to assist citizens in the many transitions they encounter as they navigate the lifelong learning continuum. The LA ePortal, accessible at www.laeportal.com, contains a comprehensive array of resources and user-driven tools which enables users to: 1) Create and save their Individual Graduation Plan (5 Year Education Plan) online; 2) Build personal portfolios and resumes; 3) Tour colleges and universities; 4) Explore Careers; 5) Browse Louisiana company profiles; 6) Sharing of Regional Sector information; and 7) much more. Additionally, a suite of available, age-appropriate, non-high stakes career assessments delivered through LA ePortal are available (see appendix for details):

V. CONCLUSION

The leadership of the LDE, other government entities, and business and community groups continue to collaborate and strive to expand a great variety of programs targeting the state graduation rate and systemic supports for college and career readiness for all students. A strong legislative mandate is accelerating the pace of curriculum and accountability system revisions and forcing greater inter-agency collaboration. The LDE, as the agency largely, but by no means entirely, responsible for preparing our students for successful futures, has already begun a concerted effort to build upon our substantial educational infrastructure, target college and career readiness, adapt our supports and services to the new mandates, and operationalize them based on proven successful practices. Accordingly, Louisiana's Pk-20 community will continue to strive to provide college and career readiness and success for all students through a world-class education.

Appendix 2.C: End-of-Course Graduation Policy

Bulletin 741, §2318. The College and Career Diploma

A. Curriculum Requirements

1. For incoming freshmen prior to 2008-2009, the 23 units required for graduation shall include 15 required units and 8 elective units; the elective units can be earned at technical colleges as provided in §2389.

2. For incoming freshmen in 2008-2009 and beyond, the 24 units required for graduation shall include 16 required units and 8 elective units for the Louisiana Basic Core Curriculum, or 21 required units and 3 elective units for the Louisiana Core 4 Curriculum; the elective units can be earned at technical colleges as provided in §2389. For incoming freshmen in 2010-2011, students completing the basic core curriculum must complete a career area of concentration to earn a high school diploma.

3. Beginning with incoming freshmen in 2008-2009, all ninth graders in the college and career diploma pathway will be enrolled in the Louisiana Core 4 Curriculum.

a. After the student has attended high school for a minimum of two years as determined by the school, the student and the student's parent, guardian, or custodian may request that the student be exempt from completing the Louisiana Core 4 Curriculum.

b. The following conditions shall be satisfied for consideration of the exemption of a student from completing the Louisiana Core 4 Curriculum.

i. The student, the student's parent, guardian, or custodian and the school counselor (or other staff member who assists students in course selection) shall meet to discuss the student's progress and determine what is in the student's best interest for the continuation of his educational pursuit and future educational plan.

ii. During the meeting, the student's parent, guardian, or custodian shall determine whether the student will achieve greater educational benefits by continuing the Louisiana Core 4 Curriculum or completing the Louisiana Basic Core Curriculum.

iii. The student's parent, guardian, or custodian shall sign and file with the school a written statement asserting their consent to the student graduating without completing the Louisiana Core 4 Curriculum and acknowledging that one consequence of not completing the Louisiana Core 4 Curriculum may be ineligibility to enroll in into a Louisiana four-year public college or university. The statement will then be approved upon the signature of the principal or the principal's designee.

iv. The student, the student's parent, guardian, or custodian and the school counselor (or other staff member who assists students in course selection) shall jointly revise the individual graduation plan.

c. The student in the Louisiana Basic Core Curriculum may return to the Louisiana Core 4 Curriculum, in consultation with the student's parent, guardian, or custodian and the school counselor (or other staff member who assists students in course selection).

d. After a student who is 18 years of age or older has attended high school for two years, as determined by the school, the student may request to be exempt from completing the Louisiana Core 4 Curriculum by satisfying the conditions cited in LAC 28:CXV.2318.A.3.b with the exception of the requirement for the participation of the parent, guardian, or custodian, given that the parent/guardian has been notified.

B. Assessment Requirements

1. For incoming freshmen prior to 2010-2011, students must pass the English language arts and mathematics components of the GEE or LEAP Alternate Assessment, Level 2 (LAA 2) and either the science or social studies portions of GEE or LAA 2. For students with disabilities who have passed two of the three required components of the GEE or LAA 2 and have exhausted all opportunities available through the end of the twelfth grade to pass the remaining required GEE or LAA 2 component, that GEE or LAA 2 component may be waived by the State Superintendent of Education if the Department of Education determines the student's disability significantly impacts his/her ability to pass the GEE or LAA 2 component.

a. Only students with disabilities eligible under IDEA who meet the LAA 2 participation criteria may take the LAA 2.

b. The English language arts and mathematics components of GEE or LAA 2 shall first be administered to students in the tenth grade.

c. The science and social studies components of the GEE or LAA 2 shall first be administered to students in the eleventh grade.

2. For incoming freshmen in 2010-2011 and beyond, students must meet the assessment requirements below to earn a standard diploma.

a. Students must pass three end-of-course tests in the following categories:

i. English II or English III;

ii. Algebra I or Geometry;

iii. Biology or U.S. History.

3. Students enrolled in a course for which there is an EOC test must take the EOC test.

a. The EOC test score shall count a percentage of the student's final grade for the course.

b. The percentage shall be between 15 percent and 30 percent inclusive, and shall be determined by the LEA.

c. The grades assigned for the EOC test achievement levels shall be as follows.

EOC Achievement Level	Grade
Excellent	A
Good	B
Fair	C
Needs Improvement	D or F

d. The DOE will provide conversion charts for various grading scales used by LEAs.

4. For students with disabilities who have passed two of the three required end-of-course tests and have exhausted all opportunities available through the end of the 12th grade to pass the remaining required end-of-course test, that end-of-course test may be waived by the State Superintendent of Education if the Department of Education determines the student's disability significantly impacts his/her ability to pass the end-of-course test.

5. Remediation and retake opportunities will be provided for students that do not pass the GEE or, LAA 2, or the end-of-course tests. Students shall be offered 50 hours of remediation each year in each content area they do not pass on the GEE or LAA 2. Students shall be offered 30 hours of remediation each year in each EOC test they do not pass. Refer to *Bulletin 1566—Guidelines for Pupil Progression.,* and the addendum to *Bulletin 1566—Regulations for the Implementation of Remedial Education Programs Related to the LEAP/CRT Program, Regular School Year.*

6. Students may apply a maximum of two Carnegie units of elective credit toward high school graduation by successfully completing specially designed courses for remediation.

a. A maximum of one Carnegie unit of elective credit may be applied toward meeting high school graduation requirements by an 8th grade student who has scored at the *Unsatisfactory* achievement level on either the English language arts and/or the mathematics component(s) of the eighth grade LEAP provided the student:

i. successfully completed specially designed elective(s) for LEAP remediation;

ii. scored at or above the *Basic* achievement level on those component(s) of the 8th grade LEAP for which the student previously scored at the *Unsatisfactory* achievement level.

7. Prior to or upon the student's entering the tenth grade, all LEAs shall notify each student and his/her parents or guardians of the requirement of passing GEE, LAA 2, or the end-of-course tests.

a. Upon their entering a school system, students transferring to any high school of an LEA shall be notified by that system of the requirement of passing GEE, LAA 2, or the end-of-course tests.

C. Minimum Course Requirements

1. For incoming freshmen prior to 2008-2009, the minimum course requirements for graduation shall be the following.

NOTE: For courses indicated with *, an Advanced Placement (AP) or International Baccalaureate (IB) course designated in §2325 may be substituted.

a. English—4 units:

i. English I;

ii. English II;

iii. English III*;

iv. English IV* or Business English or Senior Applications in English.

b. Mathematics—3 units:

i. effective for incoming freshmen 2005-2006 and beyond:

(a) all students must complete one of the following:

(i). Algebra I (1 unit); or

(ii). Algebra I-Pt. 1 and Algebra I-Pt. 2 (2 units); or

(iii). Integrated Mathematics I (1 unit).

(b) The remaining unit(s) shall come from the following:

(i). Integrated Mathematics II;

(ii). Integrated Mathematics III;

(iii). Geometry, Algebra II;

(iv). Financial Mathematics;

(v). Advanced Math—Pre-Calculus;

(vi). Advanced Math—Functions and Statistics;

(vii). Pre-Calculus*, Calculus*;

(viii). Probability and Statistics*;

(ix). Math Essentials; and

(x). Discrete Mathematics.

c. Science—3 units:

i. 1 unit of Biology;

ii. 1 unit from the following physical science cluster:

(a). Physical Science;

(b). Integrated Science;

(c). Chemistry I;

(d). Physics I**;

(e). Physics of Technology I;

iii. 1 unit from the following courses:

(a). Aerospace Science;

(b). Biology II*;

(c). Chemistry II*;

(d). Earth Science;

(e). Environmental Science*;

(f). Physics II*;

(g). Physics of Technology II;

(h). Agriscience II;

(i). an additional course from the physical science cluster; or

(j). a locally initiated science elective;

iv. students may not take both Integrated Science and Physical Science;

v. Agriscience I is a prerequisite for Agriscience II and is an elective course.

d. Social Studies—3 units:

i. U.S. History*;

ii. Civics* (1 unit) or 1/2 unit of Civics* and 1/2 unit of Free Enterprise; and

iii. 1 of the following:

(a). World History*;

(b). World Geography*;

(c). Western Civilization*; or

(d). AP European History.

e. Health Education—1/2 unit.

f. Physical Education—1 1/2 units:

i. Shall be Physical Education I and Physical Education II, or Adapted Physical Education for eligible special education students.

ii. A maximum of 4 units of Physical Education may be used toward graduation.

NOTE: The substitution of JROTC is permissible.

g. Electives—8 units.

h. Total—23 units.

2. For incoming freshmen in 2008-2009 and beyond who are completing the Louisiana basic core curriculum, the minimum course requirements for graduation shall be the following.

NOTE: For courses indicated with *, an Advanced Placement (AP) or International Baccalaureate (IB) course designated in §2325 may be substituted.

a. English—4 units:

i. English I;

ii. English II;

iii. English III*;

iv. English IV* or Senior Applications in English.

b. Mathematics—4 units:

i. all students must complete one of the following:

(a). Algebra I (1 unit);

(b). Applied Algebra I (1 unit); or

(c). Algebra I-Pt. 1 and Algebra I-Pt. 2 (2 units).

ii. Geometry or Applied Geometry;

iii. the remaining unit(s) shall come from the following:

(a). Algebra II;

(b). Financial Mathematics;

(c). Math Essentials;

(d). Advanced Math—Pre-Calculus;

(e). Advanced Math—Functions and Statistics;

(f). Pre-Calculus*;

(g). Calculus*;

(h). Probability and Statistics*;

(i). Discrete Mathematics; or

(j). a locally initiated elective approved by BESE as a math substitute.

c. Science—3 units:

i. 1 unit of Biology;

ii. 1 unit from the following physical science cluster:

(a). Physical Science;

(b). Integrated Science;

(c). Chemistry I, Physics I*;

(d). Physics of Technology I;

iii. 1 unit from the following courses:

(a). Aerospace Science;

(b). Biology II*;

(c). Chemistry II*;

(d). Earth Science;

(e). Environmental Science*;

(f). Physics II*;

(g). Physics of Technology II;

(h). Agriscience II;

(i). Anatomy and Physiology;

(j). ChemCom;

(k). an additional course from the physical science cluster; or

(l). a locally initiated elective approved by BESE as a science substitute;

iv. students may not take both Integrated Science and Physical Science;

v. Agriscience I is a prerequisite for Agriscience II and is an elective course.

d. Social Studies—3 units:

i. U.S. History*;

ii. Civics* (1 unit) or 1/2 unit of Civics* and 1/2 unit of Free Enterprise;

NOTE: Students entering the ninth grade in 2011-2012 and beyond must have one unit of Civics with a section on Free Enterprise.

iii. 1 of the following:

(a). World History*;

(b). World Geography*;

(c). Western Civilization*; or

(d). AP European History.

e. Health Education—1/2 unit:

i. JROTC I and II may be used to meet the Health Education requirement. Refer to §2347.

f. Physical Education—1 1/2 units:

i. shall be Physical Education I and Physical Education II, or Adapted Physical Education for eligible special education students;

ii. a maximum of 4 units of Physical Education may be used toward graduation.

NOTE: The substitution of JROTC is permissible.

g. Electives—8 units:

i. shall include the minimum courses required to complete a career area of concentration for incoming freshmen 2010-2011 and beyond.

(a). The area of concentration shall include one unit of Education for Careers or Journey to Careers.

h. Total—l24 units.

3. For incoming freshmen in 2008-2009 and beyond who are completing the Louisiana Core 4 Curriculum, the minimum course requirements shall be the following.

NOTE: For courses indicated with *, an Advanced Placement (AP) or International Baccalaureate (IB) course designated in §2325 may be substituted.

a. English—4 units:

i. English I;

ii. English II;

iii. English III*;

iv. English IV*.

b. Mathematics—4 units:

i. Algebra I, Applied Algebra I, or Algebra I-Pt. 2;

ii. Geometry or Applied Geometry;

iii. Algebra II;

iv. the remaining unit shall come from the following:

(a). Financial Mathematics;

(b). Math Essentials;

(c). Advanced Math—Pre-Calculus;

(d). Advanced Math—Functions and Statistics;

(e). Pre-Calculus*;

(f). Calculus*;

(g). Probability and Statistics*;

(h). Discrete Mathematics; or

(i). a locally initiated elective approved by BESE as a math substitute.

c. Science—4 units:

i. 1 unit of Biology;

ii. 1 unit of Chemistry;

iii. 2 units from the following courses: Physical Science, Integrated Science, Physics I, Physics of Technology I, Aerospace Science, Biology II, Chemistry II, Earth Science, Environmental Science, Physics II*, Physics of Technology II, Agriscience II, Anatomy and Physiology, or a locally initiated elective approved by BESE as a science substitute;

iv. Students may not take both Integrated Science and Physical Science;

v. Agriscience I is a prerequisite for Agriscience II and is an elective course;

vi. a student completing a career area of concentration may substitute one of the following BESE/Board of Regents approved IBC-related course from within the student's area of concentration for the fourth required science unit:

(a). Advanced Nutrition and Foods;

(b). Food Services II;

(c). Allied Health Services II;

(d). Dental Assistant II;

(e). Emergency Medical Technician-Basic (EMT-B);

(f). Health Science II;

(g). Medical Assistant II;

(h). Sports Medicine III;

(i). Advanced Electricity/Electronics;

(j). Process Technician II;

(k). ABC Electrical II;

(l). Computer Service Technology II;

(m). Horticulture II;

(n). Networking Basics;

(o). Routers and Routing Basics;

(p). Switching Basics and Intermediate Routing;

(q). WAN Technologies;

(r). Animal Science;

(s). Biotechnology in Agriscience;

(t). Environmental Studies in Agriscience;

(u). Equine Science;

(v). Forestry;

(w). Horticulture;

(x). Small Animal Care/Management;

(y). Veterinary Assistant; and

(z). Oracle Academy Course: DB Programming with PL/SQL.

d. Social Studies—4 units:

i. Civics* (1 unit) or 1/2 unit of Civics* and 1/2 unit of Free Enterprise;

NOTE: Students entering the ninth grade in 2011-2012 and beyond must have one unit of Civics with a section on Free Enterprise.

ii. U.S. History*;

iii. 1 unit from the following: World History*, World Geography*, Western Civilization, or AP European History;

iv. 1 unit from the following: World History, World Geography, Western Civilization, AP European History, Law Studies, Psychology, Sociology, Civics (second semester—1/2 credit) or African American Studies;

NOTE: Students may take two half credit courses for the fourth required social studies unit.

v. a student completing a career and technical area of concentration may substitute one of the following BESE/Board of Regents approved IBC-related course from within the student's area of concentration for the fourth required social studies unit:

(a). Advanced Child Development;

(b). Early Childhood Education II;

(c). Family and Consumer Sciences II;

(d). ProStart II;

(e). T and I Cooperative Education (TICE);

(f). Cooperative Agriculture Education;

(g). Administrative Support Occupations;

(h). Business Communication;

(i). Cooperative Office Education;

(j). Entrepreneurship—Business;

(k). Lodging Management II;

(l). Advertising and Sales Promotion;

(m). Cooperative Marketing Education I;

(n). Entrepreneurship—Marketing;

(o). Marketing Management;

(p). Marketing Research;

(q). Principles of Marketing II;

(r). Retail Marketing;

(s). Tourism Marketing; CTE Internship;

(t). General Cooperative Education II; STAR II.

e. Health Education—1/2 unit:

i. JROTC I and II may be used to meet the Health Education requirement. Refer to §2347.

f. Physical Education—1 1/2 units:

i. shall be Physical Education I and Physical Education II, or Adapted Physical Education for eligible special education students;

ii. a maximum of 4 units of Physical Education may be used toward graduation.

NOTE: The substitution of JROTC is permissible.

g. Foreign language—2 units:

i. shall be 2 units in the same foreign language or 2 speech courses.

h. Arts—1 unit:

i. 1 unit Art (§2333), Dance (§2337), Media Arts (§2354), Music (§2355), Theatre Arts, (§2369), or Fine Arts Survey;

ii. a student completing a career and technical area of concentration may substitute one of the following BESE/Board of Regents approved IBC-related course from within the student's area of concentration for the required applied arts unit:

(a). Advanced Clothing and Textiles;

(b). ABC Carpentry II TE;

(c). ABC Electrical II TE;

(d). ABC Welding Technology II;

(e). Advanced Metal Technology;

(f). Advanced Technical Drafting;

(g). Architectural Drafting;

(h). ABC Carpentry II—T&I;

(i). ABC Welding Technology II—T and I;

(j). Cabinetmaking II;

(k). Commercial Art II;

(l). Cosmetology II;

(m). Culinary Occupations II;

(n). Custom Sewing II;

(o). Graphic Arts II;

(p). Photography II;

(q). Television Production II;

(r). Upholstery II;

(s). Welding II;

(t). ABC Carpentry in Agriscience;

(u). ABC Electricity in Agriscience;

(v). ABC Welding Technology Agriscience;

(w). Agriscience Construction Technology;

(x). Agriscience Power Equipment;

(y). Floristry;

(z). Landscape Design and Construction;

(aa). Introduction to Business Computer Applications;

(bb). Accounting II;

(cc). Business Computer Applications;

(dd). Computer Multimedia Presentations;

(ee). Desktop Publishing;

(ff). Keyboarding Applications;

(gg). Telecommunications;

(hh). Web Design I and II;

(ii). Word Processing; and

(jj). Digital Media II.

i. Electives—3 units.

j. Total—24 units.

4. High School Area of Concentration

a. All high schools shall provide students the opportunity to complete an area of concentration with an academic focus and/or a career focus.

i. Incoming freshmen prior to 2008-2009 can complete an academic area of concentration by completing the current course requirements for the Taylor Opportunity Program for Students (TOPS) Opportunity Award.

ii. Incoming freshmen in 2008-2009 and beyond can complete an academic area of concentration by completing the course requirements for the LA Core 4 curriculum.

iii. To complete a career area of concentration, students shall meet the minimum requirements for graduation including four elective primary credits in the area of concentration and two related elective credits, including one computer/technology course. Areas of concentration are identified in the career options reporting system with each LEA designating the career and technical education areas of concentration offered in their school system each year. The following computer/technology courses can be used to meet this requirement.

Course	Credit
Computer/Technology Literacy	1
Computer Applications or Business Computer Applications	1
Computer Architecture	1
Computer Science I, II	1 each
Computer Systems and Networking I, II	1 each
Desktop Publishing	1
Digital Graphics & Animation	1/2
Multimedia Presentations	1/2 or 1

Course	Credit
Web Mastering or Web Design	1/2
Independent Study in Technology Applications	1
Word Processing	1
Telecommunications	1/2
Introduction to Business Computer Applications	1
Technology Education Computer Applications	1
Advanced Technical Drafting	1
Computer Electronics I, II	1 each
Database Programming with PL/SQL	1
Java Programming	1
Database Design and Programming	1/2
Digital Media I, II	1 each

5. Academic Endorsement

a. Graduating seniors who meet the requirements for a College and Career diploma and satisfy the following performance indicators shall be eligible for an academic endorsement to the College and Career diploma.

i. Students graduating prior to 2011-2012 shall complete an academic area of concentration. Students graduating in 2011-2012 and beyond shall complete the following curriculum requirements.

NOTE: For courses indicated with *, an Advanced Placement (AP) or International Baccalaureate (IB) course designated in §2325 may be substituted.

(a). English—4 units:

(i). English I;

(ii). English II;

(iii). English III*;

(iv). English IV*.

(b). Mathematics—4 units:

(i). Algebra I or Algebra I-Pt. 2;

(ii). Geometry;

(iii). Algebra II;

(iv). The remaining unit shall come from the following:

[a]. Advanced Math—Pre-Calculus;

[b]. Advanced Math—Functions and Statistics;

[c]. Pre-Calculus*;

[d]. Calculus*;

[e]. Probability and Statistics*; or

[f]. Discrete Mathematics.

(c). Science—4 units:

(i). Biology;

(ii). Chemistry;

(iii). 1 units of advanced science from the following courses: Biology II, Chemistry II, Physics, or Physics II;

(iv). 1 additional science course.

(d). Social Studies—4 units:

(i). Civics* (1 unit) or 1/2 unit of Civics* and 1/2 unit of Free Enterprise;

NOTE: Students entering the ninth grade in 2011-2012 and beyond must have one unit of Civics with a section on Free Enterprise.

(ii). American History U.S. History**;

(iii). 1 unit from the following: World History**, World Geography**, Western Civilization, or AP European History;

(iv). 1 unit from the following:

[a]. World History;

[b]. World Geography;

[c]. Western Civilization;

[d]. AP European History;

[e]. Law Studies;

[f]. Psychology;

[g]. Sociology; or

[h]. African American Studies.

(e). Health Education—1/2 unit:

(i). JROTC I and II may be used to meet the Health Education requirement. Refer to §2347.

(f). Physical Education—1 1/2 units:

(i). shall be Physical Education I and Physical Education II, or Adapted Physical Education for eligible special education students.

ii. Assessment Performance Indicator

(a) Students graduating prior to 2013-2014 shall pass all four components of GEE with a score of *Basic* or above, or one of the following combinations of scores with the English language arts score at *Basic* or above:

(i) one *Approaching Basic*, one *Mastery* or *Advanced*, *Basic* or above in the remaining two; or

(ii) two *Approaching Basic*, two *Mastery* or above.

(b) Students graduating in 2013-2014 and beyond shall achieve a score of *Good* or *Excellent* on each of the following EOC tests:

(i). English II and English III;

(ii). Algebra I and Geometry;

(iii). Biology and U.S. History.

iii. Students shall complete one of the following requirements:

(a). senior project;

(b). one Carnegie unit in an AP course and attempt the AP exam;

(c). one Carnegie unit in an IB course and attempt the IB exam; or

(d). three college hours of non-remedial, articulated credit in:

(i). mathematics;

(ii). social studies;

(iii). science;

(iv). foreign language; or

(v). English language arts.

iv. Students shall meet the current minimum grade-point average requirement for the TOPS Opportunity Award.

v. Students shall achieve an ACT composite score of at least 23 or the SAT equivalent.

6. Career/Technical Endorsement

a. Students who meet the requirements for a college and career diploma and satisfy the following performance indicators shall be eligible for a career/technical endorsement to the college and career diploma.

i. Students graduating prior to 2011-2012 shall meet the current course requirements for the TOPS Opportunity Award or the TOPS Tech Award. Students graduating in 2011-2012 and beyond shall meet the course requirements for the Louisiana Core 4 Curriculum.

ii. Students shall complete the career area of concentration.

iii. Assessment Performance Indicator

(a). Students graduating prior to 2009-2010 shall pass the English language arts, mathematics, science, and social studies components of the GEE at the *Approaching Basic* level or above. Students graduating in 2009-2010 and beyond prior to 2013-2014 shall pass all four components of the GEE with a score of basic or above or one of the following combinations with the English language arts score at basic or above:

(i). one *Approaching Basic*, one *Mastery* or *Advanced*, and *Basic* or above in the remaining two;

(ii). two *Approaching Basic*, two *Mastery* or above.

(b) Students graduating in 2013-2014 and beyond shall achieve a score of *Good* or *Excellent* on each of the following EOC tests:

(i). English II and English III;

(ii). Algebra I and Geometry;

(iii). Biology and U.S. History.

iv. Students shall complete a minimum of 90 work hours of work-based learning experience related to the student's area of concentration (as defined in the *LDE Diploma Endorsement Guidebook*) or senior project related to student's area of concentration with 20 hours of related work-based learning and mentoring and complete one of the following requirements:

(a). industry-based certification in student's area of concentration from the list of industry-based certifications approved by BESE; or

(b). three college hours in a career/technical area that articulate to a postsecondary institution, either by actually obtaining the credits and/or being waived from having to take such hours in student's area of concentration.

v. Students shall achieve a minimum GPA of 2.5.

vi. Students graduating prior to 2008-2009 shall achieve the current minimum ACT composite score (or SAT Equivalent) for the TOPS Opportunity Award or the TOPS Tech Award. Students graduating in 2008-2009 and beyond shall achieve a minimum ACT composite score (or SAT equivalent) of 20 or the state ACT average (whichever is higher) or the Silver Level on the WorkKeys Assessment.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7; R.S. 17:24.4; R.S. 17:183.2; R.S. 17: 395.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1291 (June 2005), amended LR 31:2211 (September 2005), LR 31:3070 (December 2005), LR 31:3072 (December 2005), LR 32:1414 (August 2006), LR 33:429 (March 2007), LR 33:432 (March 2007), LR 33:2050 (October 2007), LR 33:2354 (November 2007), LR 33:2601 (December 2007), LR 34:1607 (August 2008), LR 36:1486 (July 2010), LR 37:547 (February 2011), LR 37:1128 (April 2011), LR 37:2129 (July 2011), LR 37:2132 (July 2011), LR 37:3193 (November 2011).

Appendix 2.D: RSD Return of Schools Policy

Bulletin 111, §2403. Transfer of Schools out of the Recovery School District

A. This policy provides the mechanism for transferring of eligible schools from the jurisdiction of the recovery school district (RSD) while ensuring that the school's autonomy and flexibility is retained to allow continued substantial improvement and high standards of accountability. An eligible school may elect to transfer from the RSD and return to its former local educational authority (LEA) or an alternative governing authority (AGA), if authorized by law. If a school chooses not to transfer to its LEA, it will automatically remain within the RSD for an additional five year period.

B. No school shall be eligible for transfer from the jurisdiction of the recovery school district until the conclusion of the 2011-2012 school year. No school shall be transferred from the RSD without the approval of the Louisiana Board of Elementary and Secondary School (BESE).

C. A non-failing school is eligible for transfer from the jurisdiction of the recovery school district provided it meets all of the following.

1. The school has been under the jurisdiction of the recovery school district for a minimum of five years as either a direct-run RSD school or a Type-5 charter school.

2. The school meets the performance requirement as defined by having established two consecutive years of a school performance score (SPS) that is at least 80 or if the academically unacceptable school (AUS) bar is raised above 75, then at least 5 points above the AUS bar as established by BESE pursuant to the statewide school and district accountability system.

3. The school elects to transfer from the RSD and has notified BESE no later than December 1 of the year preceding the effective date of the proposed transfer.

a. Type 5 Charter School. The charter school's governing authority, in accordance with its by-laws, shall notify BESE in writing of its desire to transfer from the jurisdiction of the RSD.

b. Direct-Run RSD School. The superintendent of the RSD, in consultation with the parents of students attending the school, and the school's staff, shall make a recommendation to BESE seeking transfer from the jurisdiction of the RSD.

4. No later than January 1 of the school year preceding the effective date of the proposed transfer, BESE shall make a determination whether or not to transfer the school and the mechanism of such transfer.

5. The former local educational authority or the alternative governing authority (collectively referred to as recipient authority) has agreed to accept jurisdiction of the transferring school.

6. The following parties must agree to transfer no later than April 1 of the school year preceding the effective date of such transfer:

a. the governing authority of a charter school, if a charter school; or

b. the superintendent of the RSD, if a direct-run RSD school; and

c. BESE; and

d. the recipient authority.

D. A direct-run RSD school that is deemed a failing school may be eligible for transfer from the jurisdiction of the recovery school district provided it meets all of the following.

1. The school has been under the jurisdiction of the recovery school district for a minimum of five years.

2. The school is labeled as in AUS status as defined by the statewide school and district accountability system during its fifth year, or any subsequent year the school remains within the RSD.

3. The school is not undergoing a charter conversion or phase-out, as defined in Subsection I below.

4. The recipient authority has agreed to accept the school and has developed a proposal for the school's turnaround.

5. BESE has approved the recipient authority's turnaround proposal for the school.

6. The following parties have agreed to such transfer from the RSD:

a. the superintendent of the RSD; and

b. BESE; and

c. the recipient authority.

E. Type 5 Charter Schools. The transfer of a Type 5 charter school from the RSD shall become effective on July 1 of the year following BESE's approval of such transfer.

1. The charter school must negotiate a new charter agreement with the recipient authority to become either a Type 3 or Type 4 charter school. A copy of the signed negotiated charter agreement must be provided to BESE no later than Apri1 1 preceding the effective date of the proposed transfer. The new charter agreement must:

a. be effective on the date of transfer (July 1);

b. be consistent with all state and federal laws governing charter school authorization; and

c. contain academic performance standards and other requirements for extension and renewal that are equal to or greater than Type 5 charter school performance standards as enumerated in BESE Bulletin 126.

2. Transfer to a Type 3 Charter School. If the charter school elects to become a Type 3 charter school, the non-profit charter organization shall apply to the recipient authority to operate the school. The charter contract agreement must conform to all the laws and requirements governing Type 3 charter schools.

3. Transfer to a Type 4 Charter School. If the charter school elects to become a Type 4 charter school, the recipient authority must apply to BESE to operate the charter school, with the approval from the charter operator. The charter contract agreement must conform to all the laws and requirements governing Type 4 charter schools.

F. Direct-Run RSD Schools. A direct-run RSD school may transfer directly to the recipient authority as a direct-run school, or may transfer as a Type 3 or Type 4 charter school.

1. Transfer to a Charter School. A non-failing direct-run RSD school may elect to transfer to the recipient authority as either a Type 3 or a Type 4 charter school. Such transfer to the recipient authority shall be made in the same manner as described in Paragraph E.1 above.

2. Transfer as a Direct-Run School. A direct-run RSD school may elect to become a direct-run school under the recipient authority, in which case the recipient authority shall enter into a memorandum of understanding (MOU) with BESE. The MOU shall be effective for a maximum of three years, and shall provide, at a minimum, the following.

a. Non-Failing Direct-Run RSD Schools

i. Preserve the Existing School Autonomy. The transferring school shall retain its existing level of autonomy over such elements, including but not limited to, its educational program and curricula, its staffing, and its budget decisions.

ii. Continued Performance. The recipient authority shall be required to maintain school performance equal to or greater than that achieved by the RSD. Should the transferring school become AUS during the term of the MOU, the school shall be immediately returned to the jurisdiction of the RSD.

iii. School Budget. The transferring school shall maintain its school-level budget at a level at least equal to that school-level budget it maintained while in the RSD, adjusted for current enrollment, the MFP and/or federal, local and/or other sources of revenue.

iv. Recourse. Violation of the MOU may result in the school being returned to the RSD.

b. Failing Direct-Run RSD Schools

i. Turnaround Plan. The MOU shall identify key benchmarks and milestones demonstrating the turnaround strategy being executed and successfully improving student academic outcomes.

G. The RSD has the responsibility to maintain high educational standards for all direct-run schools and charter schools under its jurisdiction.

H. Type 5 Charter School Accountability. The renewal of a charter agreement for any Type 5 charter school that is labeled AUS in its fifth year of operation shall be governed by provisions found in Bulletin 126. If not renewed, the charter school will either revert to the direct control of the RSD, be closed, or may be transferred to another non-profit charter organization.

I. Direct-Run RSD Schools. Any direct-run RSD school that is labeled AUS in its fifth year of operation within the RSD shall be subject to one of the following.

1. Phase-Out. The school will be closed according to a timeline and its students will be transferred to other high performing schools.

2. Charter Conversion. The school may be converted to the control of a charter school that has a proven ability to implement a school turnaround model and will operate as a Type 5 charter school.

3. Transfer to a Recipient Authority. The school may be transferred to a recipient authority, which has the proven ability to implement a school turnaround plan.

4. Remain within the RSD. The school may remain within the RSD for an additional five-year period. The school performance will be reviewed on an annual basis and, if the school remains in AUS, a charter operator or recipient authority may submit a proposal to BESE for operation of the school.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 37:2596 (September 2011).

Appendix 2.E: Louisiana School Turnaround Frameworks

Louisiana Department of Education: District-level framework for turnaround

Bold change requires commitment at the federal, state, district, and school levels. Districts play a critical role in creating the conditions that allow for dramatic turnaround, restructuring the district to prioritize underperforming schools, and shepherding resources and capacity towards the lowest-performing schools. The following guiding principles emphasize the critical role that local education agencies (LEAs) have in enabling school-level turnaround.

Human Capital Systems

- ***Place highly effective teachers and leaders in turnaround schools***
  - Design a teacher and leader evaluation system and use data to customize support as well as provide appropriate rewards and sanctions.
  - Create HR processes to remove ineffective school leaders and staff and replace with new staff members
  - Adopt best practices from and liaise with partners to build a pool of human capital (e.g., New Leaders for New Schools, The New Teacher Project, etc).
  - Provide incentives, including financial, for teachers and staff to work in turnaround schools, drawing talent from both inside and outside of the district (e.g., creating career ladders for leadership positions, pay incentives for relocation and/or performance, etc.)
  - Further attract top talent by offering favorable conditions and increased autonomy (e.g., allowing principals to build their own teams).
  - Allow turnaround schools to begin recruiting teachers before standard district
  - Support the creation of modified collective bargaining agreements to enable these activities

Autonomy and Accountability

- ***Secure flexible operating conditions for school leadership***
  - Expand operating flexibility (i.e., control over staffing, budgets, curriculum, school time) for school leaders or Lead Partners in exchange for increased accountability
  - Protect turnaround schools from time-consuming processes and policies, including waiving or streamlining district policies (e.g., procurement) and administrative burdens (e.g., compliance reporting requirements)
  - Shield schools from multiple, conflicting state and district improvement plans, processes, and programs
  - Give school leadership sufficient time and political cover to implement necessary reforms

- ***Hold school leaders, partners, and district staff accountable for increases in student achievement***
  - Hold both school leaders and district turnaround staff accountable for increases in student achievement at the school level
  - Sign performance agreements with Lead and Supporting Partners where continued service and/or payment is contingent upon making measurable gains in student achievement
  - Set clear benchmarks and measures of success, including both leading and lagging indicators

Targeted Resources

- ***Increase access to resources and services for turnaround schools***
  - Provide turnaround schools with higher levels of resources (e.g., reduced class sizes, targeted discretionary funding, higher levels of district and state support)

- Use additional resources to build capacity and drive performance gains that can be sustained over time (rather than focus on incremental or one-off programs and services)
- Increase the responsiveness of the district to meet the needs of turnaround schools, for instance, prioritizing turnaround schools for operations requests

- ***Establish clear ownership for turnaround schools at the district central office***
  - Create a process to assess performance and identify schools for turnaround
  - Reorganize the district to ensure that turnaround schools have dedicated staff that provide a single point of contact for turnaround schools (e.g., building a District Turnaround Office, assigning case managers to each school)
  - Endow turnaround staff with significant formal and informal authority to drive change in turnaround schools, including authority from other district offices
  - Streamline district and state supports to turnaround schools by funneling through dedicated turnaround staff

- ***Provide a targeted set of services to schools***
  - Work with critical stakeholders to develop a single, comprehensive strategy for each turnaround school and then monitor and support the execution of that strategy
  - Provide turnaround-specific technical assistance, including around intervention models, strategies, and options
  - Build a pool of strong Lead and Supporting Partners by creating a partner-friendly context and proactively recruiting and vetting top partners
  - Help match effective partners to turnaround schools and develop Memoranda of Understandings (MOUs) to govern terms of the partnership
  - Collect, analyze, and disseminate school-level performance data on a continuous basis; use data to inform appropriate interventions, supports, and rewards
  - Offer ongoing and embedded professional development opportunities, mentoring, and leadership coaching to school staff

System-wide strategy

- ***Manage impact of turnaround schools on overall district ecosystem***
  - Design a thoughtful portfolio of turnaround schools, ensuring that the distribution meets district-wide student needs and district management capacity
  - Pursue non-turnaround options as part of the portfolio strategy, including charter schools and school closure
  - Evaluate intervention strategies in low-performing schools and build systems to collect and share promising practices across all schools
  - Cluster underperforming schools (identified by need, rather than geographic location) to allow for benefits of scale and collaboration
  - Understand how feeder patterns affect turnaround schools and coordinate support
  - Work with other district staff to understand and alleviate impact of resource redistribution to turnaround schools

- ***Communicate the necessity and importance of turnaround to all stakeholders***
  - Reframe school improvement as a necessary and important course of action rather than a punitive framework
  - Develop a robust, district-wide communication strategy to inform parents and community members of the dramatic school improvement efforts affecting students and staff within the district

Louisiana Department of Education: School-level framework for turnaround

The following framework outlines the critical strategies expected in school turnaround efforts in Louisiana. Note that while this is a school-level framework, many of these changes cannot be implemented without changes to district-level policies.

	Highly effective human capital strategies	Autonomy for school leaders	Highly effective turnaround leader	Proven instructional strategies	Job-embedded professional development
Description	*Make significant changes to the individuals in the building to ensure that school leadership and staff are both highly effective and*	*Offer maximum autonomy to school leaders over the core elements of the school (people, time, money, and program) and alleviate*	*Hire a leader who demonstrates school turnaround leader competencies with a proven record of turning around schools*	*Ensure that the school has a coherent, research-based instructional strategy that is deployed effectively in all classrooms; and*	*Increase the efficacy of teachers through high-quality, job- embedded professional development*
Critical strategies	• Place an effective school leader, or leadership team, with a proven record of turning around schools • Replace ineffective instructional staff • Recruit, place and retain highly effective instructional staff o Offer stipend to work in turnaround schools/ participate in extended time o Reward high performance • Modify the school organizational structure to support turnaround goals • Employ a fair and rigorous teacher evaluation system that takes student outcomes into account • Pursue modified	• Increase autonomy: o Control over financial resources (e.g. per pupil funding, share of central office budget, fed grants) o Choice of staff for their building o Ability to choose school design, schedule, and calendar o Control over selection and management of Supporting Partners • Clear away bureaucratic barriers to allow leaders to focus on instruction: o Implement streamlined procurement processes o Waive certain district and state programs	• Turnaround leader must demonstrate the ability to: o Develop and communicate a vision and strategic plan that stresses the need for urgent and dramatic change o Set and drive challenging goals that aim for a high standard of performance despite barriers o Establish a culture of high expectations among adults and students o Build strategic coalitions and implement shared decision making o Use data to drive decisions and measure/monitor the	• Extend and transform school calendar and/or school schedule to maximize instructional time • Adopt and communicate an instructional framework and curriculum that is: o Based in research o Rigorous o Aligned to state standards • Employ Response to Intervention in literacy/math • Differentiate instruction based on student needs, (e.g. serve ELL, SPED, overage/under credited populations) • Continually employ quantitative and qualitative data in a structured manner to	• Increase the amount and effectiveness of job-embedded, data-driven professional development for teachers • Explicitly tie all professional development efforts to school goals, primarily to increases in student achievement • Facilitate a professional culture by increasing common planning time and building a learning community • Use student performance data to understand teacher weaknesses and provide customized support • Extend and transform school calendar and/or school schedule to maximize professional

Culture of change: In addition to the five elements above, schools in turnaround must also fundamentally change the culture and climate to one that is focused on academic rigor, behavioral accountability, and high expectations for all students.

Appendix 3.A:Teacher and Leader Standards

Louisiana Teacher Competencies and Performance Standards

COMPETENCY

PERFORMANCE STANDARD

PLANNING
Planning Standard 1: *The teacher aligns unit and lesson plans with the established curriculum to meet annual achievement goals.*
Planning Standard 2: *The teacher designs lesson plans that are appropriately sequenced with content, activities, and resources that align with the lesson objective and support individual student needs.*
Planning Standard 3: *The teacher selects or designs rigorous and valid summative and formative assessments to analyze student results and guide instructional decisions.*
INSTRUCTION
Instruction Standard 1: *The teacher presents accurate and developmentally-appropriate content linked to real-life examples, prior knowledge, and other disciplines.*
Instruction Standard 2: *The teacher uses a variety of effective instructional strategies, questioning techniques, and academic feedback that lead to mastery of learning objectives and develop students' thinking and problem-solving skills.*
Instruction Standard 3: *The teacher delivers lessons that are appropriately structured and paced and includes learning activities that meet the needs of all students and lead to student mastery of objectives*
ENVIRONMENT
Environment Standard 1: *The teacher implements routines, procedures, and structures that promote learning and individual responsibility.*
Environment Standard 2: *The teacher creates a physical, intellectual, and emotional environment that promotes high academic expectations and stimulates positive, inclusive, and respectful interactions.*
Environment Standard 3: *The teacher creates opportunities for students, families, and others to support accomplishment of learning goals.*
PROFESSIONALISM
Professionalism Standard 1: *The teacher engages in self-reflection and growth opportunities to support high levels of learning for all students.*
Professionalism Standard 2: *The teacher collaborates and communicates effectively with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.*

Louisiana Leader Competencies and Performance Standards

COMPETENCY

PERFORMANCE STANDARD

ETHICS AND INTEGRITY
Ethics And Integrity Standard 1: *The leader demonstrates compliance with all legal and ethical requirements.*
Ethics and Integrity Standard 2: *The leader publicly articulates a personal educational philosophy or set of beliefs to coworkers.*
Ethics and Integrity Standard 3: *The leader creates a culture of trust by interacting in an honest and respectful manner with all stakeholders.*
Ethics and Integrity Standard 4: *The leader models respect for diversity.*
INSTRUCTIONAL LEADERSHIP
Instructional Leadership Standard 1: *The leader establishes goals and instructional and leadership expectations.*
Instructional Leadership Standard 2: *The leader plans, coordinates, and evaluates teaching and the curriculum.*
Instructional Leadership Standard 3: *The leader promotes and participates in teacher learning and development.*
Instructional Leadership Standard 4: *The leader creates a school environment that develops and nurtures teacher collaboration.*
STRATEGIC THINKING
Strategic Thinking Standard 1: *The leader engages stakeholders in determining and implementing a shared vision, mission, and goals that are focused on improved student learning; are specific, measurable, achievable, relevant, and timely (SMART); and that anchor plans for school improvement.*
Strategic Thinking Standard 2: *The leader formulates and implements a school improvement plan to increase student achievement that is aligned with the school's vision, mission and goals; is based upon data; and incorporates research-based strategies and action and monitoring steps.*
Strategic Thinking Standard 3: *The leader analyzes data from student results and adult implementation indicators to monitor the impact of the school-wide strategies on student learning.*
RESOURCE MANAGEMENT
Resource Management Standard 1: *The leader manages time, procedures, and policies to maximize instructional time as well as time for professional development opportunities that are aligned with the school's goals.*
Resource Management Standard 2: *The leader allocates financial resources to ensure successful teaching and learning.*
Resource Management Standard 3: *The leader creates a safe, healthy environment to ensure effective teaching and learning.*
EDUCATIONAL ADVOCACY
Educational Advocacy Standard 1: *The leader provides opportunities for multiple stakeholder perspectives to be voiced for the purpose of strengthening school programs and services.*
Educational Advocacy Standard 2: *The leader stays informed about research findings, emerging trends, and initiatives in education in order to improve leadership practices.*
Educational Advocacy Standard 3: *The leader acts to influence national, state, and district and school policies, practices, and decisions that impact student learning.*

Appendix 3.B: Primary and Secondary Evidence

Teacher Performance Standards and Documentation Log:

Competency	Standard	Evidenced From
Planning	Planning Standard 1	Documentation and Observation
	Planning Standard 2	Documentation and Observation
	Planning Standard 3	Documentation and Observation
Instruction	Instruction Standard 1	Documentation and Observation
	Instruction Standard 2	Documentation and Observation
	Instruction Standard 3	Documentation and Observation
Environment	Environment Standard 1	Observation
	Environment Standard 2	Observation
	Environment Standard 3	Observation
Professionalism	Professionalism Standard 1	Documentation
	Professionalism Standard 2	Documentation

Standards	Examples of Documentation	Documentation Included
Instruction Standard 1: *The teacher presents accurate and developmentally-appropriate content linked to real-life examples, prior knowledge, and other disciplines.*	• Samples of handouts/presentation visuals • Samples of student learning history or profile • Examples and alternative examples used for explanations of learning content	
Instruction Standard 2: *The teacher uses a variety of effective instructional strategies, questioning techniques, and academic feedback that lead to mastery of learning objectives and develop students' thinking and problem-solving skills.*	• Samples of handouts/presentation visuals • Technology samples on disk • Video of teacher using various instructional strategies • Sample discussions on instructional methods (.e.g., descriptions of the duration of the instructional methods and how they will be used to achieve the learning objectives) • Activities pictures	
Instruction Standard 3: *The teacher delivers lessons that are appropriately structured and paced and includes learning activities that meet the needs of all students and lead to student mastery of objectives.*	• Summary of consultation with appropriate staff members regarding special needs of individual students • Samples of extension or remediation activities • Video or annotated photographs of class working on differentiated activities • Video of teacher instructing various groups at different levels of challenge	
Environment Standard 1: *The teacher implements routines, procedures, and structures that promote learning and individual responsibility.*	• List of classroom rules with a brief explanation of the procedures used to develop and reinforce them • Diagram of the classroom with identifying comments • Schedule of daily classroom routines • Explanation of behavior management philosophy and procedures	N/A

Standards	Examples of Documentation	Documentation Included
Environment Standard 2: *The teacher creates a physical, intellectual, and emotional environment that promotes high academic expectations and stimulates positive, inclusive, and respectful interactions.*	• Samples of materials used to challenge students • Samples of materials used to encourage creative and critical thinking • Video of lesson with students problem-solving challenging problems	N/A
Environment Standard 3: *The teacher creates opportunities for students, families, and others to support accomplishment of learning goals.*	• Sample analysis on student learning progress • Sample correspondences to parents/guardians that communicate student learning • Sample student self-evaluation on their achievement of learning goals	N/A
Professionalism Standard 1: *The teacher engages in self-reflection and growth opportunities to support high levels of learning for all students.*	• Documentation of presentations given • Certificates or other documentation from professional development activities completed (e.g., workshops, conferences, official transcripts from courses, etc.) • Thank you letter for serving as a mentor, cooperating teacher, school leader, volunteer, etc. • Reflection on personal goals • Journals	
Professionalism Standard 2: *The teacher collaborates and communicates effectively with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.*	• Samples of communication with students explaining expectations • Parent communication log • Sample of email concerning student progress • Sample of introductory letter to parents/guardians • Sample of communication with peers • Descriptions of projects collaborated with others	

Appendix 3.C: NTGS Rubric

Element 1

Level

Descriptor

HANDOUT 2

NTGS RUBRIC

SLT QUALITY	HIGHLY EFFECTIVE (5)	ACCOMPLISHED (4)	EFFECTIVE (3)	EMERGING (2)	INEFFECTIVE (1)
INITIAL STUDENT ASSESSMENT Criteria	-baseline data which uses multiple measures -data is tied to core competency skills that supports student current level of performance as related to the SLT targets	-multiple or well founded data that supports student current level of performance as related to the SLT targets	-sufficient baseline data to support the current level of performance of the students as related to the SLT targets	- limited or weak baseline data presented to support the current performance of the students as related to the SLT targets	-no baseline data presented to support current performance of students as related to the SLT targets
INDICATOR(s) of SUCCESS	-includes multiple measures one of which is a common assessment or body of student work that displays student progress that connects to core competency skills and alignment to baseline data or initial assessment	-includes multiple measures one of which is a common assessment or body of student work that displays student progress and alignment to baseline data or initial assessment	-multiple measures aligned to baseline data or initial assessment	-single measure or multiple measures with weak alignment to baseline data or initial assessment	-no evidence to support student learning as measured in the baseline data or initial assessment -little evidence to support student learning as measured in the baseline data or initial assessment
ALIGNMENT TO CURRENT STANDARDS/ GLEs Element 2	-learning target is established to exceed GLE, local, state, national or professional standards in 2 or more objectives (which ever apply and are most rigorous) -SLT is established to include district expectations for subject/content area where applicable -SLT includes national or professional standards above and beyond established state standards where available -SLT is linked to core competency skills	-learning target is established to exceed GLE, local, state, national or professional standards in 1 or more objectives (which ever apply and are most rigorous)	-learning target is established to meet GLE, local, state, national or professional standards	-learning target is established at a level that is below GLE, local, state, national or professional standards in 1 or more objectives (which ever apply and is least rigorous)	-learning target is established at a level that is below GLE, local, state, national or professional standards in 3 or more objectives (which ever apply and is least rigorous)
GOAL ATTAINMENT	-the students exceed the level of performance established in the student learning targets that is set based on student progress by 20% or more of the target	-the students exceed the level of performance established in the student learning targets that is set based on student progress by 10% or more of the target	-students are within the range of 10% below to 10% above the level of performance established in the student learning target that is set based on student progress from baseline	-the students perform below the level of performance established in the student learning targets that is set based on student progress by 10% or more of the target	-the students perform below the level of performance established in the student learning targets that is set based on student progress by 20% or more of the target

Appendix 3.D: CVR

CVR Teacher Score Report

View By Teacher | View All Teachers

Student Teacher Achievement Result (STAR) Report
Summary Sheet

School Year: 2010-2011
School District:
School:
Teacher:

-Overall Value Added Composite Score-

Overall Composite Score	Percentile	Scale Score Rating
n/a	41	0.0

What is the Student Teacher Achiev (STAR) Report?
The report describes the extent to which specific teacher achieved the level of ed on standardized tests that would be exp prior achievement. Teachers were comp statewide who taught in the same conte

Overall Value-Added Composite Score: T appropriate students in all core content c that a teacher has.

Achievement Result: The score reflects, difference between students' actual ach would be expected based on the studen and demographic characteristics. An ave have a result of zero, indicating that stud would be expected. A positive number re influence on a student's achievement, w number represents a negative influence

"Overall Composite Score"= N/A for all teachers

"Percentile" = ranking compared to all teachers statewide

"Scale Score Rating" = 5.0-1.0; standards set by BESE

Sample Teacher Results Report-Multiple Content Areas

Percentile comparison is content-specific

View By Teacher | View All Teachers

Student Teacher Achievement Result ISTAR) Report
Summary Sheet

School Year: 2010-2011 Vi
School District:
School:
Teacher:

! -overall Achievement Results-

Content	tuden Teacher Ach evement Result (STAR)	Percentil e
Eftsh.	.0	22
M.atlr:m;.;tic-s	-2.0	44
Re3din,g	-7.0	15
Sc	B.O	ae
Soc&a.l StudE.,;	-4.0	:!6

Print Teacher

Print All Teachers

What is the Student Teacher Achievement Re
(STAR) Report?
The report describes the extent to which students t
specific teacher achieved the level of educational P"
on standardized tests that would be expected base
prior achievement. Teachers were compared to oth·
statewide who taught in the same content area.

Overall Value-Added Composite Score: The compila
appropriate students in all core content classes, grs
that a teacher has.

Achievement Result: The score reflects, on averagE
difference between students' actualachievement a
would be expected based on the students' prior act
and demographic characteristics. An average teac
have a result of zero, indicating that students achie·
would be expected. A positive number represents
influence on a studenfs achievement, whereas a n·
number represents a negative influence on a studer
performance.

Percentile: The percent of teachers in the State whc
Achievement Result (AR) falls below your result. Fe
a percentile of 65% represents an AR that is higher
of other teachers.

In the Drop Down Box you may also select to see Y·

Breakdown of Achievement Groups

Student List | Verified Data | Teacher Results Report

View By Teacher | View All Teachers

Student Teacher Achievement Result (STAR) Report
Summary Sheet

School Year: 2010-2011
School District:
School:
Teacher:

Mathematics-Achievement Groups

Content	Student Teacher Achievement Result (STAR)	Percentile
Average	-8.0	17
High	6.0	81
Low	11.0	91

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Achievement Groups calculated statewide based upon prior year's test results.

Students with and without disabilities

Student List | Verified Data | Teacher Results Report

View By Teacher | View All Teachers

Student Teacher Achievement Result (STAR) Report
Summary Sheet

School Year: 2010-2011
School District:
School:
Teacher:

Social Studies-Students with Disabilities

Content	Student Teacher Achievement Result (STAR)	Percentile
With Disabilities	-3.0	29
Without Disabilities	1.0	57

Must have at least 5 students who qualify for analysis to get drill-down

Limited English Proficiency and Non-LEP

Student List | Verified Data | Teacher Results Report

View By Teacher | View All Teachers

Student Teacher Achievement Result (STAR) Report
Summary Sheet

School Year: 2010-2011
School District:
School:
Teacher:

English-English Proficiency

Content	Student Teacher Achievement Result (STAR)	Percentile
LEP	0.0	46
Non LEP	6.0	79

Must have at least 5 students who qualify for analysis to get drill-down

Free Lunch Status and Paid Lunch Status

Student List | Verified Data | Teacher Results Report

View By Teacher | View All Teachers

Student Teacher Achievement Result (STAR) Report
Summary Sheet

School Year: 2010-2011
School District:
School:
Teacher:

Mathematics-Free/Paid Lunch Status

Content	Student Teacher Achievement Result (STAR)	Percentile
Free Lunch	5.0	74
Paid Lunch	0.0	52

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speci
on st
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Must have at least 5 students who qualify for analysis to get drill-down

Class List | Student List | Verified Data | Teacher Results Report | Course Data | Source Data | Results Da

View By Teacher | View All Teachers

Teacher-Student Achievement Results Report

Summary Sheet

School Year: 2010-2011

School District:

School:

What is the Studer (STAR) Report?

The report describes specific teacher ach on standardized test prior achievement. T statewide who taugl

Achv Result(Achiev

-Summary Report - Overall Achievement Results

TeacherName	English Achv Result	English %	Reading Achv Result	Reading %	Mathematics Achv Result	Mathematics %	Science Achv Result	Science %	Social Studies Achv Result	Social Studies %
	-	-	-	-	+3.0	65 %	-	-	-	-
	-	-	-	-	+0.0	59 %	-	-	-	-
	-	-	-	-	-	-	-	-	-2.0	41 %
	-	-	-	-	-	-	+0.0	52 %	-4.0	34 %
	-	-	-	-	+4.0	78 %	-	-	-	-
	+8.0	85 %	-	-	-	-	-	-	-	-

1 2 3 4

Can sort categories by clicking on the headers; can be in ascending or descending order.

Appendix 3.E: Report on Louisiana's Value-Added Model

The Status of the Development of the Value Added Assessment Model as specified in Act 54

A report to the
Senate Education Committee
and the
House Education Committee
of the
Louisiana Legislature

February 25, 2011

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Executive Summary

Four developmental processes were deployed in support of the implementation of the value added model required under Act 54. A statewide advisory panel was formed that includes diverse representation from across the State including legislators with the majority of the members being practicing teachers. This panel's review and advising role is ongoing. The second major process was the development, testing, and deployment of a secure web portal through which teachers and educational leaders are able to verify the accuracy of class rosters before they contribute to value added analysis and through which they can access the results. The third major process was the field testing of the process for providing value added results to teachers. This occurred in 19 volunteer districts to which professional development was provided to teachers and leaders. Educators in these districts were provided with professional development and materials to prepare them to interpret their scores. They were also provided with access to their scores for 2009-2010. Follow-up activities with these districts are underway.

The fourth major developmental activity has been the analytic work to prepare the results that are shared with the teachers. This work has examined the impact of a number of model design choices that are, have been, or will be reviewed by the State advisory panel. This report provides detailed information regarding the calculation method and highlights key findings. The authors have interpreted the data presented here, combined with additional data to suggest the inclusion of some factors beyond prior achievement. Disability diagnosis is advised, as is the inclusion of classroom composition variables.

Notable among the findings is the result that there is a group of teachers who were consistently in either the lowest performing or the highest performing group of teachers across years. Consistent cross year results, when they are evident for a teacher, appear to provide a basis for engaging in substantive work to improve outcomes for the students of the lowest performing teachers and efforts to retain the highest performing teachers. An encouraging finding is that cross year consistency is improving as the data quality is enhanced.

Processes Supporting Development of the Value Added Model

Four processes were deployed in support of the development of the value added model. First, pursuant to Act 54, the Superintendent of Education convened the Advisory Committee for Educator Evaluation (ACEE). That group has met and continues to meet on an ongoing basis to receive information about the provisions of Act 54, potential implementation strategies, the implications of those strategies, and develop recommendations to BESE regarding the implementation of Act 54. ACEE has met twice, with upcoming meetings scheduled for February and March 2011. This review and advisory committee includes diverse representation from across the State including legislators with the majority of the committee is made up of practicing teachers.

Second, the Louisiana Department of Education has developed and deployed the Curriculum Verification and Reporting Portal (CVR). The CVR provides a secure online site where teachers can verify the accuracy of their student rosters and class schedules before these data are used to contribute to their value added assessment. The CVR was developed to address two key concerns. The first key concern is that observation by a number of scholars that data quality has remained a critical barrier to accurately estimating teacher contributions to student progress and the consistency of that contribution. The second key concern is the need to create as much transparency as possible into the process for deriving value added scores. With the deployment of the CVR, teachers have the opportunity to know exactly which students are contributing to their results and correct data errors. The CVR also allows teachers, principals, and district superintendents can access the value added results. Generally, the CVR portal is simple enough and follows common web convention to the extent that it would be expected that most teachers would be able to use the portal without formal instruction. Live online training is provided for using the CVR's features for educators who would like it. Technical support is provided for both data review and during the statewide roster verification period.

The third process supporting the value added component of Act 54 has been the field testing of the educator professional development materials, CVR, and results with 19 volunteer school districts and two charter schools. This professional development included meeting with district superintendents, principals, and teacher leaders from participating schools and districts. During the professional development educators were provided a briefing on value added in a small group format that included the opportunity for discussion and questions. They were provided with training materials for redelivery of the session in their home schools including a PowerPoint® presentation, a video, and printed materials. In addition they were provided with follow up resources for questions that arose that they could not answer. Depending on the size of the district, from 1 to 24 professional development sessions were held.

The participating schools' value added results were uploaded approximately 2 to 3 weeks following the initial training to permit remaining teachers to receive the information prior to having their scores. Follow-up meetings have been held with a number of schools and districts to discuss results, concerns, and data. The LDOE team will conduct additional focus groups with an additional portion of the participating schools. The table below provides the district names and the number of schools within that district that participated in the field test.

Table 1. Districts Participating in the Field Test

School District/Organization	Schools
Ascension	27
Baker	3
DeSoto	10
East Baton Rouge	10
East Feliciana	8
Iberville	8
Jefferson	89
Lafourche	24
Monroe City	22
Recovery	22
Richland	10
Sabine	13
St. Helena	2
St. James	9
St. John	12
St. Martin	13
Terrebonne	33
West Baton Rouge	7
West Feliciana	4
La Assoc. of Charter Schools	2
Total	328

The fourth process supporting deployment of the value added assessment is the analytic work that has been used to derive the results provided to the teachers. The analytic work was conducted by LDOE staff led by two PhD level researchers with extensive experience with value added models and their application to data in Louisiana. The balance of this document describes the analytic process and some of its key outcomes.

I. Technical Process and Findings

1. Introduction

This technical brief summarizes the pilot examination of student-teacher achievement outcomes for the 2009-2010 school year that were shared with teachers in 328 field test schools during the 2010-2011 school year. Outcomes were assessed via a value added model. The assessment used regression of student data (achievement, demographics, and attendance) to estimate typical student achievement for students with the same background characteristics and then compare typical outcomes to actual outcomes.

In the context of this report, *value added analysis* (VAA) describes the use of demographic, discipline, attendance, and prior achievement history to estimate typical outcomes for students in a specific content domain (e.g., Mathematics) based on a longitudinal data set derived from all students who took state mandated tests in grades 3 through 9 in Louisiana. The assessment uses a relatively complex model that includes the grouping of students within classrooms.

The current model, where feasible, was developed to address concerns raised by researchers and policy makers regarding variable selection/inclusion and data quality as they emerge in the application of value added models. This included the use of a model process that permitted the inclusion of all students with prior achievement data (described below). Due to low levels of test non-participation in Louisiana this results in a substantially more complete database than is commonly available. The predictor variables were expanded to include non-test variables such as attendance, disability diagnosis, and discipline history. The predictor variables were also expanded to include class composition variables to attend to peer influences on achievement. The CVR was deployed to assure the accuracy of teacher rosters; generally, the data quality in Louisiana has the advantage of having been continuously improved over the last decade due to high-stakes accountability.

2. Database Merging Process

Data were drawn from the standardized test files (*i*LEAP and *LEAP-21*) for spring 2007, 2008, 2009, and 2010; the Louisiana Educational Accountability Data System (LEADS) linking students to teachers; and supplemental student databases. Data analyses for 2007-2008 and 2008-2009 were also conducted to supplement the current year work and provide a point of comparison. The testing and supplemental databases provided data regarding attendance, enrollment, disability diagnosis, limited English proficiency, free lunch status, reduced price lunch, Section 504 status, disciplinary infractions, and demographic variables (e.g., race and gender). Data regarding teachers were drawn from the certification database, teacher attendance, and teacher demographic databases. A multistage process was used to create longitudinal

records for students describing achievement, attendance, and demographic factors across years. The student and teacher databases were then linked through LEADS.

Initially, duplicate records and multiple partially complete records that described the same student within separate databases were resolved. Following this work, data files were merged in a series of steps and a further round of duplication resolution was undertaken. Students' data were linked across years based upon unique matches on the student identification number system that was developed previously by the Strategic Research and Analysis (SRAA) unit at the Louisiana Department of Education. Details of this process are available from SRAA. Table 2 presents the number of records available in each content area.

Table 2. Students and Teachers Available Overall and in Each Content Area

	Overall	**English-Language Arts**	**Reading**	**Mathematics**	**Science**	**Social Studies**
Students	257,252	249,588	173,816	249,382	210,429	207,638
Teachers	15,691	7,939	6,216	7,013	5,299	5,724

Several important decision points are noteworthy. Initial records were limited to students who completed one assessment in grades 4-9 to permit the availability of one year prior achievement data. The testing program begins in the 3rd grade, so 4th graders would have their matched 3rd grade achievement data as predictors of 4th grade achievement. In order to be included in the analyses, a student was required to be enrolled in the same school from September 15, 2008 to March 15, 2009. These dates were set by the field test team. Prior to Act 54 reaching full implementation, the Board of Elementary and Secondary Education (BESE) will have to set the required dates of enrollment for a student to be included. Because the student-teacher-course nexus data are collected only once per year, once a student changes schools within that time period, it is not possible to ascribe achievement measured at the end of that period to a particular teacher. The records available for analysis were attenuated for reading by the reality that few students have an identifiable reading teacher after the 6th grade. The students available for assessment in science and social studies were attenuated because the 9th grade assessment does not include these subjects. Finally, in order to be included in the analyses, the students' attendance and achievement records had to be matched to the LEADS curriculum data to identify which courses the students took and who taught those courses. Additionally, the attendance and course databases were used to confirm that the student was enrolled in the same site.

Course codes were collapsed into groups that were associated with specific test areas (ELA, reading, mathematics, science, social studies). Courses that do not fit these specific test areas, such as band, are dropped from the database.

It is important to note that the first full statewide deployment of the CVR occurred in spring 2010. The comparative analyses between years described below are based on unverified rosters for 2007-2008 and 2008-2009. It is the authors' hypothesis that when two years of verified rosters are available, the relationship between consecutive years may be strengthened as error variance associated with inaccurate student-teacher links is removed.

Additional work was conducted to complete the datasets. Student achievement scores were re-standardized to mean of 300 and standard deviation of 50 across grade and promotional paths. These values were selected because they closely approximate the typical mean and standard deviation of Louisiana's assessments across grades and years. When re-standardizing, the content scaled score was used. Promotional paths refer to how many consecutive years a student had been promoted and have predictor data (i.e., Path 3 means the student was promoted 3 consecutive years; Path 2 means the student was promoted 2 consecutive years, and so on). See Figure 1 for a graphical display of promotional paths. Table 3 describes the number of students in each path for each content area. This process of standardization using paths was adopted for three reasons. First, it allowed retention of all student records with at least two consecutive years of testing. Second, the approach takes students' promotion histories into account. Third, it addressed a phenomenon that emerged in the data in which teachers in specific grade levels appeared to be systematically more or less effective than teachers in neighboring grades and the phenomenon appeared to be attributable to the pattern of promotions and retention being grade specific. For example, there is a higher rate of retention in 4th grade than any other grade level in the assessed span due to high stakes testing in 4th grade. Additionally, re-standardization was also required by the social context of test administration. For example, 8th grade is a high-stakes examination year in which promotion to high school is dependent on test performance. There is a consistent (across students and years) positive shift in performance in the 8th grade compared to all neighboring grades. Failure to attend to this phenomenon would result in teachers in the 7th and 9th grades being consistently found to be substantially less effective than teachers in the 8th grade as a result of the social consequences of the test.

Figure 1. Diagram of promotional paths

Table 3. Number of Students in Each Promotional Path by Content Area

	English-Language Arts	**Reading**	**Mathematics**	**Science**	**Social Studies**
Path 3	125,967	72,247	125,918	97,392	96,460
Path 2	47,980	40,544	48,045	45,679	45,472
Path 1	63,436	55,703	63,276	59,604	59,300
Retention Path	12,205	9,106	12,143	10,431	10,343

Indicator variables were created to identify student characteristics as well. Indicator codes identify student characteristics using 0s and 1s. If a student has a 1 for an indicator variable it means the student has this characteristic. Indicator codes were used to identify students who were identified as members of the following special education disability groups: emotionally disturbed, specific learning disabled, mildly mentally disabled, speech/language disabled, other health impaired, or other special education disability. Additionally, indicator codes were used for limited English proficiency, Section 504 status, gender, receive free lunch, receive reduced lunch, and ethnicity classification (each ethnic category received its own indicator code).

The final data structure contained a number of variables used to estimate typical student achievement outcomes and links students to teachers based on the course. Table 4 displays the variables used in analyses that were included in the databases.

Table 4. Student Level Variables Retained in the Field Test Model
(pre ACEE recommendation and BESE policy)

Variable
Emotionally Disturbed
Speech and Language Disability
Mild Mental Retardation
Specific Learning Disability
Other Health Impaired
Special Education - Other
Gifted
Section 504
Free Lunch
Reduced Price Lunch
Limited English Proficiency
Student Absences
Suspensions (prior year)
Expulsions (prior year)
Prior Mathematics Test (1-3 years based on path)
Prior Reading Test (1-3 years based on path)
Prior Science Test (1-3 years based on path)
Prior Social Studies Test (1-3 years based on path)
Prior English-Language Arts Test (1-3 years based on path)
Squares and Cubes of All Prior Achievement Predictors

3. Value Added Analysis

Once the databases were constructed, the assessment of student-teacher achievement outcomes was calculated as follows. Students who had multiple teachers in a content area were retained in the dataset for their promotional path for each teacher, but were weighted in proportion to the number of teachers they had in that subject. So for example, if a student had two mathematics teachers, the student would have a 0.5 weight in contributing to each teacher's assessment result. Analyses for each content area were conducted separately. The analysis was conducted in three steps. The first two steps were implemented separately for each promotion path and the final step brought all of the data together to obtain student-teacher achievement outcomes.

Step 1. In the first step, data within each path were analyzed using a regression model with classroom centering to obtain the regression coefficients for each predictor. One of the challenges associated with deriving predictor coefficients is accounting for the possibility that the predictors are correlated with teacher efficacy. For example, it is possible that economically disadvantaged students systematically receive less well prepared or less effective teachers. In order to provide a statistical control for this possibility, this stage of the analysis was conducted with classroom centering to obtain the coefficients. This is functionally equivalent to entering teacher fixed effects. As a result the coefficients that were obtained for the predictors would be uncorrelated with (be orthogonal to) teacher effects. Separate intercepts were derived for each grade level.

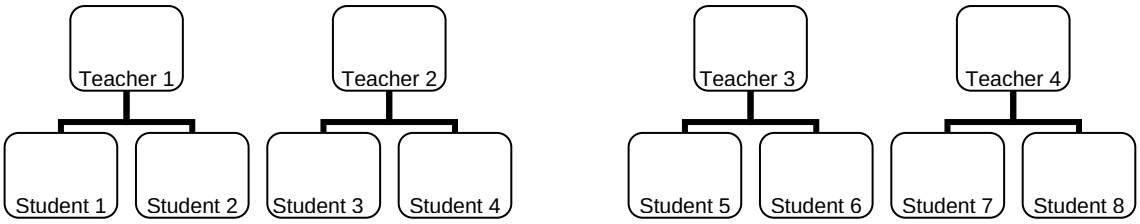
The possibility of crossing grade by path to obtain unique path by path coefficients was examined and did not appear to be viable due to the small number of students with some of the low incidence predictors in some of the very low population paths. In some atypical paths (e.g., 7th grade students with only one year of predictor data) there might be only 0, 1, or 2 students with a specific disability opening up the possibility to severely distorted and unstable coefficients.

Step 2. The next step in the analysis used the coefficients within each path to derive the difference between each student's expected achievement and the actual measured achievement. This was accomplished arithmetically by multiplying the student's predictor scores by the coefficients derived in Step 1 and summing to achieve the expected/typical student achievement score. This score was then subtracted from the actual achievement score to obtain the deviation score. If actual achievement for a student was higher than typical achievement for a student with that history (e.g., actual: 325; typical: 300) then the result would be positive (e.g., residual: 25). In contrast, if the actual score was less than the expected score the residual would be negative.

Step 3. The final step in the assessment was to apply Bayesian shrinkage to the result. This step is commonly used in value added analyses to reduce the impact of extreme variability across students in some teachers' classes and to account for the fact that some teachers' results are based on a relatively small number of students. To complete this step the residual data were fit as the outcome with the nesting structure illustrated in Figure 2 below.

Class composition variables were included in the HLM analysis based on the concern that peer-to-peer effects within classes had not been captured. Additionally, prior pilot data had demonstrated that models that did not include class composition effects would identify teachers whose assignments included a heavy proportion of students with disabilities as less effective than those who taught few students with disabilities. Based on prior pilot work, class composition effects were modeled at Level 2 (teacher) by the class mean prior achievement in the content area (standard deviation units), mean prior disciplinary actions, proportion of students receiving free lunch, and proportion of students diagnosed with a special education disability. Each teacher's shrunken Bayes intercept was extracted and became the student-teacher achievement outcome that was then reported back to that teacher via the CVR.

Figure 2. Two Level Model Nesting Structure of Students within Classrooms



4. Selected Results

Stability of Teacher Results across Years in Mathematics and English Language Arts

In order to examine the degree of stability of teacher outcomes across years, two sets of analyses were conducted. These analyses were conducted with the full set of data across 2007-2008, 2008-2009, and 2009-2010. It is worth noting that only a very small portion of these rosters were verified and as a result the results reported herein represent a lower bound estimate. It is anticipated that a full set of verified rosters may produce more stable results.

The first analysis examined the stability of teacher ranks across years. Within each year, teachers were ranked as having results that fell in the top or bottom 10% of teachers, top or bottom 11% to 20%, and middle 21%-80%. The data were examined for the stability of these rankings across years. The degree of stability is illustrated in Table 5 and Table 6 below.

Table 5. Stability of Teacher Ranking in Mathematics across 2008-2009 to 2009-2010

	2009-2010 Rank				
2008-2009 Rank	*Bottom 1% - 10%*	*Bottom 11% - 20%*	*Middle 21% - 80%*	*Top 81% - 90%*	*Top 91% - 99%*
Bottom 1% - 10%	26.8% (135)	18.5% (93)	46.2% (233)	4.4% (22)	4.2% (21)
Bottom 11% - 20%	14.8% (71)	15.6% (75)	62.1% (298)	5.4% (26)	2.1% (10)
Middle 21% - 80%	10.0% (508)	9.9% (504)	64.0% (3,258)	9.3% (475)	6.8% (348)
Top 81% - 90%	2.9% (14)	4.6% (22)	54.0% (259)	22.1% (106)	16.5% (79)
Top 91% - 99%	1.8% (8)	1.5% (7)	35.1% (160)	15.8% (72)	45.8% (209)

Table 6. Stability of Teacher Ranking in English Language Arts across 2008-2009 to 2009-2010

	2009-2010 Rank				
2008-2009 Rank	*Bottom 1% - 10%*	*Bottom 11% - 20%*	*Middle 21% - 80%*	*Top 81% - 90%*	*Top 91% - 99%*
Bottom 1% - 10%	22.3% (126)	17.5% (99)	52.7% (298)	4.9% (28)	2.7% (15)
Bottom 11% - 20%	17.1% (92)	15.2% (82)	59.7% (321)	5.0% (27)	3.0% (16)
Middle 21% - 80%	9.9% (575)	9.8% (566)	63.2% (3,656)	9.5% (551)	7.6% (437)
Top 81% - 90%	3.2% (17)	6.1% (33)	55.4% (298)	17.7% (95)	17.7% (95)
Top 91% - 99%	4.5% (23)	2.7% (14)	37.1% (190)	18.2% (93)	37.5% (192)

The results show moderate stability across years. Teachers who fell in the bottom 20% in 2007-2008 were likely to fall in the bottom 20% of results again (mathematics: 45.3%; ELA: 39.8. They were unlikely to move to the top of the distribution one year later. Teachers who were in the top 20% in 2008-2009 were most likely to fall in that range in 2009-2010 (mathematics: 61.6%; ELA: 55.7%). They were unlikely to move to the bottom of the distribution one year later.

Another way of examining stability is through the correlation coefficient. Table 5 and Table 6 below show the correlation coefficients between teacher results in 2007-2008, 2008-2009, and 2009-2010 relative to the number of student records available in mathematics and ELA.

Table 7. Correlation of Teacher Effects in Mathematics across 2007-2008 to 2009-2010 and 2008-2009 to 2009-2010

Minimum Number of Students Available*	**2007-2008 to 2009-2010 Correlation Coefficient** (*number of teachers*)	**2008-2009 to 2009-2010 Correlation Coefficient** (*number of teachers*)
5	.432 (3881)	.505 (4553)
10	.440 (3683)	.509 (4326)
15	.446 (3373)	.523 (3955)
20	.466 (2827)	.528 (3279)
30	.457 (2232)	.542 (2562)
40	.464 (1823)	.558 (2097)
50	.472 (1387)	.567 (1598)

* Indicates the minimum number of students available either year.

Table 8. Correlation of Teacher Effects in English Language Arts across 2007-2008 to 2009-2010 and 2008-2009 to 2009-2010

Minimum Number of Students Available*	**2007-2008 to 2009-2010 Correlation Coefficient** (*number of teachers*)	**2008-2009 to 2009-2010 Correlation Coefficient** (*number of teachers*)
5	.372 (4253)	.404 (5051)
10	.377 (4050)	.406 (4809)
15	.384 (3685)	.422 (4367)
20	.386 (3014)	.425 (3554)
30	.397 (2222)	.473 (2639)
40	.388 (1736)	.468 (2049)
50	.386 (1213)	.487 (1441)

* Indicates the minimum number of students available either year.

The data demonstrate with as few as 5 students, moderate stability was evident and that as the number of students a teacher had across two years increased, the stability increased marginally. However, the level of correlation across these two consecutive years suggests using caution in reaching conclusions from any single year's data. Further, the rank stability data in Tables 6 and 7 suggest that there is a group of teachers who will remain in the top or bottom 10% of teachers over consecutive years and about whom substantive efforts to either improve the results for their students (bottom 10%) or to retain those teachers (top 10%) may be warranted.

It is interesting to note that all of the cross-year correlations improved from the first comparison to the second. Although it is speculative at this point, it is interesting to note that the later year (2009-2010) included a substantial number of verified rosters. Perhaps increasing data quality is helping to strengthen this relationship. If that is the case, one would expect to see some additional improvement for 2009-2010 correlated with 2010-2011 and further improvement once virtually all rosters are verified.

Sensitivity of Results to Omitted Variables

Two variables, gender and ethnicity, were omitted from the pilot calculations due to the degree of social controversy surrounding their inclusion in setting expectations for teacher work and student outcomes. One group of constituents and colleagues have argued that variables such as ethnicity must be included to be fair to teachers because they are proxies for environmental advantages and disadvantages that students bring to school that are beyond teachers' control. In essence, excluding these variables will penalize the teachers of minority children if those students have achievement disadvantages that are captured by the ethnicity variable.

The alternative argument has been that it is unacceptable to include indicators for factors such as ethnicity and gender because it is unacceptable to set different expectations for students of different ethnicities. Additionally, the argument has been advanced that these variables will not contribute any meaningful information in a context with extensive prior achievement data.

To test the degree to which the inclusion of ethnicity and gender would change results, the following analyses were conducted. The models described above were rerun for mathematics and ELA with ethnicity (coded for African American, Hispanic, Asian American, or Native American) entered in one analysis and gender entered in another analysis. Tables 9 and 11, below, describe the impact of these variables on teacher outcomes.

Additionally, the impact of excluding the following variables that were included in the field test model was tested: Special Education disability, Limited English Proficiency, Section 504 status, and Free/Reduced Lunch status. Particular consideration is warranted for the special education disability and free/reduced price lunch variables. Since aggregates of these variables are included at the classroom level, both the student level and classroom aggregates were excluded when these variables were dropped from the analysis. This convention was adopted because it made little sense to include student disabilities as a classroom average, while excluding it at the student level. Tables 10 and 11 present the impact of excluding these variables on teacher outcomes.

Table 9. Impact of Adding Ethnicity or Gender to the Estimation of Teacher Effects

Content Area	Variable	Correlation	Minimum Change	Maximum Change
ELA	Ethnicity	.999	-1.66	1.81
	Gender	.998	-3.03	3.29
Math	Ethnicity	.997	-4.08	2.92
	Gender	.999	-3.89	1.20

Table 10. Impact of Removing Variables from the Estimation of Teacher Effects

Content Area	Variable	Correlation	Minimum Change	Maximum Change
ELA	Special Education*	.981	-9.37	4.31
	Limited English Proficient	.999	-2.72	3.85
	Section 504 Status	.999	-8.82	4.16
	Poverty*	.998	-2.47	2.96
Math	Special Education*	.990	-13.43	2.79
	Limited English Proficient	.999	-3.83	3.27
	Section 504 Status	.999	-4.12	1.26
	Poverty*	.999	-3.50	1.49

Table note. Variables removed at the student and teacher level simultaneously are indicated by the * character.

Table 11. Changes in Estimated Teacher Effects Resulting from Changes in Included Predictors

Content Area	Variable	Percentage of Teachers with 1-2 point change	Percentage of Teachers with 2+ point change
ELA	Ethnicity	0.3%	0.0%
	Gender	5.7%	0.5%
	*Special Education**	28.4%	12.7%
	Limited English Proficient	0.5%	0.3%
	Section 504 Status	2.5%	0.9%
	*Poverty**	8.5%	0.2%
Math	Ethnicity	13.5%	1.1%
	Gender	1.6%	0.3%
	*Special Education**	23.4%	6.1%
	Limited English Proficient	2.1%	0.4%
	Section 504 Status	2.9%	0.6%
	*Poverty**	1.8%	0.2%

Table note. Variables removed at the student and teacher level simultaneously are indicated by the * character. Variables whose impact was tested by removal from existing models are italicized.

Tables 9-11 require consideration of what a 1-point change in a teacher estimated effect means. One point represents 0.02 standard deviations on the re-standardized student test scores (a small difference). Generally, teacher effects fall between plus and minus 20; most teachers fall between plus and minus 10. The standard deviation of teacher effects was 9.1 for ELA and 9.8 for mathematics.

The data suggest that in the context of the prior achievement and demographic variables already included in the model, neither ethnicity nor gender substantively influence results for ELA or mathematics. Similarly, if policy makers chose to remove limited English proficiency, Section 504 status, or free/reduced lunch status, the impact on estimated teacher effects would be quite small.

The implication of removing special education disabilities information is more substantial. For some teachers, the change in estimate would be large. The proportion of teachers for whom the change will have an impact (small or large) is much greater than for any other variable considered. Finally and most importantly, the impact of excluding this variable

will be highly systematic in that it will primarily impact teachers with a high proportion of students with disabilities.

Classroom Composition

The tables below describe the contribution of each classroom variable to the model. Variables were entered as the classroom mean. For categorical variables, this is the percentage of students who are members of that group.

Table 12. Level 2 Mathematics Classroom Variables for 2009-2010

Variable	Coefficient	Standard Error	T-ratio	Approximate Degrees of Freedom	P-Value
Mean Class Free Lunch	0.576	0.862	0.669	7008	0.504
Proportion of Class Special Education	-4.330	1.195	-3.623	7008	0.001
Mean Class Prior Math Achievement (SD units)	3.191	0.389	8.202	7008	< 0.001
Mean Class Suspension	-0.269	0.265	-1.016	7008	0.310

Table 13. Level 2 ELA Classroom Variables for 2009-2010

Variable	Coefficient	Standard Error	T-ratio	Approximate Degrees of Freedom	P-Value
Mean Class Free Lunch	-2.194	0.775	-2.830	7934	0.005
Proportion of Class Special Education	-4.388	0.830	-5.288	7934	< 0.001
Mean Class Prior ELA Achievement (SD units)	3.048	0.377	8.089	7934	< 0.001
Mean Class Suspension	-1.016	0.300	-3.390	7934	0.001

Across both mathematics and ELA, a striking result is that the degree to which having a high proportion of students with disabilities in a class suggests lower expected achievement for students in that class. In mathematics, a class with 100% special education enrollment would be

estimated to have average achievement approximately 4.3 points lower than a class with no special education students and in ELA that estimate would be approximately 4.4 points lower. While the coefficients for prior achievement are similarly large, it is worth noting that they reflect standard deviation units (1 SD = 50 scale points). Classes whose mean achievement is a standard deviation above the mean for individuals are not common.

Estimated Average Levels of Achievement

A reasoned concern that educators have expressed regarding the fairness of value added assessments is that they will not be fair because they will penalize teachers for teaching students who have historically been poorly performing. In contrast, after learning about how value added works, other teachers have expressed concern that value added will be unfair to teachers of high performing students because the more advanced the student is, the more difficult it is to make additional gains. One indicator of the extent to which these concerns emerge in the data is the correlation between the teachers' students' mean expected achievement levels and the teacher effects. If there was a substantial disadvantage in teaching historically poor performing students, there would be a positive correlation between expected achievement and teacher effects. In contrast if there was a disadvantage in teaching advanced students, there would be a negative correlation. Ideally there would be a very small to no correlation between expected achievement and teacher effects.

The data demonstrate very little correlation between predicted achievement and teacher effects for either ELA $r = 0.070$ or mathematics $r = 0.029$.

Distribution of Student-Teacher Achievement Outcomes for 2009-2010

The following figures present the distribution of outcomes across content areas for 2009-2010. The graphs depict the number of teachers (y-axis) with each magnitude of teacher effect (x-axis).

Figure 3. English-Language Arts Teacher Effects

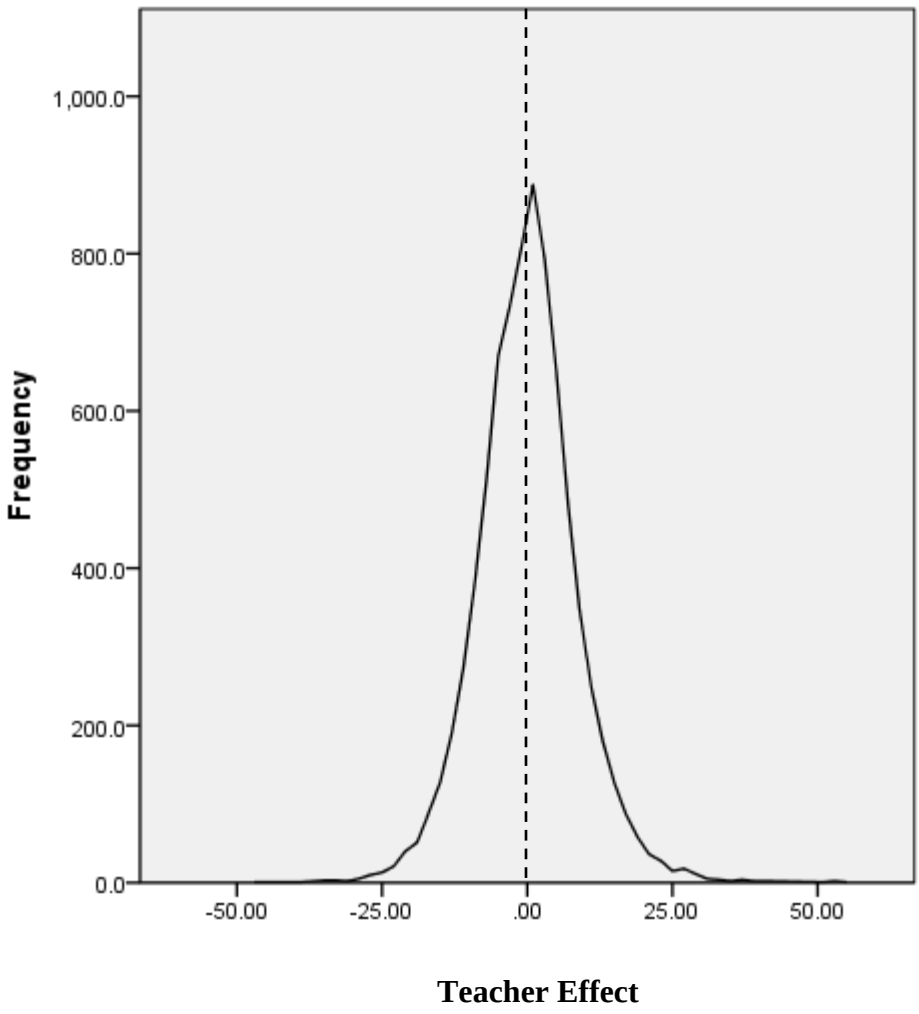


Figure 4. Reading Teacher Effects

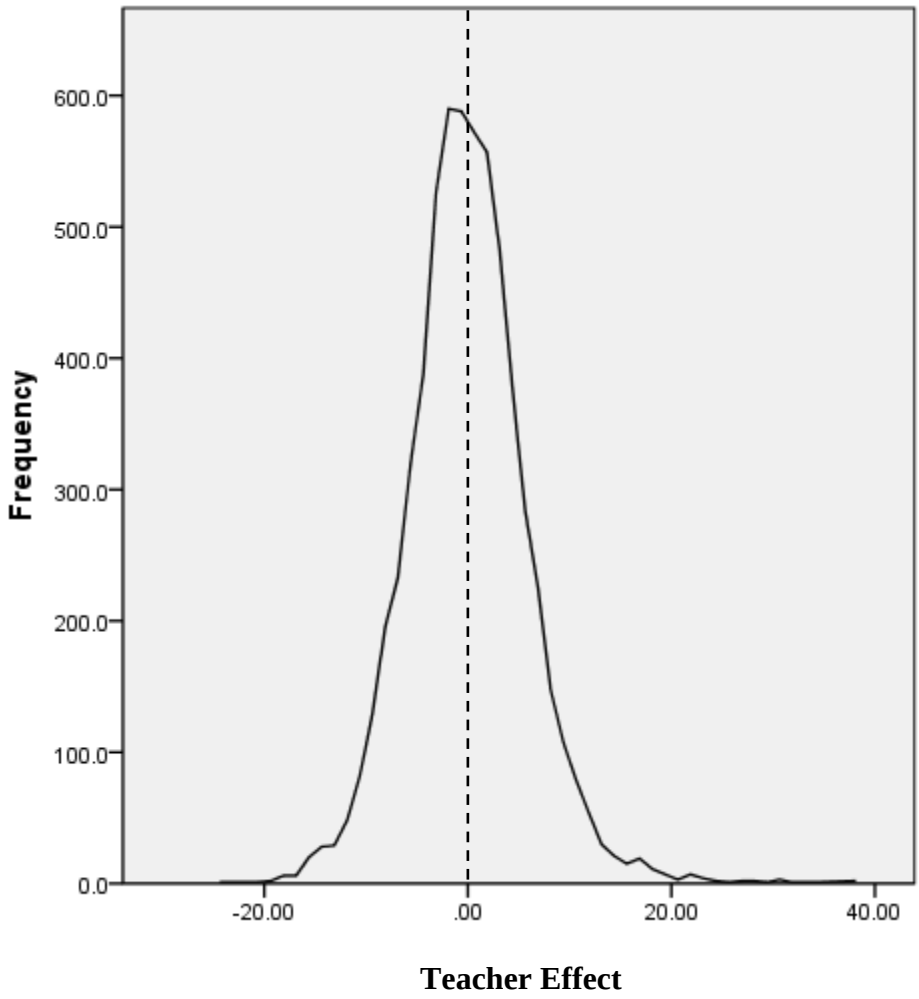


Figure 5. Mathematics Teacher Effects

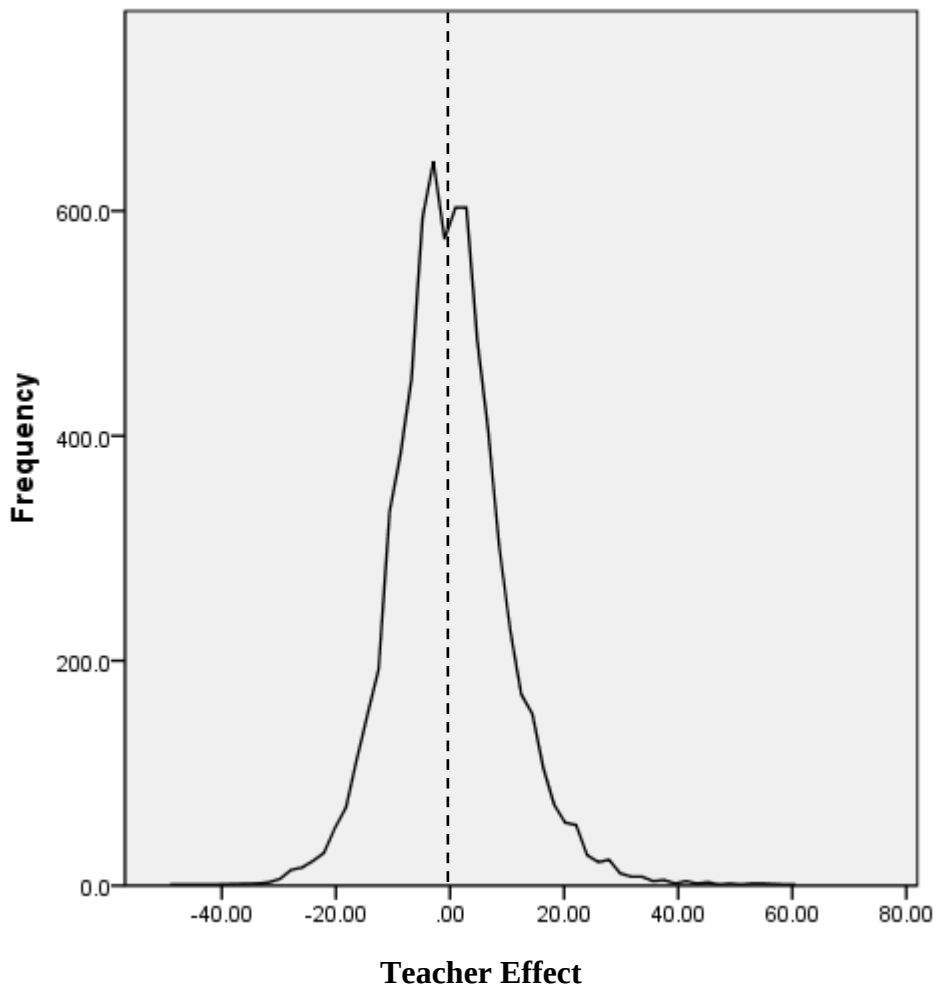


Figure 6. Science Teacher Effects

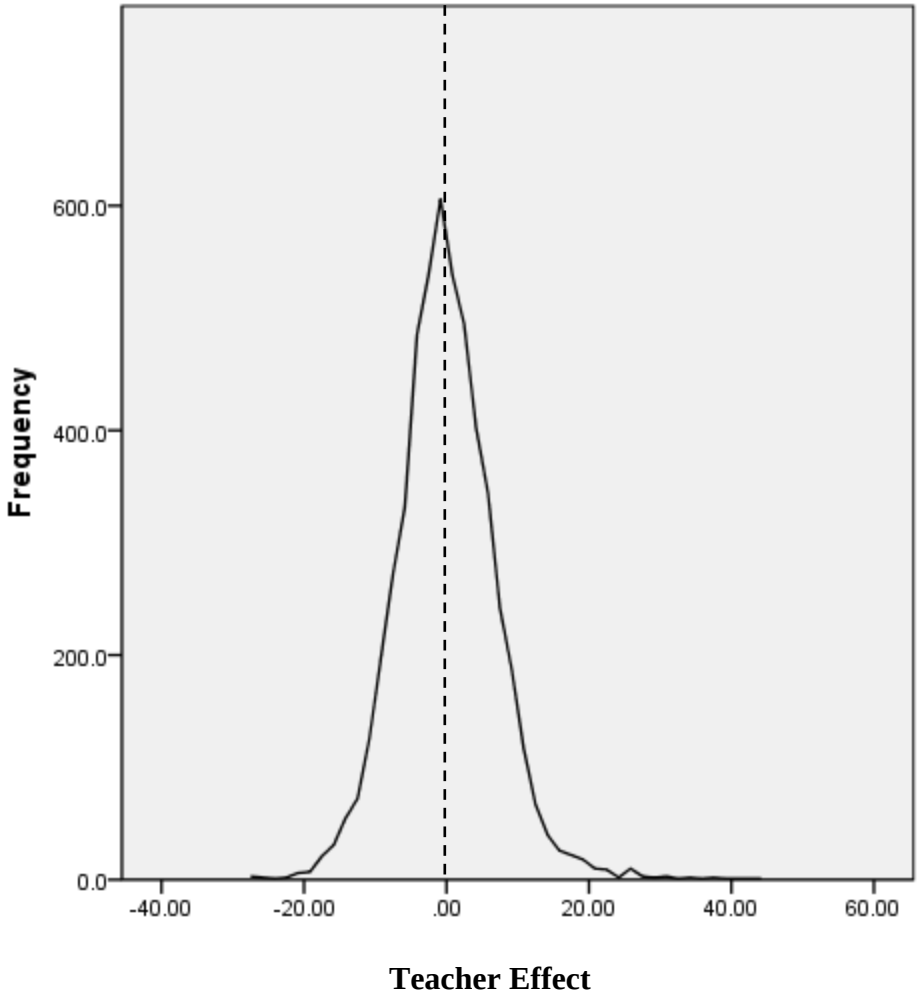
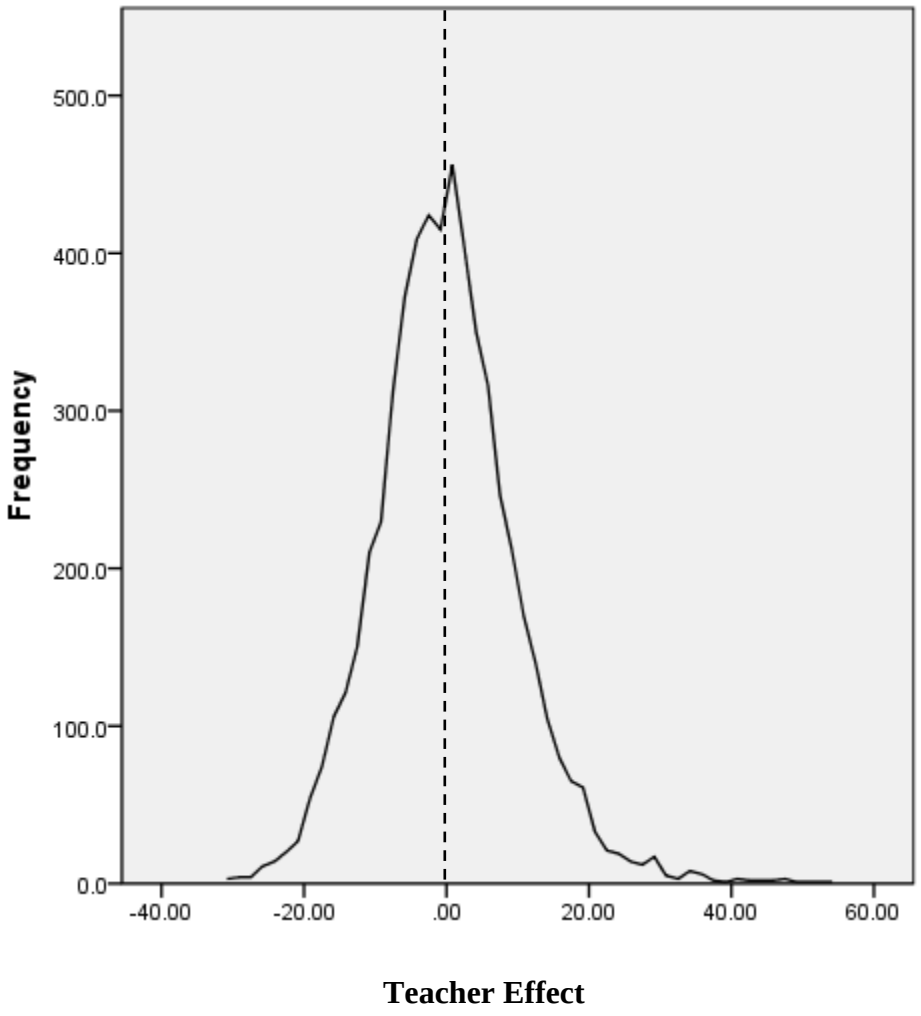


Figure 7. Social Studies Teacher Effects



Appendix 3.F: Logic Models

COMPASS Team Logic Models- Implementation Team

Driving Questions: (1) Is the COMPASS system a manageable approach for educators? (2) Do stakeholders perceive the COMPASS tools, process and scoring as understandable, applicable, and fair? (3) Do stakeholders perceive the COMPASS process as an accurate and fair measure of teacher/leader contributions to student achievement and growth?

INPUTS

Products:
- Teacher/leader rubrics
- NTGS rubrics
- CPMS/NTGS training modules
- CPMS/NTGS online courses

Human Capital:
- PMS Leadership
- CPMS/NTGS Consultants
- Teachers
- Principals
- Evaluation

Other:
- ACT 54
- Human Capital Office Mission
- COMPASS goals

OUTPUTS

TEAM ACTIVITIES

- Deliver training and support regarding COMPASS evaluative tools and processes
- Collect data regarding validity and reliability of COMPASS tools
- Seek and respond to opportunities to deliver additional support to pilot and non-pilot districts
- Offer concrete solutions/support to educators regarding data usage to inform key instructional decisions

TARGET GROUPS

- Pilot districts
- Non-Pilot districts
- Stakeholder groups

OUTCOMES/RESULTS

SHORT-TERM

- Districts submit evaluation results to COMPASS team (through HCIS)
- COMPASS team assesses reliability and validity of evaluative measures
- Receipt of initial feedback as to teacher/leader perceptions of COMPASS
- COMPASS team modifies training material based on pilot data, if needed

MEDIUM-TERM

- Increased 'buy-in' from teachers and leaders
- Increased reliability and/or validity of evaluative measures
- Increased evidence of leaders using COMPASS to strategically improve student achievement, compared with matched campuses

LONG-TERM

- Improved student achievement in tested grades and subjects
- Applicable LDE goals are met or exceeded
- Increased use of COMPASS as support mechanism for teachers and leaders

Measurement and Data

- CPMS Leadership Interviews
- CPMS Documentation
- Focus Groups

- Teacher surveys/feedback
- Principal surveys/feedback
- Teacher/Leader Validity Study
- Leader Reliability Study
- Teacher Personnel Data
- Campus-level Student Demographic Data

- Teacher feedback
- Leader feedback
- CPMS Rubric Scores

- VAM data
- COMPASS documentation

COMPASS Team Logic Models- Performance Management Team

Driving Questions: (1) Do teachers and leaders in pilot and non-pilot districts develop teacher and leader scores that are valid and reliable based on teacher and leader rubrics? (2) Do stakeholders perceive the COMPASS teacher and leader rubrics, process and scoring as understandable, applicable, and fair (for qualitative measures)? (3) Do stakeholders perceive the COMPASS teacher/leader rubrics as accurate and fair measures of their contributions to student achievement and growth?

INPUTS

Products:
- Teacher/leader rubrics
- NTGS rubric VAM scores Training modules
- CPMS online course

Human Capital:
- CPMS Leadership
- CPMS Consultants
- Teachers
- Principals
- Evaluation

Other:
- ACT 54
- Human Capital Office Mission
- COMPASS goals

OUTPUTS

TEAM ACTIVITIES

- Design scoring rubrics for other measures of effectiveness and NTGS
- Design District Awareness Tool; Develop COMPASS training materials and tools
- Complete process for the Human Capital Information System (HCIS)
- Seek and develop opportunities to integrate such as Literacy Collaborative and STEM

TARGET GROUPS

- Pilot districts
- Non-Pilot districts
- Stakeholder groups

OUTCOMES/RESULTS

SHORT-TERM

- Participating districts submit evaluation results to COMPASS team (through HCIS)
- COMPASS team assesses reliability and validity of evaluative measures
- Receipt of initial feedback as to teacher/leader perceptions of COMPASS
- PM team modifies training material based on data, if needed

MEDIUM-TERM

- Increased 'buy-in' from teachers and leaders
- Increased reliability and/or validity of evaluative measures
- Increased evidence of leaders using COMPASS to strategically improve student achievement, compared with matched campuses

LONG-TERM

- Improved student achievement in tested grades and subjects Applicable LDE goals are met or exceeded Increased use of COMPASS as support mechanism for teachers and leaders

Measurement and Data

- CPMS Leadership Interviews
- CPMS Documentation
- Focus Groups

- Teacher surveys/feedback
- Principal surveys/feedback
- Teacher/Leader Validity Study
- Leader Reliability Study
- Teacher Personnel Data
- Campus-level Student Demographic Data

- Teacher feedback
- Leader feedback
- CPMS/NTGS Rubric Scores

- VAM data
- COMPASS documentation

COMPASS Team Logic Models- Stakeholder Relations

Driving Questions: (1) How can the COMPASS system be messaged as a manageable approach for educators? (2) What are ways to proactively communicate stakeholder's perceptions of COMPASS tools, process, and scoring? (3) How best can COMPASS relay its process as an accurate and fair measure of teacher/leader contributions to student achievement and growth to all stakeholders?

INPUTS

Products:
- Teacher/leader rubrics
- NTGS rubrics
- CPMS/NTGS training modules
- CPMSNTGS online courses
- Website
- Print products
- Calendar
- Presentations

Human Capital:
- COMPASS leadership
- Stakeholders
- Evaluation

Other:
- ACT 54
- Human Capital Office Mission

OUTPUTS

TEAM ACTIVITIES

- Manage COMPASS public relations in consultation with Public Affairs and Zhender
- Communicate COMPASS activities to mass audiences
- Seek and respond to opportunities to deliver and present information regarding COMPASS
- Serve as first hand support regarding 'presentation' of COMPASS materials

TARGET GROUPS

- Pilot districts
- Non-Pilot districts
- Stakeholder groups

OUTCOMES/RESULTS

SHORT-TERM

- Website completion
  Calendar completion
  Online courses available
- Print messaging completed (brochures, newsletters, etc.)
- Organized, tracked system for requests for training, presentations, etc.
- Blitz of COMPASS information available to stakeholders

MEDIUM-TERM

- Increased 'buy-in' from teachers and leaders
- Increased reliability of validity of evaluative measures
- Increased evidence of leaders using COMPASS to strategically improve student achievement, compared with matched campuses

LONG-TERM

- Improved student achievement in tested grades and subjects
  Applicable LDE goals are met or exceeded
  Increased use of COMPASS as support mechanism for teachers and leaders

Measurement and Data

- COMPASS Leadership Interviews
- COMPASS Documentation
- Focus Groups

- Teacher surveys/feedback
- Principal surveys/feedback
- Teacher/Leader Validity Study
- Leader Reliability Study
- Teacher Personnel Data
- Campus-level Student Demographic Data

- Teacher feedback
- Leader feedback
- CPMS Rubric Scores

- VAM data
- COMPASS documentation

COMPASS Team Logic Models- COMPASS Support

Driving Questions: (1) Are various factors of COMPASS completing activities in a timely manner? (2) What information is being received from stakeholders regarding COMPASS activities? (3) Are stakeholders made fully aware of how data is being used to inform COMPASS decision-making? Can we prove this process is being modified and adapted based on stakeholder input?

INPUTS

Products:
- Teacher/leader rubrics
- NTGS rubrics
- CPMS/NTGS training modules
- CPMSNTGS online courses
- Website
- Print products
- Calendar
- Presentations

Human Capital:
- COMPASS leadership
- Stakeholders
- Evaluation

Other:
- ACT 54
- Human Capital Office Mission

OUTPUTS

TEAM ACTIVITIES

- Track team progress towards goals
- Collect data from stakeholders regarding various facets of COMPASS
- Complete formative feedback reports of progress
- Complete summative assessment of progress which includes recommendations for improvements

TARGET GROUPS

- Pilot districts
- Non-Pilot districts
- Stakeholder groups

OUTCOMES/RESULTS

SHORT-TERM

- COMPASS team moves toward unified delivery of tools and processes
- COMPASS team meets immediate milestones
- Districts learn more about COMPASS and feedback from districts is looped back to COMASS team
- COMPASS team modifies training material based on pilot data, if needed

MEDIUM-TERM

- Increased 'buy-in' from teachers and leaders
- Increased reliability of validity of evaluative measures
- Increased evidence of leaders using COMPASS to strategically improve student achievement, compared with matched campuses

LONG-TERM

- Improved student achievement in tested grades and subjects Applicable LDE goals are met or exceeded Increased use of COMPASS as support mechanism for teachers and leaders

Measurement and Data

- COMPASS Leadership Interviews
- COMPASS Documentation
- Focus Groups

- Teacher surveys/feedback
- Principal surveys/feedback
- Teacher/Leader Validity Study
- Leader Reliability Study
- Teacher Personnel Data
- Campus-level Student Demographic Data

- Teacher feedback
- Leader feedback
- CPMS Rubric Scores

- VAM data
- COMPASS documentation

Appendix 3.G: Detailed Implementation Plan

Monthly (2012)	Action	Delivery Method	Objective	COMPASS Resources
January	Compass Training	LIVE	foster ideals of integration amongst Innovation team; seek specific opportunites to provide inter-office support	Compass Support
January	Compass Training	LIVE	engage innovation team in high level 'big picture' discussion regarding reform policies; build rater consistency on teacher/leader rubrics	Performance Management Team
January	Strategy Session	LIVE	creative arts workgroup meeting	Performance Management Team
January	Compass Training	LIVE	increase in-house capacity regarding the use of the Human Capital Information System (HCIS); team members are responsible for training pilot districts in this regard	Performance Management Team
January	Compass Presentation	LIVE	build awareness around Compass processes and procedures; engage key stakeholders in planning; provide opportunty for feedback to inform decision-making; develop model local HR policy and toolkits.	Compass Support
January	Integration Effort	LIVE	support VAM with Monroe presentation	Stakeholder Engagement and Communication
January	Integration Effort	LIVE	support VAM with Monroe presentation	Stakeholder Engagement and Communication
January	Integration Effort	LIVE	Compass Leadership Team Meeting (VAM/Compass)	Compass Support
January	Integration Effort	LIVE	Compass/VAM Workshop	Stakeholder Engagement and Communication

Monthly (2012)	Action	Delivery Method	Objective	COMPASS Resources
January	Integration Effort	LIVE	Compass/VAM Workshop	Stakeholder Engagement and Communication
January	Compass Presentation	LIVE	to share Compass information relevant to Compass and inclusive of VAM; increase understanding around Compass and all its components	Compass Support
January	Compass Presentation	LIVE	present to higher education community details regarding teacher/leader rubrics	Compass Support
January	Data dissemination	ELECTRONIC	bi-weekly feedback report on HCIS	Performance Management Team
January	Compass Training	LIVE	of NTGS rubrics and measuring student growth in NTGS; test trainer rater consistency with NTGS rubric; build awareness around background of NTGS work and plans for test expansion	Performance Management Team
January	Integration Effort	LIVE	Compass/VAM Workshop	Stakeholder Engagement and Communication
January	Data dissemination	ELECTRONIC	Compass brochure release	Stakeholder Engagement and Communication
January	Data dissemination	ELECTRONIC	Compass Awareness Video release	Stakeholder Engagement and Communication
January	Data dissemination	ELECTRONIC	Compass 2-min Commercial	Stakeholder Engagement and Communication

Monthly (2012)	Action	Delivery Method	Objective	COMPASS Resources
January	Strategy Session	LIVE	allow NTGS workgroups to continue refining NTGS tools and processes	Performance Management Team
January	On-site workshops	LIVE	target audience is campus level adminstrators; informational presentation; leave leaders with tangible materials to process and plan for statewide implementation	Performance Management Team
January	Compass Training	LIVE	increase comfort level of Compass staff in delivering VAM information; review FAQs with VAM staff; finalize protocol for VAM requests for information that aligns to Compass request for information	Performance Management Team
January	Integration Effort	LIVE	Compass Leadership Team Meeting (VAM/Compass)	Compass Support
January	Integration Effort	LIVE	in-house presentation to Severe Disabilities group	Stakeholder Engagement and Communication
February	Compass Presentation	LIVE	to engage BESE members in dialogue around Compass; answer questions	Compass Support
February	Integration Effort	LIVE	Compass/VAM Workshop	Stakeholder Engagement and Communication
February	Compass Training	LIVE	offer SLT academy to educators; provide specific support regarding the establishment of student learning targets, validation of NTGS rubric, building bodies of evidence to support student learning; engaging the audience utlizing NTGS educator resources	Implementatio Team
February	Data dissemination	ELECTRONIC	bi-weekly feedback report on HCIS	Performance Management Team

Monthly (2012)	Action	Delivery Method	Objective	COMPASS Resources
February	Compass Presentation	LIVE	present big-picture Compass model to LDE; Understanding Performance Management for Eductors: Introduction to Tool and Human Capital Information System (HCIS); allow LDE staff to review and dialogue around Compass rubrics and assessment instruments	Performance Management Team
February	On-site workshops	LIVE/ELECTRONIC	to assess the level of readiness of districts across the state for Compass implementation; strategically analyze district data in an effort to prepared training and development resources that are informed by data	Performance Management Team
February	Data dissemination	ELECTRONIC	website release	Stakeholder Engagement and Communication
February	Strategy Session	LIVE	allow NTGS workgroups to continue refining NTGS tools and processes	Performance Management Team
February	Data dissemination	ELECTRONIC	website newsletter updates	Stakeholder Engagement and Communication
February	Integration Effort	LIVE	CCSS is delivering training; Compass staff encouraged to attend; Shifts in Instructional Practice; Standards for Mathematics Practice and Connection to the Math Content Standard	Performance Management/Implementation Teams
February	Data dissemination	ELECTRONIC	feedback report of progress- Mid Pilot Review	Compass Support
February	Integration Effort	LIVE	Compass Leadership Team Meeting (VAM/Compass)	Compass Support
February	Integration Effort	LIVE	CCSS is delivering training; Compass staff encouraged to attend; Shifts in Instructional Practice; Standards for Mathematics Practice and Connection to the Math Content Standard	Performance Management/Implementation Teams

Monthly (2012)	Action	Delivery Method	Objective	COMPASS Resources
February	On-site workshops	LIVE	provide detailed overview of Compass processes, procedures and evaluative instruments	Stakeholder Engagement and Communication
February	Compass Training	LIVE	prepare Compass staff to deliver training to key stakeholders regarding computing summative efficacy scores: Putting it All Together- the Final Calculation	Performance Management Team
February	Integration Effort	LIVE	Compass Leadership Team Meeting (VAM/Compass)	Compass Support
February	Compass	LIVE	Annual principals conference.	Compass Support
February	Data dissemination	ELECTRONIC	bi-weekly feedback report on HCIS	Performance Management Team
February	Compass Training	LIVE	assess trainer skill level; provide feedback to improve presentation and facilitation skills	Stakeholder Engagement and Communication
February	Integration Effort	LIVE	Compass Leadership Team Meeting (VAM/Compass)	Compass Support
February	Compass Training	LIVE	increase facilitator skills in managing audiences; crowd control: Communicating with Tact: developing skills to effectively engage stakeholders	Stakeholder Engagement and Communication
February	Compass Presentation	LIVE	to share Compass information relevant to Compass and inclusive of VAM; increase understanding around Compass and all its components	Stakeholder Engagement and Communication

Monthly (2012)	Action	Delivery Method	Objective	COMPASS Resources
February	Integration Effort	LIVE	Compass Leadership Team Meeting (VAM/Compass)	Compass Support
February	Compass Training	LIVE	offer SLT academy to educators; provide specific support regarding the establishment of student learning targets, validation of NTGS rubric, building bodies of evidence to support student learning; engaging the audience utlizing NTGS educator resources	Implementation Team
March	Data dissemination	ELECTRONIC	bi-weekly feedback report on HCIS	Performance Management Team
March	Compass Presentation	LIVE	present detailed information regardin Student growth measures (VAM and NTGS); review NTGS rubric and discuss gauging teacher efficacy in NTGS	Performance Management Team
March	Data dissemination	ELECTRONIC	website newsletter updates	Stakeholder Engagement and Communication
March	On-site workshops	LIVE/ELECTRONIC	to assess the level of readiness of districts across the state for Compass implementation; strategically analyze district data in an effort to prepared training and development resources that are informed by data	Performance Management Team
March	Integration Effort	LIVE	Compass Leadership Team Meeting (VAM/Compass)	Compass Support
March	Integration Effort	LIVE	Compass/VAM Workshop	Stakeholder Engagement and Communication

Monthly (2012)	Action	Delivery Method	Objective	COMPASS Resources
March	Compass Training	LIVE	deliver training to Compass staff on situational leadership and coaching; discuss building district capacity; differentiate support from enabling districts; discussing the balancing between mentoring and supporting and taking over and doing the job	Performance Management Team
March	Integration Effort	LIVE	Compass/VAM Workshop	Stakeholder Engagement and Communication
March	Integration Effort	LIVE	Compass Leadership Team Meeting (VAM/Compass)	Compass Support
March	Data dissemination	ELECTRONIC	bi-weekly feedback report on HCIS	Performance Management Team
March	Integration Effort	LIVE	Compass Leadership Team Meeting (VAM/Compass)	Compass Support
March	Integration Effort	LIVE	Compass Leadership Team Meeting (VAM/Compass)	Compass Support
March	Data dissemination	ELECTRONIC	bi-weekly feedback report on HCIS	Performance Management Team
April	On-site workshops	LIVE/ELECTRONIC	to assess the level of readiness of districts across the state for Compass implementation; strategically analyze district data in an effort to prepared training and development resources that are informed by data	Performance Management Team
April	Data dissemination	ELECTRONIC	website newsletter updates	Stakeholder Engagement and Communication

Monthly (2012)	Action	Delivery Method	Objective	COMPASS Resources
April	Compass Training	LIVE	establishment of student learning targets, validation of NTGS rubric, building bodies of evidence to support student learning; engaging the audience utlizing NTGS educator resources	Implementation Team
April	Integration Effort	LIVE	Compass Leadership Team Meeting (VAM/Compass)	Compass Support
April	Compass Presentation	LIVE	present to LDE staff processes and protocols used to determined final teacher efficacy score: Calcualting Final Effectiveness Scores: Putting it All Together	Performance Management Team
April	Integration Effort	LIVE	Compass Leadership Team Meeting (VAM/Compass)	Compass Support
April	Data dissemination	ELECTRONIC	bi-weekly feedback report on HCIS	Performance Management Team
April	Integration Effort	LIVE	Compass Leadership Team Meeting (VAM/Compass)	Compass Support
April	Integration Effort	LIVE	Compass Leadership Team Meeting (VAM/Compass)	Compass Support
April	Data dissemination	ELECTRONIC	bi-weekly feedback report on HCIS	Performance Management Team
May	On-site workshops	LIVE/ELECTRONIC	to assess the level of readiness of districts across the state for Compass implementation; strategically analyze district data in an effort to prepared training and development resources that are informed by data	Performance Management Team

Monthly (2012)	Action	Delivery Method	Objective	COMPASS Resources
May	Strategy Session	LIVE	allow NTGS workgroups to continue refining NTGS tools and processes	Performance Management Team
May	Data dissemination	ELECTRONIC	website newsletter updates	Stakeholder Engagement and Communication
May	Compass Training	LIVE	establishment of student learning targets, validation of NTGS rubric, building bodies of evidence to support student learning; engaging the audience utlizing NTGS educator resources	Implementation Team
May	Integration Effort	LIVE	Compass Leadership Team Meeting (VAM/Compass)	Compass Support
May	Integration Effort	LIVE	Compass Leadership Team Meeting (VAM/Compass)	Compass Support
May	Compass Training	LIVE	to deliver feedback regarding district readiness for Compass; strategy session to modify and adapt proposed training strategy for statewide implementation	Performance Management Team
May	Data dissemination	ELECTRONIC	bi-weekly feedback report on HCIS	Performance Management Team
May	Integration Effort	LIVE	Compass Leadership Team Meeting (VAM/Compass)	Compass Support
May	Integration Effort	LIVE	Compass Leadership Team Meeting (VAM/Compass)	Compass Support

Monthly (2012)	Action	Delivery Method	Objective	COMPASS Resources
May	Data dissemination	ELECTRONIC	bi-weekly feedback report on HCIS	Performance Management Team
May	Integration Effort	LIVE	Compass Leadership Team Meeting (VAM/Compass)	Compass Support
June	Data dissemination	ELECTRONIC	bsite newsletter updates	Stakeholder Engagement and Communication
June	Implementation of training strategy	LIVE	wide scale delivery of Compass to district; training targeted and informed by district readiness assessment; build knowledge around expectations for full implementation; answer questions; initialize support and development mechanisms unique to specifi district needs	Implementation Team
June	Data dissemination	ELECTRONIC	summative Pilot report	Compass Support
June	Strategy Session	ELECTRONIC	rater consistency of pilot data- using NTGS Workgroups	Compass Support
June	Compass Presentation	LIVE	to share Compass information relevant to Compass and inclusive of VAM; increase understanding around Compass and all its components	Implemenation Team
June	Data dissemination	ELECTRONIC	bi-weekly feedback report on HCIS	Performance Management Team
June	Integration Effort	LIVE	Compass Leadership Team Meeting (VAM/Compass)	Compass Support

Monthly (2012)	Action	Delivery Method	Objective	COMPASS Resources
June	Integration Effort	LIVE	Compass Leadership Team Meeting (VAM/Compass)	Compass Support
June	Data dissemination	ELECTRONIC	bi-weekly feedback report on HCIS	Performance Management Team
June	Integration Effort	LIVE	Compass Leadership Team Meeting (VAM/Compass)	Compass Support

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COMPASS | LOUISIANA'S PATH TO EXCELLENCE

DRAFT High-Level Implementation Plan Template

Month	State Action	District Action	Campus Action
DECEMBER 2011	Communications: • Analysis of Communications Efforts • Development of Marketing Materials/Tools (Web/Print/etc.) • Stakeholder Engagement Plan	Communications: • Analysis of Communications Efforts • Development of Marketing Materials/Tools (Web/Print/etc.) • Stakeholder Engagement Plan	Communications: • Analysis of Communications Efforts • Development of Marketing • Materials/Tools (Web/Print/etc.) • Stakeholder Engagement Plan
	NTGS: • Training regarding NTGS implementation o overall guidance offered in terms of establishing Student Learning Targets (SLTs) • Provide list of state-approved common assessments to districts o overall guidance on creation of NTGS assessments, if applicable	NTGS: • Establish District Assessment Team • Choose representative for Regional Assessment Team • Apply for state approval of common assessments not listed on pre-approved state list • Deliver training to district administrators • First District Assessment Team meeting • Regional Assessment Team meeting	NTGS: • Complete NTGS training with CPMS liaisons and coaches o make contact with COMPASS liaison and coach
	Qualitative Process:	Qualitative Process:	Qualitative Process:
	Value-Added:	Value-Added:	Value-Added:
	Policy:	Policy:	Policy:

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Month	State Action	District Action	Campus Action
	Bring proposed revisions to Bulletin 130 (personnel evaluation policy) to BESE as a Notice of Intent. Begin outreach to personnel directors to develop local accountability plan toolkit for districts.	Review proposed revisions to Bulletin 130; analyze current district policy to assess alignment.	Review proposed revisions to Bulletin 130; work with district staff to plan for staff training on changes to personnel evaluation and support policies.
JANUARY 2012	Communications: • Ongoing analysis of Communications Efforts • Deployment of E-news • COMPASS brochure development/ Dissemination • Website Content Development • Social Media initiatives/Marketing (Facebook/Twitter)	Communications: • Ongoing analysis of Communications Efforts • Deployment of E-news • COMPASS brochure development/ Dissemination • Website Content Development • Social Media initiatives/Marketing (Facebook/Twitter)	Communications: • Ongoing analysis of Communications Efforts • Deployment of E-news • COMPASS brochure development/ dissemination • Website Content Development • Social Media initiatives/Marketing (Facebook/Twitter)
	NTGS: *COMPASS Liaisons and Coaches provide on-going training and district support*	NTGS: *Ongoing training for campus level administrators*	NTGS: • Establish baseline data for NTGS grade-levels/ subjects • Draft SLTs for NTGS grade levels/subjects • ***Beginning of Year (BOY)- Goal Setting Meeting*** o establish 2012/13 SLTs
	Qualitative Process:	Qualitative Process:	Qualitative Process:

DRAFT

Month	State Action	District Action	Campus Action
	• Develop Teacher/Principal Job Descriptions • HCIS design phase - business requirements defined • Develop AP rubric	• District Review (30) by HR Directors • Districts nominate participants for workgroup to review state's initial draft	• CPMS Team • CPMS Team • NA
	Value-Added: Data checks, report writing, provide trainings, get ready for 2011-2012 data/score release.	Value-Added: Trainings in St. Mary, Lake Charles, Lafayette, Monroe, E. Feliciana	Value-Added: Workshops with Ben Franklin HS and Oakdale ES.
	Policy: Governor lays out legislative agenda for 2012. Submit Fiscal and Economic Impact Statement on Bulletin 130 revisions. Draft revisions to Bulletin 746 (certification policy) to align with Bulletin 130 and Act 54. Convene personnel directors' workgroup to continue development of district toolkit by identifying existing tools to be included.	Policy: Review proposed revisions to Bulletin 130; analyze current district policy to assess alignment. Begin preparing local policy revisions, as needed. Send personnel director or other designee to participate in workgroup. (Optional)	Policy: Review proposed revisions to Bulletin 130; work with district staff to plan for staff training on changes to personnel evaluation and support policies.
FEBRUARY 2012	Communications:	Communications:	• Communications:

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Louisiana Department of Education

COMPASS | LOUISIANA'S PATH TO EXCELLENCE

Month	State Action	District Action	Campus Action
	• COMPASS Video in Circulation during Presentations • COMPASS e-news • Launch of Website • Deployment of COMPASS News Release • Mass Mailout of COMPASS Brochures • Social Media Marketing • Communications Trainings	• COMPASS Video in Circulation during Presentations • COMPASS e-news • Launch of Website • Deployment of COMPASS News Release • Mass Mailout of COMPASS Brochures • Social Media Marketing • Communications Trainings	• COMPASS Video in Circulation during Presentations • COMPASS e-news • Launch of Website • Deployment of COMPASS News Release • Mass Mailout of COMPASS Brochures • Social Media Marketing • Communications Trainings
	NTGS: *Random State Progress Checkpoints* (Goal Setting Meeting)	NTGS: *Ongoing training for campus level administrators*	NTGS: Ongoing training with CPMS liaisons and coaches
	Qualitative Process: • Districts begin change management plan • Create standard communication pak for districts to send - Policy update to district • Develop 30 minute webinars to share evaluation process, rubrics and approved (BESE) standards of effectiveness • Secure CPMS team PMCs • Deliver district information Sessions w/ HR Dir.	Qualitative Process: • Convene HR Directors to conduct change readiness assessment • Begin revisions/updates to district personnel plans • Pilot district testimonials - Update on Pilot/NTGS • HR Directors prepare to host district information sessions (bulletin updates are ok; preference F2F)	Qualitative Process: • CPMS Team • Communications Mgr. • Div. Director & CPMS Director • CPMS Team

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Month	State Action	District Action	Campus Action
	• HCIS build phase - in process		
	Value-Added: Data checks, report writing, provide trainings, get ready for 2011-2012 data/score release.	Value-Added: View only mode open for CVR users	Value-Added: View only mode open for CVR users
	Policy: Support preparation for legislative initiatives relating to educator effectiveness, as needed. Prepare revised Bulletin 746 for March BESE meeting. Conduct outreach with BESE members, as needed. Convene personnel directors' workgroup to continue development of district toolkit by facilitating creation of new tools, as needed.	Policy: Review proposed revisions to Bulletin 130; analyze current district policy to assess alignment. Prepare local policy revisions, as needed. Send personnel director or other designee to participate in workgroup. (Optional)	Policy: Review proposed revisions to Bulletin 130; work with district staff to plan for staff training on changes to personnel evaluation and support policies.
MARCH 2012	Communications: • COMPASS Video in Circulation during Presentations • COMPASS e-news • Web Marketing • COMPASS News Release • Social Media Marketing • Media Advertisements via Radio • COMPASS Story Pitches (Print)	Communications: • COMPASS Video in Circulation during Presentations • COMPASS e-news • Web Marketing • COMPASS News Release • Social Media Marketing • Media Advertisements via Radio • COMPASS Story Pitches (Print)	Communications: • COMPASS Video in Circulation during Presentations • COMPASS e-news • Web Marketing • COMPASS News Release • Social Media Marketing • Media Advertisements via Radio

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Month	State Action	District Action	Campus Action
			• COMPASS Story Pitches (Print))
	NTGS: *COMPASS Liaisons and Coaches provide on-going training and district support*	NTGS: Grant District Approval to modify SLTs	NTGS: • Campus/Teacher request to modify SLT to district • ***Middle of Year (MOY)- Progress Review Meeting*** • Finalize SLT for NTGS teachers
	Qualitative Process: • Orientation week for CPMS PMCs • Finalize Training strategy and plan • HCIS build phase – in process • Determine budget to pay incentives for district Trainers	Qualitative Process: • Select district COMPASS trainers to share insights • NTGS teacher trainers share process to determine measure of student progress	Qualitative Process: • CPMS Director • Div. Director, CPMS Dir. and vendor • CPMS Team • CPMS Director
	Value-Added: Data checks, report writing, provide trainings, get ready for 2011-2012 data/score release	Value-Added: View only mode open for CVR users	Value-Added: View only mode open for CVR users
	Policy: **Legislative Session Begins**. Support legislative initiatives relating to educator effectiveness, as needed. Hold public hearing on Bulletin 130	Policy: Review proposed revisions to Bulletin 130; analyze current district policy to assess alignment. Prepare local policy revisions, as needed.	Policy: Review proposed revisions to Bulletin 130; work with district staff to plan for staff training on changes to personnel evaluation and support policies.

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	Bring proposed revisions to Bulletin 746 to BESE as Notice of Intent. Draft revisions to Bulletin 996 (preparation policy) to align with Bulletins 130 and 746. Convene personnel directors' workgroup to finalize content of district toolkit and plan for additions, as needed.	participate in workgroup. (Optional)	
APRIL 2012	Communications	Communications	Communications
	• COMPASS Video in Circulation during Presentations • COMPASS e-news • Web Marketing • COMPASS News Release • Social Media Marketing • Media Advertisements via Radio • COMPASS Story Pitches (Print) • Opinion/Editorials • TV Media Appearances	• COMPASS Video in Circulation during Presentations • COMPASS e-news • Web Marketing • COMPASS News Release • Social Media Marketing • Media Advertisements via Radio • COMPASS Story Pitches (Print) • Opinion/Editorials • TV Media Appearances	• COMPASS Video in Circulation during Presentations • COMPASS e-news • Web Marketing • COMPASS News Release • Social Media Marketing • Media Advertisements via Radio • COMPASS Story Pitches (Print) • Opinion/Editorials • TV Media Appearances
	NTGS: • *Random State Progress Checkpoints* (Mid-Year Meeting) ○ *request feedback data*	NTGS: Complete state data request for Mid-Pilot Evaluation	NTGS: Complete district data request for Mid-Pilot Evaluation

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Month	State Action	District Action	Campus Action
	• Mid-Pilot Evaluation of Progress		
	Qualitative Process: • Communicate Training plan • Select 2012-2013 COMPASS Training Team	Qualitative Process: District 's endorse selections	Qualitative Process:
	Value-Added: Roster Verification begins April 23	Value-Added: Roster Verification begins April 23	Value-Added: Roster Verification begins April 23
	Policy: Support legislative initiatives related to educator effectiveness, as needed. BESE formally adopts revisions to Bulletin 130. Submit Fiscal and Economic Impact Statement on Bulletin 746 revisions. Begin developing communications campaign for preparation programs and candidates. Bring revisions to Bulletin 996 to BESE as a Notice of Intent. Make local accountability plan toolkit	Policy: Review proposed revisions to Bulletin 130; analyze current district policy to assess alignment. Prepare to bring local policy revisions to school board, as needed. Begin transition to new personnel evaluation/support process with communication to district and school staff, as appropriate.	Policy: Review proposed revisions to Bulletin 130; work with district staff to plan for staff training on changes to personnel evaluation and support policies. Work with district staff to begin transition to new personnel evaluation/support process with communication to staff, as appropriate.

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Month	State Action	District Action	Campus Action
	available to districts to assist with implementation of Bulletin 130 and provide technical assistance to districts with local policy changes, as needed.		
MAY 2012	Communications: • COMPASS Video in Circulation during • Presentations • COMPASS e-news • Website Marketing • COMPASS News Release • Social Media Marketing	Communications: • COMPASS Video in Circulation during Presentations • COMPASS e-news • Website Marketing • COMPASS News Release • Social Media Marketing	Communications: • COMPASS Video in Circulation during Presentations • COMPASS e-news • Website Marketing • COMPASS News Release • Social Media Marketing
	NTGS: *COMPASS Liaisons and Coaches provide on-going training and district support*	NTGS: *Ongoing training for campus level administrators*	NTGS: • ***End of Year (EOY)- Goal Attainment Meeting*** • Evaluator determines if SLTs are accomplished
	Qualitative Process:	Qualitative Process:	Qualitative Process:
	Value-Added: Roster Verification Ends-Teachers May 11; Admin May 18, 2011-2012 VA results by end of month	Value-Added: Roster Verification Ends-Teachers May 11; Admin May 18	Value-Added: Roster Verification Ends-Teachers May 11; Admin May 18
	Policy: Support legislative initiatives related to educator effectiveness, as needed.	Policy: Review proposed revisions to Bulletin 130; analyze current district policy to assess	Policy: Review proposed revisions to Bulletin 130; work with district staff to plan for

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Month	State Action	District Action	Campus Action
	Analyze findings from Compass pilot; draft potential adjustments to Bulletin 130 accordingly. Hold public hearing on Bulletin 746 comments, if needed. Refine and test communications campaign with preparation program stakeholders. Submit Fiscal and Economic Impact Statement on changes to Bulletin 996. Make local accountability plan toolkit available to districts to assist with implementation of Bulletin 130 and provide technical assistance to districts with local policy changes, as needed.	alignment. Prepare to bring local policy revisions to school board, as needed. Continue transition to new personnel evaluation/support process with communication to district and school staff, as appropriate.	staff training on changes to personnel evaluation and support policies. Work with district staff to begin transition to new personnel evaluation/support process with communication to staff, as appropriate.
JUNE 2012	Communications: • COMPASS Video in Circulation during Presentations • COMPASS e-news • Website Marketing • Deployment of COMPASS News Release • Social Media Marketing	Communications: • COMPASS Video in Circulation during Presentations • COMPASS e-news • Website Marketing • Deployment of COMPASS News Release • Social Media Marketing	Communications: • COMPASS Video in Circulation during Presentations • COMPASS e-news • Website Marketing • Deployment of COMPASS News Release • Social Media Marketing
	NTGS:	NTGS:	NTGS:

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Month	State Action	District Action	Campus Action
	• *Random State Progress Checkpoints* (Goal Attainment Meeting) • *request feedback data*	Complete state data request for final evaluation	Complete district data request for final evaluation
	Qualitative Process: • District COMPASS Team • Training on Performance Management Cycle • Training on Louisiana's Teacher & Leader Competencies and Performance Standards • Training on technology component of COMPASS	Qualitative Process: Personnel Manager Training	Qualitative Process:
	Value-Added: Data checks, report writing, technical support	Value-Added: Review VA scores	Value-Added: Review VA scores
	Policy: **Legislative Session Ends**. Support legislative initiatives relating to educator effectiveness, as needed. Analyze findings from Compass pilot; draft potential adjustments to Bulletin 130 accordingly.	Policy: Bring local policy revisions to school board. Continue transition to new personnel evaluation/support process with communication to district and school staff, as appropriate.	Policy: Review proposed revisions to Bulletin 130; work with district staff to plan for staff training on changes to personnel evaluation and support policies. Work with district staff to begin transition to new personnel evaluation/support process with

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Month	State Action	District Action	Campus Action
	BESE formally adopts changes to Bulletin 746. Launch communications campaign with preparation programs and candidates. Hold public hearing on Bulletin 996 comments, if needed. Make local accountability plan toolkit available to districts to assist with implementation of Bulletin 130 and provide technical assistance to districts with local policy changes, as needed.		communication to staff, as appropriate.
JULY 2012	Communications: • COMPASS Video in Circulation during Presentations • COMPASS e-news • Web Marketing • COMPASS News Release • Social Media Marketing • Media Advertisements via Radio • COMPASS Story Pitches (Print) • Opinion/Editorials • COMPASS Success Feature Stories	Communications: • -COMPASS Video in Circulation during Presentations • COMPASS e-news • Web Marketing • COMPASS News Release • Social Media Marketing • Media Advertisements via Radio • COMPASS Story Pitches (Print) • Opinion/Editorials • COMPASS Success Feature Stories	Communications: • COMPASS Video in Circulation during Presentations • COMPASS e-news • Web Marketing • COMPASS News Release • Social Media Marketing • Media Advertisements via Radio • COMPASS Story Pitches (Print) • Opinion/Editorials • COMPASS Success Feature Stories
	NTGS: • *request feedback data* • Data analysis and interpretation for	NTGS: Complete state data requests for input and feedback for summative report	NTGS: Complete district data requests for input and feedback for summative report

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Month	State Action	District Action	Campus Action
	2011-2012 Annual Report		
	Qualitative Process:	Qualitative Process:	Qualitative Process:
	Value-Added:	Value-Added:	Value-Added:
	Policy: Prepare to bring tweaks to Bulletin 130 to BESE, as needed. Make local accountability plan toolkit available to districts to assist with implementation of Bulletin 130 and provide technical assistance to districts with local policy changes, as needed.	Policy: Secure approval of local policy revisions from school board. Continue transition to new personnel evaluation/support process with communication to district and school staff, as appropriate.	Policy: Review proposed revisions to Bulletin 130; work with district staff to plan for staff training on changes to personnel evaluation and support policies. Work with district staff to begin transition to new personnel evaluation/support process with communication to staff, as appropriate.
AUGUST 2012	Communications: • COMPASS Communications Tool-Kits for Districts • COMPASS Video in Circulation during Presentations • COMPASS e-news • Website Marketing • Deployment of COMPASS News Release • Social Media Marketing	Communications: • COMPASS Communications Tool-Kits for Districts • COMPASS Video in Circulation during Presentations • COMPASS e-news • Website Marketing • Deployment of COMPASS News Release • Social Media Marketing	Communications: • COMPASS Communications Tool-Kits for Districts • COMPASS Video in Circulation during Presentations • COMPASS e-news • Website Marketing • Deployment of COMPASS News Release • Social Media Marketing

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Month	State Action	District Action	Campus Action
	NTGS: • Training regarding NTGS implementation o overall guidance offered in terms of establishing Student Learning Targets (SLTs) • Provide list of state-approved common assessments to districts o overall guidance on creation of NTGS assessments, if applicable	NTGS: • Establish District Assessment Team • Choose representative for Regional Assessment Team • Apply for state approval of common assessments not listed on pre-approved state list • Deliver training to district administrators • First District Assessment Team meeting	NTGS: • Complete online NTGS training course o make contact with COMPASS liaison and coach
	Qualitative Process:	Qualitative Process: Principals, assistant principals and evaluators • Training on Performance Management Cycle • Training on Louisiana's Teacher & Leader Competencies and Performance Standards • Training on technology component of COMPASS • Certification of Evaluators • PD available via the Learning Management System	Qualitative Process: Teachers • Training on Performance Management Cycle • Training on Louisiana's Teacher & Leader Competencies and Performance Standards • Training on technology component of COMPASS
	Value-Added:	Value-Added:	Value-Added:

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Month	State Action	District Action	Campus Action
	Data checks, report writing, technical support, modifications to CVR if necessary		
	Policy: BESE formally adopts changes to Bulletin 996. Make local accountability plan toolkit available to districts to assist with implementation of Bulletin 130 and provide technical assistance to districts with local policy changes, as needed.	Policy: Begin implementation of new state and local policy with 2012-2013 school year.	Policy: Begin implementation of new state and local policy with 2012-2013 school year.
SEPTEMBER 2012	Communications: • COMPASS Video in Circulation during Presentations • COMPASS e-news • Website Marketing • News Releases • Social Media Marketing	Communications: • COMPASS Video in Circulation during Presentations • COMPASS e-news • Website Marketing • News Releases • Social Media Marketing	Communications: • COMPASS Video in Circulation during Presentations • COMPASS e-news • Website Marketing • News Releases • Social Media Marketing
	NTGS: *COMPASS Liaisons and Coaches provide on-going training and district support*	NTGS: Regional Assessment Team meeting	NTGS: o Establish baseline data for NTGS grade-levels/subjects o Draft SLTs for NTGS grade levels/subjects
	Qualitative Process: • Provide on-going training and	Qualitative Process: • Establish and distribute campus level goals	Qualitative Process: • Teachers complete self-assessment

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Month	State Action	District Action	Campus Action
	district support	• Provide on-going training for campus level administrators	• Begin Goal Setting and Professional Growth Planning for 2012/13
	Value-Added: Data checks, report writing, technical support	Value-Added:	Value-Added:
	Policy: Bring tweaks to Bulletin 130 to BESE as a Notice of Intent. Make local accountability plan toolkit available to districts to assist with implementation of Bulletin 130 and provide technical assistance to districts with local policy changes, as needed.	Policy: Implement new state and local policies. Provide feedback to state on policy barriers/opportunities.	Policy: Implement new state and local policies. Provide feedback to district on policy barriers/opportunities.
OCTOBER 2012	Communications: • COMPASS Video in Circulation during Presentations • COMPASS e-news • Website Marketing • Deployment of COMPASS News Release • Social Media Marketing	Communications: • COMPASS Video in Circulation during Presentations • COMPASS e-news • Website Marketing • Deployment of COMPASS News Release • Social Media Marketing	Communications: • COMPASS Video in Circulation during Presentations • COMPASS e-news • Website Marketing • Deployment of COMPASS News Release • Social Media Marketing
	NTGS: *COMPASS Liaisons and Coaches provide on-going training and district support*	NTGS: *Ongoing training for campus level administrators*	NTGS: ***Beginning of Year (BOY)- Goal Setting Meeting*** ○establish 2012/13 SLTs

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Month	State Action	District Action	Campus Action
	Qualitative Process: • Provide on-going district support • Create report to monitor statewide goal setting implementation • COMPASS coaches provide support to district and campus evaluators	Qualitative Process: • Provide on-going support for campus level administrators • Complete campus-wide state data request for goal setting implementation • Begin Site Visits	Qualitative Process: • End Goal Setting and Professional Growth Planning for 2012/13 • Begin Observations
	Value-Added:	Value-Added:	Value-Added:
	Policy: Submit Fiscal and Economic Impact Statement on tweaks to Bulletin 130. Make local accountability plan toolkit available to districts to assist with implementation of Bulletin 130 and provide technical assistance to districts with local policy changes, as needed.	Policy: Implement new state and local policies. Provide feedback to state on policy barriers/opportunities.	Policy: Implement new state and local policies. Provide feedback to district on policy barriers/opportunities.
NOVEMBER 2012	Communications: • COMPASS Video in Circulation during Presentations • COMPASS e-news • Website Marketing • COMPASS News Releases	Communications: • COMPASS Video in Circulation during Presentations • COMPASS e-news • Website Marketing • COMPASS News Releases	Communications: • COMPASS Video in Circulation during Presentations • COMPASS e-news • Website Marketing • COMPASS News Releases

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Month	State Action	District Action	Campus Action
	• Social Media Marketing	• Social Media Marketing	• Social Media Marketing
	NTGS: *COMPASS Liaisons and Coaches provide on-going training and district support*	NTGS:	NTGS:
	Qualitative Process: • Provide on-going district support to evaluators • COMPASS coaches create and implement plan for inter-rater reliability • State progress checkpoint	Qualitative Process: • Provide on-going support for campus level administrators • Continue Site visits	Qualitative Process: • Continue Observations
	Value-Added: Data checks, report writing, technical support	Value-Added:	Value-Added:
	Policy: Make local accountability plan toolkit available to districts to assist with implementation of Bulletin 130 and provide technical assistance to districts with local policy changes, as needed.	Policy: Implement new state and local policies. Provide feedback to state on policy barriers/opportunities.	Policy: Implement new state and local policies. Provide feedback to district on policy barriers/opportunities.
DECEMBER 2012	Communications: • COMPASS Video in Circulation during Presentations	Communications: • COMPASS Video in Circulation during Presentations	Communications: • COMPASS Video in Circulation during Presentations

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Month	State Action	District Action	Campus Action
	• COMPASS e-news • Website Marketing • COMPASS News Releases • Social Media Marketing	• COMPASS e-news • Website Marketing • COMPASS News Releases • Social Media Marketing	• COMPASS e-news • Website Marketing • COMPASS News Releases • Social Media Marketing
	NTGS: *Random State Progress Checkpoints* (Goal Setting Meeting)	NTGS:	NTGS:
	Qualitative Process: • Provide on-going district support for mid-year evaluation • COMPASS coaches continue inter-rater reliability	Qualitative Process: • Provide on-going support for mid-year evaluation • Begin mid-year evaluation for campuses • Continue Site visits	Qualitative Process: • Begin mid-year evaluations • Continue Observations
	Value-Added: Data checks, report writing, technical support	Value-Added:	Value-Added:
	Policy: Hold public hearing on Bulletin 130 comments, if needed. Make local accountability plan toolkit available to districts to assist with implementation of Bulletin 130 and provide technical assistance to districts with local policy changes, as needed.	Policy: Implement new state and local policies. Provide feedback to state on policy barriers/opportunities.	Policy: Implement new state and local policies. Provide feedback to district on policy barriers/opportunities.

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Appendix 3.H: ACEE Committee Summary Report

COMPASS

LOUISIANA'S PATH
TO EXCELLENCE

Advisory Committee on Educator Evaluation (ACEE)

Summary Report

Office of Innovation
November 2011

Rayne Martin
Deputy Superintendent
Office of Innovation

Summary Report on the Advisory Committee on Educator Evaluation (ACEE)

November 2011

WHAT IS ACEE?

In 2010, the Louisiana Legislature passed groundbreaking legislation on educator evaluation—Act 54. Under Act 54, data reflecting student learning becomes a significant component of educator support and evaluation. Beginning in the 2012-2013 school year, evidence of student growth will comprise fifty-percent of an educator's evaluation.

As required by the law, a statewide advisory panel composed of teachers, principals, parents, legislators and representatives of education organizations, the Advisory Committee on Educator Evaluation (ACEE), was formed.

WHO ARE THE ACEE MEMBERS?

Committee membership includes:

- Fifty percent practicing classroom educators
- One appointee from the Associated Professional Educators of Louisiana
- One appointee from the Louisiana Association of Educators
- One appointee from the Louisiana Federation of Teachers
- One appointee from the Louisiana Association of School Superintendents
- One appointee from the Louisiana Association of Principals
- One appointee from the Louisiana Association of Public Charter Schools
- Two members of the Senate Committee on Education, appointed by the chairman thereof
- Two members of the House Committee on Education, appointed by the chairman thereof
- One member appointed by each member of the State Board of Elementary and Secondary Education (BESE)
- Two parents of public school students

WHAT IS THE COMMITTEE'S CHARGE?

ACEE was assembled 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 Louisiana Department of Education (LDOE) and BESE input on specific, key elements of the new educator support and evaluation system. The ACEE committee began meeting in the fall of 2010. Specifically, Act 54 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.

WHAT RESOURCES WERE PROVIDED TO ACEE?

On the first charge, regarding the 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. Over the past seven years, Dr. Noell has researched methods for using value-added data in education and has examined and strengthened Louisiana's value-added statistical analysis model accordingly. In addition to support from Dr. Noell, ACEE members also had the opportunity to participate in a discussion with national experts on value-added. In December of 2010, Dr. Jane Hannaway, the founding Director of the Education Policy Center at the Urban Institute in Washington, D.C., presented her national perspective on the use of value-added data in educator evaluations. Finally, ACEE members learned from and engaged with a panel of Louisiana teachers representing school districts involved with the 2008-2009 value-added pilot.

On the second charge, regarding the identification of student growth measures for Non Tested Grades and Subjects (NTGS), committee members also involved national and local experts. Discussion began with presentations by national NTGS experts from: Denver, Colorado; Hillsborough County, Florida; the Tennessee Department of Education; and the Kentucky Department of Education. In response to these presentations, ACEE devised a process to construct specific NTGS recommendations. This process included: (1) breaking NTGS courses into manageable groups; (2) establishing NTGS Educator Workgroups to determine measures of student learning in NTGS; and (3) creating tools and guidance to focus the NTGS Educator Workgroups. Based on the recommendation of ACEE, the LDOE organized and facilitated nine NTGS Educator Workgroups— Elementary NTGS (PK-5), Secondary NTGS (6-12), World Languages, Career Technical (6-12), Instructional Coaches and Academic Interventionists, Creative Arts (K-12), Physical Education and Health (K-12), Special Populations (K-12), and Library Media Specialists (K-12). Collectively the NTGS Educator Workgroups consisted of approximately 115 Louisiana teachers and educators representing over 30 school districts across the state. 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. Collectively, the objective for the workshops was to:

- Discuss proposed definitions for highly effective, effective and ineffective performance ratings with respect to value added growth measures, NTGS growth measures and the qualitative observation rubric.
- Discuss methods to calculate the overall evaluation score. .

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

WHAT DECISIONS WERE MADE BY ACEE?

Charge 1: Value-Added Model

Recommendation: ACEE recommends that the LDOE deploy a statistical value-added model for linking academic growth of students to teachers for which appropriate test data are available that includes the following variables: prior achievement data that are available (up to three years), gifted status, Section 504 status, student attendance, student disability status, limited English proficiency, and prior discipline history. ACEE did not reach consensus on whether to include or exclude free/reduced price lunch as an indicator for student poverty within the value-added model. For those variables on which ACEE did reach consensus, ACEE also recommends that BESE require the statistical model to account for the classroom composition of the variables.

ACEE recommends that BESE require teachers have at least five (5) student results before they receive a value-added report. ACEE recommends that BESE require that a composite score be created for each teacher who teaches in multiple content areas that give equal weight to each result for each student in each content area (i.e. ACEE recommends that BESE require that educator evaluations equitably combine value-added student growth data with NTGS student growth data for educators who teach value-added courses and non-tested course within one academic school year). ACEE recommends that BESE develop a policy and procedure for disqualifying an educator's value-added results under extraordinary circumstances.

Charge 2: Identification of Student Growth Measures in NTGS

Recommendation: Based directly on the recommendations made by the NTGS educator driven working groups, ACEE recommends that the LDOE employ the following strategies for measuring student growth in non tested grades and subjects: :

1. Expand value-added measures as valid state assessments are adopted for more grades and subjects.

2. Until valid state assessments are approved for the expansion of value-added measurement, current non-tested grades and subjects should use state-approved district or school level common assessments to measure student achievement and growth. This process would include establishing Student Learning Targets (SLTs) and measuring goal attainment utilizing the universal NTGS rubric and the state approved assessment of the districts' choosing

3. As an alternative to common assessments, rigorous Student Learning Targets (SLTs) supported

by a strong body of evidence, which may include student work products, portfolios, teacher-created assessments, and/or data analysis, should serve to measure student achievement and growth, until value-added measures or state-approved common assessments are adopted for a given grade level or subject area.[1]

Each NTGS Educator Workgroup recommended possible assessments or assessment strategies to show student growth in their particular grade-level or subject area. The following table illustrates sample measures provided by the Workgroups that have convened. For each assessment or assessment strategy, coinciding Student Learning Targets (SLTs) are presented to demonstrate how common assessments and student work would be used to measure student growth in various NTGS content areas.

WORKGROUP	**EXAMPLE ASSESSMENT OR ASSESSMENT STRATEGY***	**MODEL STRONG STUDENT LEARNING TARGET**	**MODEL WEAK STUDENT LEARNING TARGET**
Elementary	Developmental Skills Checklist	In the fall, *32%* of kids in my class scored satisfactory in mathematical concepts and operations. At the end of the year, *75%* of students with attendance rates greater than *85%* s will score satisfactory in mathematical concepts and operations.	Students will improve performance on the Developmental Skills Checklist.
Secondary	AP Exams	Student performance on the pretest indicated *25%* of students in my class to be on target to score a *3* or above on the Physics AP Exam; at the end of the year 50% of students taking the AP exam will score a *3* or above.	25% of students in my class will take the Physics AP exam and earn a 3 or above.
Creative Arts	Student Portfolios	Average student performance in my Vocal Music class is unsatisfactory based on my initial assessment of individual performance; by the end of the year *90%* of students attending at least *85%* of class will demonstrate satisfactory achievement in Vocal Music as identified through 4-week site reading assessments, recorded individual student performances, school-level competition results and the Vocal Music Final Assessment.	Students will show improvement in Vocal Music.
Career and Technical Education	Student Portfolios	*95%* of students in my Welding class demonstrated an inability to safely construct a usable product at the beginning of the year based on my pre-test measure; by mid-course *50%* of students will be able to demonstrate the ability to construct a usable product and by the end of the year *95%* of students in my class will score *90%* or above on a CTE rubric used to assess the ability of students to create usable products.	Students will be able to build a BBQ grill.

[1] The Louisiana Department of Education (LDOE) will annually review when the use of the three strategies delineated above are appropriate. Through annual review, the state maintains the flexibility necessary to expand value-added measures yearly, and in the process steadily reduces the scope of non-tested grades and subjects as valid, reliable assessments are identified.

Physical Education and Health	Fitnessgram	At the beginning of the year, *20%* of students in my PE and Health class showed acceptable performance on the Fitnessgram. By the end of the year, *85%* of students attending at least *75%* of class will show improved performance of at least *15*% based on individual indicators of progress.	Students will improve performance on the Fitnessgram.
World Languages	LinguaFolio	At the beginning of the year, all students scored at the novice-low level of language proficiency in my French I class; *75%* of students attending at least *75%* of class will score at the novice-mid level of language proficiency by the end of the course.	My students will be able to speak French better at the end of the year.
Special Populations	Student Portfolios	Based on pretest measures, less than *10%* of students in my class are on target to meet the classroom goal of 'Satisfactory' performance on the final assessment. Students will demonstrate significant improvement in performance through formative assessments of progress, checklists, and classroom assessments. Individual student portfolios will score an average of *75%* or higher using a pre-approved rubric designed to measure student progress and at least *20%* or more of students will score 'Satisfactory' on the final assessment.	Ten percent of the class will pass the final exam.
Instructional Coaches/Academic Interventionist	STAR (math)	Baseline scores indicate *40.6%* of students scored below the 25th percentile on the STAR math assessment; *37.4%* scored between the 25th and the 49th percentile; *21.8%* scored at the 50th percentile or above. This year average scores of individual students will improve by *15%* for students who scored below the 25th percentile, a minimum of *10%* for students that scored between the 25th and 49th percentile and at least *5%* for students that scored at the 50th percentile and above.	The majority of students at my school will show improvements in Math on the STAR assessment.
Library Media Specialist	iLEAP	The school's average percent correct on "Using Information Resources (UIR)" last year was *78%*. This year, the school's average percent correct will increase by *10%* for students of teachers that visit the library a minimum of 60 minutes per week.	More students will use the library in 7th grade.

*Note: The following list includes examples from specific workgroups and does not illustrate every assessment or assessment type identified by each Workgroup

Other: In an effort to continue to involve educators in the process, ACEE encouraged the LDOE to continue working with the NTGS Workgroups. The LDOE has plans to continue engaging Louisiana's teachers and leaders to assist with the following:

- Designing a standardized NTGS rubric to be used to measure the quality of Student Learning Targets across the state and to develop a systematic method of using common assessments and student work to measure goal attainment in all NTGS areas.
- Convening additional NTGS Educator Workgroup sessions to identify implementation challenges and offer solutions to mitigate those challenges in specific grade levels and subject areas.

Charge 3: Adoption of Standards of Effectiveness

Recommendation: ACEE overwhelmingly agreed that a five point rating scale will meaningfully differentiate levels of teacher effectiveness for the purposes of educator evaluation; this differentiation will allow for increased and targeted educator support with the long-term goal of improving the educational outcomes of students in Louisiana. ACEE also agreed that averaging the student growth score and the qualitative performance score is a fair method of combining these two components of educators' evaluation. ACEE also expressed a high degree of comfort with the definitions of highly effective, effective and ineffective as described for the 50% student growth measures (value-added and NTGS) and the 50% observation measure. These definitions are described below.

Student Growth Score (50%)

For student growth measures, ACEE recommended that educators' level of effectiveness be determined by their value-added percentile and/or their score on the NTGS rubric. Specifically, the committee recommended that highly effective teaching will be considered as performance in the top ten percent of teachers across the state, using value-added measures particular to subject area and/or a NTGS rubric score of five (5) indicating extraordinarily rigorous Student Learning Targets accompanied by student performance significantly beyond the established expectation. In contrast, ineffective teaching will be considered as performance in the bottom ten percent of teachers across the state using value-added measures particular to subject area and/or a NTGS rubric score of one (1) indicating use of Student Learning Targets which lack baseline data, lack evidence to support student learning, lack alignment to state standards and grade level expectations, and show student performance significantly lower than the established target.

Effective educator performance is considered to include teachers with student performance between the bottom ten percent and the top ten percent using value-added measures and/or NTGS rubric scores are between 2.0 and 4.0 will be considered 'effective' ratings on the student growth component of their evaluation.

Qualitative Performance Score (50%)

For measuring educators' qualitative performance, ACEE recommended that teacher and leader performance be rated using rigorous and comprehensive observational tools that assess key competencies. The committee reviewed developed model rubrics in developing this recommendation. The LDOE's engagement of stakeholders was critical in creating these strong rubrics to measure effectiveness in educators' practice. Hundreds of educators across the state, as well as national experts, participated in the development of the state's model teacher and leader rubrics.

Within the model rubric for teachers, there are four competencies measured on a scale of 1.0-5.0 (where 1.0 indicates ineffective performance and 5.0 indicates highly effective performance). The competencies include:

- Planning
- Instruction
- Environment
- Professionalism

Within the model rubric for leaders there are five competencies measured in a like manner. The leader competencies include:

- Ethics/Integrity
- Instructional Leadership
- Strategic Thinking
- Resource Management
- Educational Advocacy

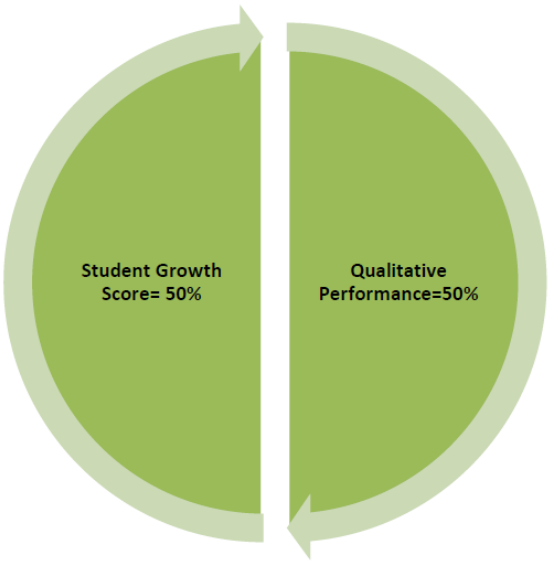
Appendix C includes the 11 standards that accompany the teacher competencies and the 17 standards that accompany the leader competencies.

The following ratings and descriptors guide evaluator assessment of performance using qualitative observational tools:

- Highly Effective- the educator consistently and considerably surpasses the established performance standard.
- Effective- the educator consistently meets the established performance standard.
- Ineffective- the educator consistently performs below the established performance standard.

Combining Student Growth Scores and Qualitative Performance (100%)

The following figure shows the final teacher evaluation score as an average of the student growth score and the qualitative performance score.



$$\frac{\text{(Student Growth Score + Qualitative Performance Score)}}{2} = \text{Final Evaluation Score}$$

While most agree that averaging the student growth score and qualitative score is fair, some raised concerns about the rule requiring a teacher rated below a 2 in either score being rated ineffective overall.

Detailed descriptions of performance levels for student growth measures and qualitative performance can be found in Appendix B and Appendix C, respectively.

ACEE members expressed their positions related to the three charges of the committee through a consensus-building process. For each ACEE charge, committee members ultimately recorded their

position on each issue in the form of written reflections, which provided them an opportunity to state their agreement or disagreement with the proposed policy set forth by the LDOE as well as an opportunity to share any additional questions, concerns, or comments. The reflections were collected by the LDOE, and results were reported back to ACEE members. The recommendations summarized here are derived from an analysis of the reflections sheets.

WHAT ARE AREAS OF CONCERN IDENTIFIED BY THE COMMITTEE?

ACEE members responded electronically to an invitation by LDOE staff to submit comments regarding this summary. Responses are available in Appendix A; comments are not edited and appear as provided by individual respondents.

Appendix A:
NTGS Educator Workgroup Summaries

Summary of NTGS Workgroup Recommendations (by Workgroup)

{Inclusion in the following summaries does not represent state-endorsement of any specific assessment or assessment strategy.}

Recognizing the essential contribution which teachers would make in building a valid, rigorous Comprehensive Performance Management System (CPMS), the Office of Non-Tested Grades and Subjects (NTGS) recruited educators from across the state and invited them to a series of workgroup sessions in September-October 2011. Held over four days in total, these three sessions provided Louisiana educators the context and support they needed to make recommendations for creating student achievement measures to assess the performance of NTGS teachers, instructional specialists, and librarians. At these sessions, educators received guidance from nationally recognized experts on teacher evaluations on the options for structuring the measures, how to build rigor into these measures and how to ensure consistency in collecting the bodies of evidence which supported the assessments of student learning. NTGS leadership also provided these educators with frameworks for generating ideas, which, in turn, led to the formal recommendations made by each NTGS workgroup.

By the end of the three sessions, each workgroup provided formal recommendations of the type(s) of assessments which they felt best measured their students' academic learning, drafted rigorous bodies of evidence to support students' learning, and identified and proposed solutions to mitigate the challenges to measuring learning that they anticipated during the workgroup sessions.

This Appendix presents the efforts of each of the workgroups to identify specific measures of student growth for each of the represented content areas, grade levels, or student populations; to develop the process for measuring the bodies of evidence for each measure, and to ensure rigor of targets by identifying what strong and weak targets look like. Workgroup recommendations and discussions are presented for the following groups:

- Elementary Non-Tested Grades and Subjects
- Secondary Non-Tested Grades and Subjects
- Creative Arts
- Career and Technical Education (CTE)
- Physical Education and Health
- World Languages

• Special Populations

• Instructional Coaches/Academic Interventionists

• Library Media Specialists

Elementary Non-Tested Grades and Subjects

The Elementary Non-Tested Grades and Subjects Workgroup made recommendations for early childhood classrooms, from Pre-Kindergarten through Second Grade, and for elementary technology coursework.

Summary of Recommendations

The Elementary Non-Tested Grades and Subjects (NTGS) Workgroup recommends common assessments already available to educators in Louisiana to assess early childhood academic growth. For elementary technology courses, the Elementary NTGS Workgroup supports the use of Student Learning Targets (SLT) presented to teachers as a developmental checklist.

Rationale for Assessment of Student Growth

Common assessments provide the baseline data needed to collaboratively establish goals for student achievement. Baseline data also strengthen the ability of the teacher and administrator to set rigorous goals. Common assessments allow for ease of implementation in early grades; most educators are familiar with the identified assessments and receive on-going training regarding proper use and administration. In addition, the selected assessments are currently funded by the state. The identified assessments provide multiple data points which increase the teacher's ability to recognize students' academic strengths and weaknesses.

For technology, the Student Learning Targets are based on Louisiana Technology Standards. The developmental checklist would include examples of strong targets for each standard which is applicable to elementary learning standards.

Identified Common Assessments and Associated Benefits as CPMS Measures

Pre-Kindergarten and Kindergarten: *The Developmental Skills Checklist (DSC)*

Benefits to using the DSC include: (1) The DSC takes into account different ability levels. (2) The DSC includes Math, English/Language Arts, and cognitive abilities. (3) The DSC is a reliable measure of student ability.

First and Second Grade: ***Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and EasyCBM***

Benefits to using these assessments include: (1) Assessments are already funded in Louisiana. (2) DIBELS serves as a foundation for assessing progress from the prior year. (3) Assessments have an efficient method for administration.

Anticipated Challenges and Mitigating Solutions

The Elementary NTGS Workgroup anticipated two challenges to implementing their recommendations, as shown below:

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(1) ELEMENTARY TEACHERS WILL NEED TRAINING TO LEARN HOW TO CREATE RIGOROUS TARGETS AND MEASURE THE SUCCESS OF THOSE TARGETS.

The Elementary NTGS Workgroup recommends the following solutions:

I. All elementary teachers must be trained in goal setting, data analyses, and Act 54. The training should be uniform across districts.

II. All elementary teachers must be trained in DSC, DIBELS Next, Easy CBM, or selected assessments (i.e., EAGLE).

(2) Elementary teachers and administrators have limited capacity, at the school and district level, to conduct multiple evaluations and meetings for each teacher.

The Elementary NTGS Workgroup recommends the following solution:

I. Assign outside assessors to assist with evaluations and meetings three times per year. For each meeting and evaluation, the workgroup recommends the use of the same assessor.

Examples of Student Learning Targets

The Elementary NTGS Workgroup collaborated to build examples of both strong and weak Student Learning Targets which were tied to their recommended assessments, as presented below:

Strong Examples

Pre-Kindergarten Student Learning Target: *On beginning-of-year test, ____ students scored in the low percentile (1st-25th), ____ students scored in the mid percentile (26th-50th), and ____ students scored in the high percentile (51st-99th). On the end-of-year test, 70% of students will move into the mid-to-high quartile.*

First and Second Grade Students Learning Target: *85% of my students who attend my literary class 85% of the time will maintain benchmark level or improve one proficiency level or more by the end of the school year, as measured by DIBELS Next, ongoing Progress Monitoring throughout the year, and District-Level Common Assessment.*

Evidence to Support Student Learning Target: *Evidence is based upon identified common assessment in conjunction with grade-level expectations (GLE) assessments, end-of-unit tests, and student portfolios*

Weak Examples

Pre-Kindergarten – Second Grade Student Learning Target: All student scores will increase.

Evidence: Evidence is based upon the identified common assessment in isolation.

Secondary Non-Tested Grades and Subjects

The Secondary Non-Tested Grades and Subjects (NTGS) Workgroup consisted of two subgroups; the first made recommendations regarding math and science instruction, and the second subgroup set forth recommendations related to English/language arts and social studies instruction at the secondary level.

Summary of Recommendations

The Secondary NTGS Workgroup as a whole approved the use of common assessments in cases where the expansion of value-added measures is not a feasible approach to measure the impact of secondary instruction in the four core subjects.

Rationale for Assessment of Student Growth

Math/science and ELA/social studies teams recommended common assessments in the absence of valueadded to ensure that valid and reliable data would be utilized to measure student learning. In addition, common assessments can be aligned to standards for the particular course being evaluated. The identified assessments provide reports that are useful and appropriate for analyses, and produce baseline data needed to set rigorous, achievable goals.

Identified Common Assessments and Associated Benefits as CPMS Measures

EAGLE, an existing test bank used for formative assessments across the state, was identified by both subgroups as an acceptable common measure. EAGLE is aligned to Louisiana's grade level expectations (GLEs), and is available to all teachers across the state at no cost.

In addition, the Secondary NTGS Workgroup advocated the use of ***Advanced Placement (AP) examinations, State-approved recovery exams, ACT (PLAN or EXPLORE), STAR (reading),*** or ***district-/vendor-created benchmark assessments***. AP exams, while recommended as an assessment option, do incur substantial financial costs to administer.

It is further worth noting that intensive training and development is needed to prepare teachers and administrators to use formative assessments for additional purposes. The Secondary NTGS Workgroup supports the use of common assessment and, in unique cases, Student Learning Targets (SLT) when proper training and district support are a part of the evaluation process.

Anticipated Challenges and Mitigating Solutions

The Secondary NTGS Workgroup anticipated two challenges to implementing their recommendations, as shown below:

(1) SECONDARY TEACHERS DO NOT HAVE THE NECESSARY TIME TO DEVOTE TO THIS PROCESS AND THEY HAVE LIMITED EXPERIENCE WITH DATA ANALYSIS AND GOAL SETTING.

The Secondary NTGS Workgroup recommends the following solution:

I. The NTGS Office of LDOE can encourage districts to provide paid teacher workdays to create and evaluate SLTs, which involves compiling and analyzing data, developing goals for student performance, and completing and revising SLT worksheets in the course of meeting with the principal to approve the SLTs.

(2) The NTGS Office must ensure that the process maintains its integrity throughout the school year.

The Secondary NTGS Workgroup recommends the following solution:

I. To ensure integrity in the process, build into the process regular visits from district and/or administrators from the NTGS Office to provide ongoing support for the process.

Examples of Student Learning Targets

The Secondary NTGS Workgroup collaborated to build examples of both strong and weak Student Learning Targets which were tied to their recommended assessments, as presented below:

Strong Examples

English/Language Arts Student Learning Target: *90% of students who attend 85% of class will*

improve one level in six out of twelve rubric components (Senior Project Rubric).

Evidence to Support Student Learning Target: *Evidence is based upon a pre-mini research project (use rubric or the Senior Project/ use Senior Project rubric).*

Weak Examples

English/Language Arts Student Learning Target: Students will improve writing.

Evidence: Evidence is based upon essay writing.

Social Studies Student Learning Target: By the end of the year, the passing rate will be 70%.

Evidence: Tests and quizzes serve as evidence of student learning.

Earth, Space, and Science Student Learning Target: The class will be able to pass the final with 90% making a "C" or better.

Evidence: Teacher-generated assessments serve as evidence of student learning.

Creative Arts Non-Tested Grades and Subjects

The Creative Arts Non-Tested Grades and Subjects (NTGS) Workgroup consisted of two subgroups; the first made recommendations regarding project-based assessments, and the second subgroup set forth recommendations related to performance-based assessments.

Summary of Recommendations

The Creative Arts NTGS Workgroup identified *Performing/Exhibiting*, *Creating*, *Responding/Reflecting,* and *Knowing* as integral components to any common assessment developed for creative arts. While the group did not identify any known common assessments which meet the above criteria, they did identify features which would be present in a strong body of evidence to support student learning. This body of evidence, tied to a rigorous student learning target (SLT), specific to content and relevant to school level, is the initial recommended approach.

As new assessments are created and developed in the Creative Arts, integral components would gauge student skills in *Responding/Reflecting* (using constructed response items) and *Knowing* (using pre- /posttesting). For example, musical analysis- software may currently exist to develop uniformed assessment instruments to measure *Knowledge* in the creative arts.

Rationale for Assessment of Student Growth

The Creative Arts NTGS Workgroup supports the use of common assessments when those assessments reflect critical areas of student learning as identified in the NTGS Workgroup sessions. Until additional common assessment measures are developed in the creative arts, the workgroup supports the use of SLTs to show student achievement.

Identified Common Assessments and Associated Benefits as CPMS Measures

To date, no assessment exists that includes all needed components described above. To that end, the Creative Arts NTGS Workgroup identified additional sources of tangible evidence of student performance in the creative arts, such as ***portfolios***, ***performance rubrics***, ***off-the-shelf assessments***, ***teachergenerated assessments***, and ***performance skills.*** The identified sources serve as examples of items present in a strong body of evidence, and as such, do not represent all potential sources.

Anticipated Challenges and Mitigating Solutions

The Creative Arts NTGS Workgroup anticipated one challenge to implementing its recommendations, as shown below:

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(1) COMPARABILITY OF TEACHER EVALUATIONS ACROSS CONTENT, DISTRICT, SCHOOL, AND CLASSROOM LEVELS MAY PRESENT A CHALLENGE.

The Creative Arts NTGS Workgroup recommends the following solution:

I. Using the SLT model allows creative arts teachers the ability to show student growth, rather than student achievement.

II. Comparability of the amount of student growth provides useful data.

III. Student growth goals should be developmentally appropriate for students taught.

IV. The workgroup advocates a three-year floating average for teachers as a viable measure.

Examples of Student Learning Targets

The Creative Arts NTGS Workgroup collaborated to build examples of both strong and weak Student Learning Targets which were tied to their recommended assessments, as presented below:

Strong Examples

Performance-Based Student Learning Target: *Students will perform three contrasting pieces of music in various venues, demonstrating the musical skills and technical ability necessary to play the music, as*

well as the professionalism involved in performance. The ensemble will move from the Approaching Intermediate level to the Approaching Advanced level, as shown on the approved performance rubric.

Evidence to Support Student Learning Target: *Evidence is based upon performance, recordings, performance rubrics, playing test data, peer evaluations, and adjudicated events outside of school.*

Project-Based Student Learning Target: *Student will show measurable growth over the length of the course in the areas demonstrated on the portfolio rubric.*

Evidence to Support Student Learning Target: *Evidence is based upon submission of portfolios with written rubric, peer evaluations, and periodic assessment data.*

Weak Examples

Performance-Based Student Learning Target: Students will play a piece of music in a concert.

Project-Based Student Learning Target: Students will paint five pictures this semester.

Evidence: Concert programs or ungraded works of art serve as evidence of student learning.

Career and Technical Education Non-Tested Grades and Subjects

The Career and Technical Education Non-Tested Grades and Subjects (NTGS) Workgroup consisted of eight subgroups: Agriculture Education, Business Education, Marketing Education, Family and Consumer Science, Health Science, Technology Education, Trade and Industrial Education, and General Career and Technical Education.

Summary of Recommendations

The Career and Technical Education NTGS Workgroup recommended the use of multiple measures of student achievement. Industry-based certifications were determined to be ideal common assessments, when available. Other strategies included senior projects, portfolios, end-of-course testing, evidence of internships, evidence of work-based learning, and photos of student performance.

Rationale for Assessment of Student Growth

The Career and Technical Education NTGS Workgroup support of common assessments as a primary measure was conditioned on the understanding that funding and availability of testing may present unique challenges to districts.

Student Learning Targets (SLTs) are critical to the evaluation of CTE teachers; this model provides

flexibility in measuring teaching impact in more unique courses. SLTs also provide an avenue to illustrate student growth in courses in which standardized testing is not currently feasible.

Due to the very comprehensive nature of CTE, additional measures are required besides industry-based certifications to collectively present student achievement. The Career and Technical Education NTGS Workgroup supports the creation of statewide standards for portfolios, a general rubric applicable across a variety of goals, and strong suggestions towards evidence to support the attainment of established goals. SLTs should present baseline data, interim data, and post-test measures to be considered rigorous in CTE.

Identified Common Assessments and Associated Benefits as CPMS Measures

With proper funding, training, and resource allocation, ***industry-based certifications*** and ***end-of-course assessments*** present viable, objective measures of student achievement in Career and Technical Education (CTE).

In lieu of these assessments, the workgroup recommends the ***creation of a central metric for portfolio design and evaluation***, in order to increase comparability across CTE courses in the state.

Anticipated Challenges and Mitigating Solutions

The Career and Technical Education NTGS Workgroup anticipated four challenges to implementing its recommendations, as shown below:

(1) CTE INSTRUCTORS WILL STRUGGLE WHEN CREATING RUBRICS.

The Career and Technical Education NTGS Workgroup recommends the following solution:

I. Curriculum specialists will work with teachers to create general rubric.

(2) END-OF-COURSE TESTS MUST BE DEVELOPED FOR ALL MARKETING COURSES.

The Career and Technical Education NTGS Workgroup recommends the following solution:

I. Collaboration with MERA will aid in creating end-of-course exams for marketing courses.

(3) PRE- AND POST-TESTS FOR JAG COURSES IN GRADES 9-11 MUST BE DEVELOPED.

The Career and Technical Education NTGS Workgroup recommends the following solution:

I. Administrators from LDOE assign specific objectives to JAG teachers, who then create test items for use in the statewide JAG test bank.

(4) WITHIN THE UMBRELLA OF THE AGRICULTURE PROGRAM, THERE EXISTS A BROAD VARIETY OF COURSES.

The Career and Technical Education NTGS Workgroup recommends the following solution:

I. The Agriculture Education Subgroup advocates a simple, general document which covers all agriculture classes.

Examples of Student Learning Targets

The Career and Technical Education NTGS Workgroup collaborated to build examples of both strong and weak Student Learning Targets which were tied to their recommended assessments, as presented below:

Strong Examples

Agriscience Student Learning Target: *Students will obtain an IBC in Welding I.*

Evidence to Support Student Learning Target: *Evidence is based upon students' completion of NCCR Wielding I Modules, performance, and written assessments.*

JAG Student Learning Target: *Pre-/Post-test results will show gains of 10%; 85% of students will be expected to have 10% of the required artifacts in their portfolios.*

Evidence to Support Student Learning Target: *Evidence is based upon pre- and post-tests and portfolios, which include career inventories, resumes, projects, progress reports, and employment applications.*

Weak Examples

Agriscience Student Learning Target: Students will build small projects and weld in flat position only.

Evidence to Support Student Learning Target: *Students will build small projects such as BBQ pits and deer stands.*

Physical Education and Health Non-Tested Grades and Subjects

The Physical Education and Health Non-Tested Grades and Subjects (NTGS) Workgroup made recommendations for physical education and health education courses in grades K-12.

Summary of Recommendations

The Physical Education and Health NTGS Workgroup discussed possible assessments and found that none were readily available as having all of the needed components to support the group's recommendations. The workgroup produced drafts of the assessments which workgroup members proposed as easy to implement across all grade levels statewide.

While new measures are field-tested, the workgroup recommends using Student Learning Targets (SLTs) as a stop-gap measure.

Rationale for Assessment of Student Growth

To better align with Louisiana's current standards and grade level expectations, the Physical Education and Health NTGS Workgroup created common assessments for physical education across all grade levels. Despite the fact that off-the-shelf assessments are available, the workgroup chose to develop measures specific to Louisiana. While pilot testing of these newly created tests is essential, the Physical Education and Health NTGS Workgroup supports a unified, standardized measure of student achievement for Physical Education and Health instructors statewide.

Identified Common Assessments and Associated Benefits as CPMS Measures

The Physical Education and Health NTGS Workgroup recommends the ***development of a unique measure*** to identify student achievement for K-12 students. The assessment would be available for all grade levels and would align with Louisiana standards and grade level expectations (GLEs). The creation of the assessment involved a collaborative effort of educators from across the state. The common assessment also brings the appeal of ease of implementation.

Anticipated Challenges and Mitigating Solutions

The Physical Education and Health NTGS Workgroup anticipated two challenges to implementing its recommendations, as shown below:

(1) THE RECOMMENDED TIME FOR PHYSICAL EDUCATION INSTRUCTION (150 MINUTES PER WEEK), IS OFTEN COMPROMISED DUE TO PULL-OUTS FOR STUDENT REMEDIATION IN OTHER COURSES.

The Physical Education and Health NTGS Workgroup recommends the following solution:

I. LDOE must enforce the physical education requirements within Bulletin 741.

II. Alternate pull-outs from other disciplines or subjects to minimize interruption of instruction across subjects.

(2) ADMINISTRATORS AND EVALUATORS LACK KNOWLEDGE OF PHYSICAL EDUCATION STANDARDS AND EXPECTATIONS. THEY NEED TRAINING ON HOW TO EVALUATE AND ASSESS THESE STANDARDS.

The Physical Education and Health NTGS Workgroup recommends the following solution:

I. LDOE should provide appropriate training for administrators of what appropriate physical education programs look like.

Examples of Student Learning Targets

The Physical Education and Health NTGS Workgroup collaborated to build examples of both strong and weak Student Learning Targets which were tied to its recommended assessment, as presented below:

Strong Examples

Physical Education and Health (Fitness) Student Learning Target: *A health-related fitness assessment is a complete battery of assessment items that are scored using the criterion-referenced standards. These standards are age- and gender-specific and are established based on how fit children need to be for good health. SLT will be measured for the entire class, and measured at year-long intervals.*

Evidence to Support Student Learning Target: *Using formative assessments, the students will improve health-related fitness levels by achieving Healthy Fitness Zones as established by Fitnessgram. Pre- and post-assessments will include PACER, trunk extensions, curl-ups, 90° push-ups, and body mass index (BMI) measurements.*

Weak Examples

Physical Education and Health Student Learning Target: Students will participate in competitive play and create a health video.

Evidence: Win/loss record, participation, and dressing-out grades will serve as evidence of learning.

World Languages Non-Tested Grades and Subjects

The World Languages Non-Tested Grades and Subjects (NTGS) Workgroup made recommendations for World Language education courses in grades K-12.

Summary of Recommendations

The World Languages NTGS Workgroup recommends a common assessment to measure student achievement.

Rationale for Assessment of Student Growth

Based upon the research of the World Languages NTGS Workgroup, available assessments will increase

compatibility across the state, resulting in student achievement based on like measures. The workgroup recommends intensive training and district support for optimal implementation of common assessments in World Languages.

Language teachers can modify the common assessments as needed, so that they are specific to the textbook for a given school level. The common assessments lend to collaborative goal-setting; high school teachers may need to form committees to address additional assessment needs.

Identified Common Assessments and Associated Benefits as CPMS Measures

LinguaFolio, a portfolio assessment instrument designed to support individuals in setting and achieving individual goals in learning languages, is the preferred assessment selected by the World Languages NTGS Workgroup. LinguaFolio is available at no cost in paper format, and online for a small fee. Baseline data are available for goal-setting. Teachers and administrators are easily able to discern students' beginning points and direction needed for progress. The assessment is aligned with the LDOE and American Council of Teachers of Foreign Languages (ACTFL) content standards and guidelines.

Other identified assessments include ***Standards-based Measurement of Proficiency (STAMP)*** and the ***National Spanish Exam***.

Anticipated Challenges and Mitigating Solutions

The World Languages NTGS Workgroup anticipated one challenge to implementing its recommendations, as shown below:

(1) VARIOUS CLASSROOM CONDITIONS CREATE CHALLENGES FOR IMPLEMENTING COMMON ASSESSMENTS.

The World Language NTGS Workgroup recommends the following solutions:

I. Class size should be limited to 25 students.

II. Classes must have regular access to computers and technology.

III. Classes must have access to materials for proficiency teaching.

IV. Teachers need support for maintaining an optimum record system (including language proficiency information in the cumulative folders).

Examples of Student Learning Targets

The World Languages NTGS Workgroup collaborated to build examples of both strong and weak Student

Learning Targets which were tied to its recommended assessment, as presented below:

Strong Examples

World Languages Student Learning Target: *75% of students will accomplish 50% of the can-do statements of the novice-mid level of language proficiency using LinguaFolio as the instrument of proficiency measurement.*

Evidence to Support Student Learning Target: *Pre- and post- (and formative) assessment through LinguaFolio.*

Weak Examples

World Languages Student Learning Target: 45% of students are approaching novice-mid level on the continuum of Language Learning.

Evidence: No baseline and/or chapter tests (teacher or book-based) are utilized as evidence of learning.

Special Populations Non-Tested Grades and Subjects

The Special Populations Non-Tested Grades and Subjects (NTGS) Workgroup was comprised of four subgroups: Inclusion, English Language Learners (ELL), Gifted and Talented (GT), and Profound Disabilities.

Summary of Recommendations

The Special Populations NTGS Workgroup recommends several common assessments to measure student achievement. In addition, the workgroup recognized alternative strategies, some of which were applicable to specific subgroups. While special education teachers may use multiple, varied assessments, the Special Populations NTGS Workgroup strongly recommends that every parish be required to use at least one common assessment across the state.

Rationale for Assessment of Student Growth

The strong recommendation for one or more common assessments is based upon the rationale that not all assessments yield the same results, use the same scoring methods, or are valid instruments of assessment. It is also important to recognize the challenge which student individuality brings to creating common assessment methods. Each student has very specific, yet individual, needs, and is entitled to have those needs met.

The main focus of special educators should be to create specific, measurable, standards-based, rigorous, and time-bound goals for each of their students, and then focus their instruction on helping these students reach their individual goals.

Identified Common Assessments and Associated Benefits as CPMS Measures

When applicable to the special student population, the Special Populations NTGS Workgroup supports the use of ***English Language Development Assessment (ELDA), ILEAP, LEAP, GEE*** or **end-of-course exams.**

Special education teachers should be assessed using the students' ***Individualized Education Plans (IEP) goals*** and ***the new version of the Brigance for Special Education assessment***. Student growth for special population students is usually in small increments which do not show on standard tests alone. Therefore, portfolios (work samples), Brigance (standard assessment), and IEP goals and objectives together are a better measure of student growth, as well as teacher accountability.

Recognized alternative strategies include ***Individualized Assistance Program (IAP), portfolio assessments, checklists, rubrics***, and ***anecdotal notes***.

Anticipated Challenges and Mitigating Solutions

The Special Populations NTGS Workgroup anticipated two challenges to implementing its recommendations, as shown below:

(1) GIFTED PROGRAMS VARY FROM PARISH TO PARISH, AS DO THEIR LEARNING EXPECTATIONS.

The Special Populations NTGS Workgroup recommends the following solution:

I. Give teachers the liberty to create their own assessments.

(2) IN AN INCLUSIVE SETTING, ARE SCORES OF BOTH REGULAR EDUCATION AND SPECIAL EDUCATION STUDENTS USED IN EVALUATING GENERAL EDUCATION AND SPECIAL EDUCATION TEACHERS?

The Special Populations NTGS Workgroup recommends the following solution:

I. Special education teachers should receive a percentage of the evaluation from the entire inclusive class scores and another percentage from IEP goal achievements.

Examples of Student Learning Targets

The Special Populations NTGS Workgroup collaborated to build examples of both strong and weak

Student Learning Targets which were tied to its recommended assessment, as presented below:

Strong Examples

Inclusion Student Learning Target: *By the end of the school year, students will show measurable progress on the reading comprehension section of Brigance. Measurable progress will be a minimum of a half-year to a full year of growth for each student (refer to IEP goals).*

Evidence to Support Student Learning Target: *Brigance scores, progress monitoring of core curriculum standards on EDUSOFT, Read 18% (monitor reports/graphs). Teacher utilizes checklist to observe students during small-group instruction. ELA assessments, in conjunction with assessments in other core curriculum areas related to reading comprehension, will also be monitored. Use of rubrics to analyze student problem-solving will be included. In addition, evidence will include constructed response on EDUSOFT, progress reports, progress monitoring charts, and work samples.*

Weak Examples

Inclusion Student Learning Target: Students will show indication of reaching grade level expectations by the end of the year. Students will achieve basic proficiency on LEAP/iLEAP.

Evidence: Brigance and/or LEAP/iLEAP performance will serve as evidence of student learning.

Instructional Coaches and Academic Interventionists

The Instructional Coaches and Academic Interventionists Workgroup made recommendations for assessing their work with non-tested grades and subjects at all school levels.

Summary of Recommendations

The Instructional Coaches and Academic Interventionists Workgroup recommended the use of common assessments to measure student achievement. For clarity, the workgroup developed Student Learning Targets (SLTs) using the selected common assessments.

Rationale for Assessment of Student Growth

The Instructional Coaches and Academic Interventionists Workgroup supported common assessments for goal-setting and progress monitoring. The assessments are acceptable determinants of individual student growth. The identified common assessments are generally respected in education as valid and reliable instruments. Finally, the recommended assessments are objective and exhibit high levels of

comparability at the state level.

However, the workgroup noted concerns to be addressed prior to implementation: the financial costs to districts to purchase and administer the selected assessments and the necessity of proper training and development of staff.

Identified Common Assessments and Associated Benefits as CPMS Measures

The Instructional Coaches and Academic Interventionists Workgroup recommends the use of the following assessments:

EAGLE is aligned to current grade level expectations (GLEs) and standards established by the state. It has the potential for statewide implementation. The assessment represents essential instructional objectives. The workgroup expects that pre- and post-assessment components are possible with system enhancements.

STAR Reading and Math tests are recommended for their ease of administration, the application across multiple grade levels, the comprehensive data management system, and the predictability (reliability) of the instruments.

Anticipated Challenges and Mitigating Solutions

The Instructional Coaches and Academic Interventionists Workgroup anticipated two challenges to implementing its recommendations, as shown below:

(1) TEACHERS WILL NEED TRAINING FOR FIDELITY OF IMPLEMENTATION.

The Instructional Coaches and Academic Interventionists Workgroup recommends the following solution:

I. Job-embedded professional development provided to teachers will be specific to SLTs and areas of needs.

II. Training and support on data analysis, formative assessment, and best instructional strategies will assist in building teachers' understanding.

(2) COMMUNICATION OF THE INITIATIVE, AND ITS SUPPORTING COMPONENTS MUST BE IMPROVED.

The Instructional Coaches and Academic Interventionists Workgroup recommends the following solutions:

I. The appointment of a district liaison that can support the schools through communication with the state.

II. The appointment of a district liaison that can support compliance, management, and professional development activities through communication with the state.

Examples of Student Learning Targets

The Instructional Coaches and Academic Interventionists Workgroup collaborated to build examples of both strong and weak Student Learning Targets which were tied to its recommended assessment, as presented below:

Strong Examples

Instructional Coaches and Interventionists Student Learning Target: *By May 2012, students are expected to score at the following scoring intervals: (1) Below the 25th percentile- 25% or less of students; (2) 25th-49th percentile- 25% or less of students; (3) 50th percentile and above- 50% or more of students.*

Evidence to Support Student Learning Target: *STAR Math (common assessment), in conjunction with other assessments, will serve as evidence of student learning. Multiple data points are critical to assist students in attaining mastery.*

Weak Examples

Instructional Coaches and Interventionists Student Learning Target: Students will improve in math.

Evidence: STAR Math, teacher-made tests, or ancillary materials from the mathematics textbook will serve as evidence of student learning.

Library Media Specialists

The Library Media Specialists Non-Tested Grades and Subjects (NTGS) Workgroup made recommendations for librarians at all school levels.

Summary of Recommendations

The Library Media Specialists NTGS Workgroup recommends the use of Student Learning Targets (SLTs) tied to a body of evidence with multiple measures. The workgroup did not identify any known common assessments. The group identified examples of items that may be present in a strong body of

evidence to support student learning. Therefore, a strong body of evidence, tied to a rigorous SLT, specific to content-type and relevant to school level, is the recommended approach from this workgroup.

Rationale for Assessment of Student Growth

Identifying a common assessment for a Library Media Specialist teacher's evaluation presents particular challenges, due to the limited nature of the teacher's roles- to house a collection of resources for teacher and student use, and to teach students how to use the library and become "information literate." Additionally, the Library Media Specialist's impact on student achievement occurs in collaboration with classroom teachers. In an ideal setting, this is a true collaboration between the teacher and the Library Media Specialist using the standards where both develop a unit and rubric, and the teacher assigns a grade based on the created rubric.

The workgroup also noted that assessment of Library Media Specialists is only equitable if schools realize equal funding levels and resources.

Identified Common Assessments and Associated Benefits as CPMS Measures

The Library Media Specialists NTGS Workgroup identified examples of bodies of evidence to support SLTs: collection ***statistics on library administration to demonstrate the impact on student achievement***, ***school performance scores on the "Use of Information Resources" (UIR) portion of LEAP and iLEAP***, and a ***variety of literacy initiatives***.

Anticipated Challenges and Mitigating Solutions

The Library Media Specialists NTGS Workgroup anticipated two challenges to implementing its recommendations, as shown below:

(1) LIBRARY MEDIA SPECIALISTS MAY EXPERIENCE FEAR AND INTIMIDATION RESULTING FROM THE NEW PROCESS.

The Library Media Specialists NTGS Workgroup recommends the following solutions:

I. Teachers should receive training to improve understanding of SLTs.

II. Training should be provided through multiple venues, including webinars, training manuals, and/or regional workshop centers.

(2) SCHOOL ADMINISTRATORS HAVE LIMITED CAPACITY TO IMPLEMENT THE EVALUATION PROCESS.

The Library Media Specialists NTGS Workgroup recommends the following solutions:

I. Increasing manpower during the evaluation process will assist administrators with its completion.

II. Principals' workloads should be lessened to accommodate the additional responsibilities associated with this process.

Examples of Student Learning Targets

The Library Media Specialist NTGS Workgroup collaborated to build examples of both strong and weak Student Learning Targets which were tied to its recommended assessment, as presented below:

Strong Examples

Librarian Student Learning Target: *In prior years, my school showed as growth pattern of 2% gains per year on the UIR portion of iLEAP. Since the highest gain has been at 80% from two years ago, I plan for a growth of 4%, allowing for a recapture of 2% from last year and an overall growth of 2% projection for this year, totaling an 82% average correct.*

Evidence to Support Student Learning Target: *Although iLEAP will be used as one assessment to measure whether or not the goals have been met, other measures, including collection age, circulation statistics, collection development, and collection analyses will all be used to measure student access and use of the library.*

Weak Examples

Librarian Student Learning Target: All students will pick books with which they are comfortable and will enjoy reading.

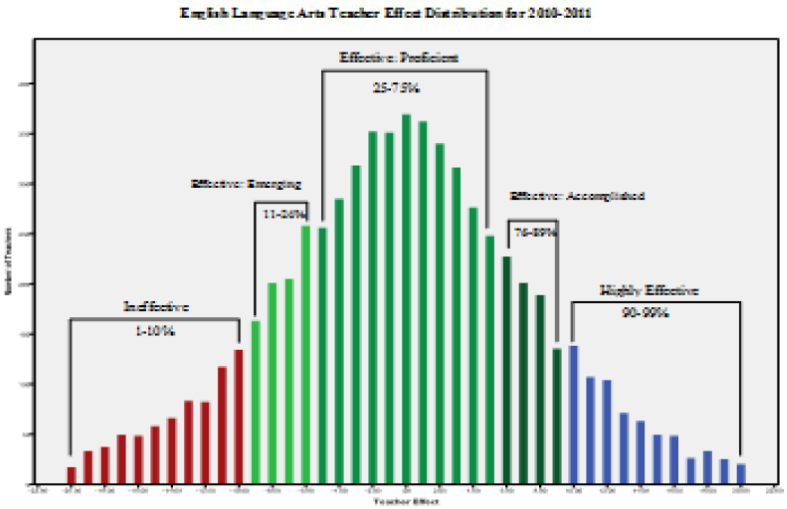
Evidence: Observations on student behavior and checkouts.

Appendix B

Defining Highly Effective, Effective, and Ineffective in Student Growth Measures

Value-Added Measures (example)

Defining Effectiveness with Value-Added



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Defining Effectiveness with Value-Added

Highly Effective

- Students' performance is, on average, **average, 10+ points *ABOVE* where it was expected to be, based on their prior record of achievement**
- Teachers in this category dramatically shift students' achievement trajectory in a positive direction
- Teachers in this category are closing the achievement gap

Effective

- Students' performance is, on average, where it was expected to be, based on their prior records of achievement
- Some may have scored a few points below or above where they were expected to
- After leaving this teacher's class, students are more or less on the same achievement trajectory as they were when they arrived

Ineffective

- Students' performance is, on **average, 10+ points *BELOW* where it was expected to be, based on their prior record of achievement**
- After having a teacher like this for three years, a student who started at Mastery would likely have dropped to Approaching Basic

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Non-Tested Grades and Subjects

Defining Effectiveness with NTGS

Highly Effective

- Uses valid baseline data to set student learning targets that go beyond the established standards within the GLEs
- Compiles an exemplary body of evidence to assess student progress, using multiple measures of achievement, including state-approved common assessments, where available
- Students' performance exceeds the expected outcome by 20% or more

Effective: Proficient

- Uses sufficient baseline data to set student learning targets aligned to GLEs
- Compiles a strong body of evidence to assess student progress, using multiple measures of achievement
- Students' performance meets the expected outcome

Ineffective

- Uses no baseline data to set student learning targets and/or targets are below standards set by GLEs
- Compiles little to no evidence to assess student progress
- Students' performance is below the expected outcome by 20% or more

Appendix C

Defining Highly Effective, Effective, and Ineffective in Qualitative Measures

TEACHER

Planning Competency - The teacher plans instruction that meets the needs of all students and demonstrates knowledge of content, instructional strategies, and resources.

- **PLANNING STANDARD 1:** *The teacher aligns unit and lesson plans with the established curriculum to meet annual achievement goals.*
- **PLANNING STANDARD 2:** *The teacher designs lesson plans that are appropriately sequenced with content, activities, and resources that align with the lesson objective and support individual student needs.*
- **PLANNING STANDARD 3:** *The teacher selects or designs rigorous and valid summative and formative assessments to analyze student results and guide instructional decisions.*

Instruction Competency - The teacher provides instruction to maximize student achievement and meet individual learning needs of all students

- **INSTRUCTION STANDARD 1:** *The teacher presents accurate and developmentally-appropriate content linked to real-life examples, prior knowledge, and other disciplines.*
- **INSTRUCTION STANDARD 2:** *The teacher uses a variety of effective instructional strategies, questioning techniques, and academic feedback that lead to mastery of learning objectives and develop students' thinking and problem-solving skills.*
- **INSTRUCTION STANDARD 3:** *The teacher delivers lessons that are appropriately structured and paced and includes learning activities that meet the needs of all students and lead to student mastery of objectives.*

Environment Competency - The teacher provides a well-managed, student-centered classroom environment that promotes and reinforces student achievement, academic engagement and mutual respect.

- **ENVIRONMENT STANDARD 1:** *The teacher implements routines, procedures, and structures that promote learning and individual responsibility.*
- **ENVIRONMENT STANDARD 2:** *The teacher creates a physical, intellectual, and emotional environment that promotes high academic expectations and stimulates positive, inclusive, and respectful interactions.*
- **ENVIRONMENT STANDARD 3:** *The teacher creates opportunities for students, families, and others to support accomplishment of learning goals.*

Professionalism Competency- The teacher contributes to achieving the school's mission, engages in self-reflection and growth opportunities, and creates and sustains partnerships with families, colleagues and communities.

- **PROFESSIONALISM STANDARD 1:** *The teacher engages in self-reflection and growth opportunities to support high levels of learning for all students.*
- **PROFESSIONALISM STANDARD 2:** *The teacher collaborates and communicates effectively with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.*

DRAFT

LEADER

Ethics and Integrity Competency – Educational leaders ensure the success of all students by complying with legal requirements and by acting with integrity, fairness, and in an ethical manner at all levels and in all situations.

- **ETHICS AND INTEGRITY STANDARD 1:** *Demonstrates compliance with all legal and ethical requirements.*
- **ETHICS AND INTEGRITY STANDARD 2:** *Publicly articulates a personal philosophy.*
- **ETHICS AND INTEGRITY STANDARD 3:** *Creates a culture of trust by interacting in an honest and respectful manner with all stakeholders.*
- **ETHICS AND INTEGRITY STANDARD 4:** *Models respect for diversity.*

Instructional Leadership Competency – Educational leaders collaborate with stakeholders and continuously improve teaching and learning practices to ensure achievement and success for all.

- **INSTRUCTIONAL LEADERSHIP STANDARD 1:** *Establishes goals and expectations.*
- **INSTRUCTIONAL LEADERSHIP STANDARD 2:** *Plans, coordinates, and evaluates teaching and the curriculum.*
- **INSTRUCTIONAL LEADERSHIP STANDARD 3:** *Promotes and participates in teacher learning and development.*
- **INSTRUCTIONAL LEADERSHIP STANDARD 4:** *Creates a school environment that develops and nurtures teacher collaboration.*

Strategic Thinking Competency – Education leaders ensure the achievement of all students by guiding all stakeholders in the development and implementation of a shared vision, a strong organizational mission, school-wide goals, and research-based strategies that are focused on high expectations of learning and supported by an analysis of data.

- **STRATEGIC THINKING STANDARD 1:** *Engages stakeholders in determining and implementing a shared vision, mission, and goals that are focused on improved student learning and are specific, measurable, achievable, relevant, and timely (SMART).*
- **STRATEGIC THINKING STANDARD 2:** *Formulates and implements a school improvement plan to increase student achievement that is aligned with the school's vision, mission and goals; is based upon data; and incorporates research-based strategies and action and monitoring steps.*
- **STRATEGIC THINKING STANDARD 3:** *Monitors the impact of the school-wide strategies on student learning by analyzing data from student results and adult implementation indicators.*

DRAFT

Resource Management Competency – The leader aligns resources and human capital to maximize student learning to achieve state, district and school-wide goals.

- **RESOURCE MANAGEMENT STANDARD 1:** *Manages time, procedures, and policies to maximize instructional time as well as time for professional development opportunities that are aligned with the school's goals.*
- **RESOURCE MANAGEMENT STANDARD 2:** *Allocates financial resources, to ensure successful teaching and learning.*
- **RESOURCE MANAGEMENT STANDARD 3:** *Creates a safe, healthy environment to ensure effective teaching and learning.*

Educational Advocacy Competency – Educational leaders ensure the success of all students by staying informed about research in education and by influencing interrelated systems and policies that support students' and teachers' needs.

- **EDUCATIONAL ADVOCACY STANDARD 1:** *Provides opportunities for multiple stakeholder perspectives to be voiced for the purpose of strengthening school programs and services.*
- **EDUCATIONAL ADVOCACY STANDARD 2:** *Stays informed about research findings, emerging trends, and initiatives in education in order to improve leadership practices.*
- **EDUCATIONAL ADVOCACY STANDARD 3:** *Acts to influence national, state, and district and school policies, practices, and decisions that impact student learning.*

DRAFT

Qualitative Performance

Defining Effectiveness with Observational Rubrics

Highly Effective

- Plans units, lessons, and assessments that extend beyond state standards and are differentiated to meet individual student needs
- Delivers instruction that makes content relevant, engaging, and rigorous for all students, challenging them to heighten their critical thinking and master identified objectives
- Creates an environment that fosters mutual respect, encourages students to take risks, and invests students and their families in a culture of high expectations

Effective: Proficient

- Plans units, lessons, and assessments that are aligned to state standards
- Delivers instruction that is clear, accurate, and relevant to students, leading them to master identified objectives
- Creates an environment in which students are respectful and instructional time is rarely lost due to disruptions

Ineffective

- Fails to plan units, lessons, and/or assessments that are aligned to state standards; plans lack coherence
- Delivers instruction that is inaccurate, incoherent, and/or misaligned with objectives
- Allows for disrespectful behavior to persist; loses instructional time; fails to foster a culture of high expectations

Appendix D
ACEE Member Comments

ACEE Member Response to Summary Report

1. I am concerned about using the IEP goals for teacher evaluation for special populations as most students work with paraprofessionals and are only supervised by the special ed teacher. Paraprofessionals spend most of the day "teaching" these children, however, they are not included in this plan at all. I foresee situations where you will have a great para, but an underperforming teacher, or an underperforming para with a great teacher. Either way, the results will be skewed and true evaluations will not be obtained. Until paraprofessionals are recognized as "teachers" of this population in addition to the special education teachers, evaluations will not be accurate. 2. I do not understand why librarians are part of this model as they do not create lesson plans or curriculum to educate the students, other than guidance for properly using the library for research. If teachers are not sending their students to the library on a regular basis (especially in the jr high/high school level), I do not feel you can accurately evaluate this group. It seemed when we met through small group rotations at our previous meetings, those librarians present who were on this committee felt the same way. Some stated they would force the students to submit social studies/science fair projects as part of their curriculum. I don't see how this can be done if they are not attending library regularly, and if the librarian is not working in conjuction with the social studies/science teachers. I would prefer to see this group taken out of the model at this time, and paraprofessionals be included instead since they do "direct" teaching with students. 3. The ACEE committee summary report mentions several times that additional training, professional development, and/or program licensing will need to be obtained in order for the evaluations for non-tested grade subjects to be implemented. I agree that these items are needed PRIOR to implementation of this model. I do not see how this can be done value added model's implementation date. I am very concerned that if the model is implemented prior to these steps being taken, evaluations of teachers in this category will not be accurate. Although it is not the charge of the ACEE committee to determine how funding and coordination of these needs will be obtained, I do wish to make my concerns known to the BESE board. 4. I am not 100% sure that the current model we have been discussing will work. However, I am concerned that if this program is thrown out completely, it will be at least 10 years before this topic will be brought back to the table. I believe there should be some type of value-added model in place so that we can reward those teachers who are performing well in their positions, and identify those teachers who are not performing well, so that immediate steps can be taken to assist the teacher in improving their job performance. I am a firm believer in accountability, and although schools are not normally viewed as businesses - "if it has a budget, then it's a business". Reward the good teachers, remove the bad teachers, and ALWAYS help every teacher. 5. It has been a privilege to serve on this committee and to represent my parish. Thank you for the opportunity.

Note: Captured 11/25/11 at 4:54pm

Appendix 3.I: Stakeholder Engagement Plan

COMPASS

LOUISIANA'S PATH TO EXCELLENCE

A Strategic Stakeholder Engagement Plan

Louisiana Department of Education

Office of Innovation | Human Capital Office
Phone: 225.342.3377 | E-mail: compass@la.gov

1.0 Purpose

The purpose of this Stakeholder Engagement Plan is to establish a framework for strengthening the support for COMPASS through the use of open communication, dissemination, and exchange of information/knowledge. This strategic approach defines how stakeholder groups should be involved in the ongoing work of COMPASS. Under this plan, COMPASS will forge new relationships and improve existing partnerships, improve internal and external communications, develop necessary marketing materials, refine necessary responses to key issues, and execute a statewide public awareness campaign.

This Stakeholder Engagement Plan strives for the proactive development:

• Of strong relationships with all stakeholders;

• Of various internal and external organizational structures to support the goals of COMPASS;

• Of support from the broader public.

This document:

• Describes the strategies for forging new relationships with stakeholders and maintaining and enhancing the reputation of the Louisiana Department of Education (LDOE) with the stakeholders and audiences who are familiar with LDOE and its divisions;

• Describes the communication methods, practices, and tools that will be implemented to involve, inform, and consult with stakeholders.

This Stakeholder Engagement Plan will be updated periodically to reflect updates as information may change. LDOE will use this framework to guide its outreach efforts with the goal of engaging stakeholders and providing them with a comprehensive understanding of COMPASS.

2.0 Background

COMPASS is Louisiana's new support and evaluation system for teachers and leaders, designed to meet the requirements of Act 54 of the 2010 regular legislative session. COMPASS leverages both quantitative and qualitative data to support and empower educators. Within COMPASS, 50 percent of every educator's evaluation will center on the growth their students make over the course of the academic term. The remaining 50 percent will be based on

qualitative evaluation techniques, such as classroom observations. Together, these two measures will provide teachers and administrators with a **Clear, Overall Measure of their Performance to Analyze and Support Success, or COMPASS**.

3.0 COMPASS Messaging

Below is the COMPASS messaging that will be used as collateral for website, brochure copy, and any other marketing materials. This document ensures the accuracy and consistency of content during the creation of any communications vehicle. COMPASS messaging will be utilized as branding efforts are executed.

COMPASS MESSAGING:

No other school related factor has greater influence on the academic success of our students than individual teachers. We must give our teachers and school leaders the necessary guidance to support their success.

Created by educators for educators, COMPASS is designed to improve instruction by providing every educator in Louisiana with a clear and comprehensive measure of their performance, along with meaningful support targeted to their individual areas of need. With half of the new evaluation model based on traditional measures of performance, such as observations, and the other half based on measures of student growth, COMPASS leverages both qualitative and quantitative data to support and empower educators. COMPASS calls for formal evaluations to be conducted annually, rather than every three years, thereby providing educators with more frequent feedback to advance their skills and careers.

State education leaders have sought input from teachers, principals, district administrators and staff during each stage of development, and will continue doing so as COMPASS is implemented. Moreover, in piloting the program, each component is being tested, reviewed, and refined to ensure successful statewide implementation. Already in place on approximately 120 Louisiana campuses as a pilot program, COMPASS will be fully implemented during the 2012-2013 school year.

4.0 Who are the COMPASS stakeholders?

- Educators (teachers, school officials, education community, professional educator organizations)
- Legislators (current and future)
- General Community (parents, concerned citizens, corporate)

5.0 Plan Components

Successful implementation of this stakeholder engagement strategy includes a wide range of activities. COMPASS will have far reaching implications outside of the LDOE Office of Innovation, and thereby requires interaction with the entire LDOE agency, along with a number of external organizations and agencies who share in the common vision - ensuring that every student in Louisiana is taught by an effective teacher and every school is led by an effective leader-through COMPASS.

This plan will support and enhance the LDOE's commitment to provide a world-class education to all Louisiana students. It identifies strategies to strengthen relationships with current stakeholders. It also identifies ways to communicate and involve other community members who can provide public support and influence. A matrix approach utilizing various teams and departments within LDOE is recommended so that messages about key and important issues are broadly disseminated. This can be carried out through the use of internal and external COMPASS ambassadors.

The plan includes the following components:

I. Legislative affairs
II. Media Relations/External Communications
III. Internal Communications
IV. Community & Stakeholder Engagement

<u>I. Legislative Affairs</u>

Cross-collaboration with the LDOE's Office of Legislative Affairs is an essential component in the stakeholder engagement strategy. The function serves as the liaison between LDE the Louisiana State Legislature. This office will assist in the dissemination of information to legislators and policy makers regarding COMPASS and will advocate on its behalf. Through consistent communication, both offices will work to handle public and legislative information requests. The two offices will collaborate on presentations and outreach efforts relative to COMPASS. Periodic meeting will be scheduled to establish and ensure open dialogue and communication.

<u>II. Media Relations/External Communications</u>

Media relations and external communications will play one of the most critical functions in the COMPASS stakeholder engagement process. Zehnder Communications has been contracted to provide assistance in relative to public relations strategies and tactics. A COMPASS official spokesperson may be appointed to handle particular issues. Professional briefing sessions must occur before responding to media requests so that key messages can be identified and responses to critical questions are prepared and practiced. The LDE Office of Innovation will work in collaboration with the Office of Public Affairs regarding any Media Relations activities and to spend time framing media responses in a way that the general public can understand them. Media-tracking services will be utilized to monitor both print and electronic media pertaining to COMPASS, and to highlight topics and issues raised by individuals or organizations.

The launch of a comprehensive public awareness campaign for COMPASS will be mid- February 2011. The target audience includes stakeholders statewide. Communication strategies will be deployed statewide to achieve the following:

1. Raise awareness and institute the branding of COMPASS.
2. Strengthen advocacy efforts among the state's top government officials, legislators, business leaders and key influencers.
3. Promote the positives associated with COMPASS to every corner of the State of Louisiana and to prepare for the 2011 Regular Session of the Louisiana Legislature.
4. Garner support from educators throughout the state for COMPASS; ensuring that the benefits and support that COMPASS provides will be essential for their success.

Public Relations Strategy

A broad media "push" strategy will be implemented to enhance the COMPASS advocacy efforts. A variety of public relations initiatives will be utilized to achieve the overall goal. The timing of the campaign is designed to coincide with the start of the 2011 legislative session, so that as legislators are deliberating over critical issues relative to education, they will consistently see the positive messages relayed through the COMPASS branding campaign.

All media and public awareness initiatives will premiere February 2011 in a continuum. Campaign initiatives will be circulated through the following mediums:

- Web-based approach
- Traditional Media (Television, Radio, Print)
- Social Media
- Brochures/Promotional Items
- Press releases
- Email Marketing
- Video

Web-Based Approach-

The website has become the front door to most companies and governmental agencies. The first exposure that many constituents may have relative to COMPASS/ACT 54 is through the internet. The internet is also the easiest way for our audience to receive information about COMPASS. As a result, Zehnder, along with LDOE will create a website that will contain visual appeal, usability, and details on how COMPASS will affect each individual that visits the page. The URL is- www.louisianacompass.org. The stakeholder relations manager will take an active role in the development of this website, and continually monitor it through a content management system to ensure that content is relevant and up-to-date. A request will be made to all individual districts to place a COMPASS logo on the homepage of their websites.

Traditional Media-

Television media is typically a cost-effective way to promote COMPASS. This will be utilized through paid commercials and free public service announcements. An advertising budget will be established prior to strategic media buys. Statewide appearances on morning shows will also be utilized. This will be coordinated simultaneously as LDOE experts are conducting trainings in the respective areas. Appearances include: WAFB 9 News this Morning, WBRZ Tune In, along with other statewide morning shows.

Radio Media –

Radio media is deemed as the least expensive form of advertising available. It is also easy to change message, and different messages can be utilized in different markets. Through this medium we will execute Radio Public Service Announcements, and statewide radio shows.

Print Media-

Newspaper is an effective medium that is of moderate cost (depending on size of ad, frequency, circulation of publication). Print media will provide excellent visibility, especially in high-profile national publications and has longer shelf-life than other mediums. Print media tactics will be executed through the use of story pitches for feature stories, Opinion/Editorial submissions, statewide press releases, Mass Mailings, etc.

Social Media-

COMPASS will be promoted through the use of various social media networks ranging from Face book to You Tube. In support of the Social Media initiatives, Zehnder has performed a social media listening tour, which will provide a detailed strategy for social media utilization.

Brochures/Promotional Items-

A COMPASS brochure will be utilized to convey the overarching messaging of COMPASS. This document will target a general audience who requires general information on COMPASS. The brochure will be a perfect complement to other branding initiatives and will be disseminated to school districts throughout the state for general information. It will also be a support mechanism for presentations.

Promotional items portraying the creative logo design for COMPASS will aid in the branding process. These items range from COMPASS pens, folders, etc.

Press releases-

When necessary, press releases will be disseminated to promote COMPASS via statewide media. This effort will be coordinated with the LDOE Office of Public Affairs.

Email Marketing-

Through the use of Constant Contact, email marketing will be utilized. Information will be collected from COMPASS experts to be included in the scheduled releases. The e-news feature will be linked to the COMPASS website, and will be distributed statewide to various audiences. An email address specifically for COMPASS is already in place (compass@la.gov) and should be disseminated publicly for questions, comments, or concerns.

Video-

A 2 min. compass video will be utilized to provide information on COMPASS. This may be used at the beginning of presentations, and will be featured on the website.

III. INTERNAL COMMUNICATIONS

Districts will be polled to determine if internal communications mechanisms exist. Superintendents or chapters may wish to organize open meetings and/or group specific meetings to discuss topics and gather information and opinions about COMPASS. Internal newsletters will contain COMPASS updates along with a COMPASS calendar. Reports to staff will be generated, helping to keep internal audiences informed and "in the loop." Ongoing interoffice trainings and communication mediums will be utilized for accuracy in content.

Internal focus groups may also be held to discuss opportunities and, perhaps most importantly, provide feedback.

IV. COMMUNITY/STAKEHOLDER RELATIONS

When influencing requires the support of others, it is important to be able to call upon groups that carry their own "circles of influence." These groups that help promote COMPASS should be identified, and a mechanism developed so that communication pertaining to COMPASS occurs on a regular basis. These relationships could include partnering on various projects or an endorsement of positions when appropriate.

Each school district has a wealth of potential members to act as COMPASS ambassadors. These members would help us in community/stakeholder relations efforts, such as connecting with educational organizations and professional educator organizations for engagement. We will also identify district superintendents who are willing to speak to their districts on the importance of COMPASS with the objective to gain increased support and understanding. Other community organizations will be identified and engaged in the Stakeholder engagement process. Support materials will be prepared and packaged for formal presentation and could be tailored for that specific audience. This community relations strategy will be executed statewide through the respective districts. This would be an on-going function.

6.0 Timeline

Stakeholder Engagement Plan

Stakeholder	Engagement Strategy	Time	Responsible Party
Professional Education Organizations and Groups	1. Letter from Superintendent White officially introducing COMPASS.	Week of Jan. 30	Innovation/Public Affairs
	2. COMPASS will host facilitated group discussions with targeted constituencies/ groups. This approach will both enable broad participation within each constituency group and engender robust discussion as various participants are able to react to and enrich ideas and comments from the group. Invitations will be extended via the aforementioned letter from Superintendent White.	Groups February Meetings	Innovation/Public Affairs
	3. Education Groups that are familiar with COMPASS and have an established relationship with	Week of Feb. 6	Innovation

	LDE will be asked to develop and submit Opinion/Editorial letters to media. 4. Superintendent will meet with leadership and engage in dialogue; provide with updates and opportunities for educators to engage in work, as appropriate. 5. (Charter School Association) COMPASS engagement to be facilitated through Charter School Office	Throughout the months of Feb/March/April February/March	Public Affairs/Innovation Public Affairs/Innovation
<u>District and School (Educators)</u> District Superintendents District HR Administrators Principals Teachers	1. (Superintendents only) Solicitation of Support Letter from Superintendent White. Districts that are less familiar will also be provided with information to arrange a COMPASS presentation, along with the invited to provide input. 2. (HR Administrators) Continuation of monthly meetings with personnel directors, along with the development of standard forms/tools for COMPASS implementation. 3. COMPASS E-newsletter dissemination for all District personnel. 4. Ongoing presentations to Districts Statewide 5. COMPASS Online Informational Courses 6. Regional Awareness Road Tour 7. Non-Pilot District visits to	Week of Jan. 30 Bi-weekly throughout the months of Jan/Feb/March Week of Feb. 13/March 12/April 16 Ongoing Week of Feb. 6 Feb./March	Public Affairs/Innovation Innovation Innovation Innovation Innovation Innovation

	determine levels of support 8. Leveraging of existing support structure w/in the Office of Innovation. For new districts a COMPASS liaison will be assigned.	Feb./March Ongoing	Innovation Innovation
<u>Policy Makers</u> BESE Legislators School Board Members	1. COMPASS E-newsletter dissemination to all policy makers. 2. COMPASS informational packet to Legislators and School Board Members containing a letter from Superintendent White. 3. Key LDOE administrators will be equipped to interact with Policy Makers concerning COMPASS. 4. Ongoing communication and support for BESE members regarding COMPASS and Bulletin 130. 5. COMPASS presentations will be made at district school board meetings (as requested).	Week of Feb. 13/March 12/April 16 Week of Feb. 20 Ongoing Ongoing Ongoing	Innovation Innovation/Public Affairs Innovation/Public Affairs/Legislative Affairs Innovation Innovation
<u>Other</u> Business Leaders Chambers of Commerce, Rotaries, etc.	1. COMPASS briefing during monthly meetings along with solicitation of support.	Scheduling to begin Feb. 1	Innovation/Public Affairs
Media	1. Statewide Editorial Board Meetings 2. Television appearances 3. Radio PSA's	Media rotation will begin in February and will continue throughout the months of March	Innovation/Public Affairs

	4. Social Media 5. Statewide Press Release	and April.	
General Public	1. Information on Web (Resource page, COMPASS Plan, etc.) 2. COMPASS e-newsletter	February Week of Feb. 13/March 12/April 16	Innovation Innovation
Parents (Families) Students	1. Information on Web w/ Resource page 2. COMPSS e-newsletter	February Week of Feb. 13/March 12/April 16	Innovation Innovation
Higher Education Leaders	1. Informational presentations to University Deans 2. COMPASS e-newsletter	January 25-26 Week of Feb. 13/March 12/April 16	Innovation Innovation

7.0 Conclusion

Stakeholder engagement is critical in the implementation of COMPASS. We must thoroughly inform and engage all stakeholders to increase their understanding of COMPASS and garner their support. To achieve these goals, the Louisiana Department of Education must utilize a variety of communication tools and strategies and provide information in a timely, consistent, and accurate manner. The message conveyed must be consistent, inclusive, promote transparency, and stress the positive outcomes on the future of education for the state of Louisiana.

List of Attachments

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Attachment 2a: Comments on request received from LEAs: Stakeholder Survey 8

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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, Executive Summary and Recommendations July 2010 30

Attachment 6:Race to the Top Memorandum of Understanding 92

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 116

Attachment 9: Table 2: Reward, Priority, and Focus Schools 118

Attachment 10: A copy of the guidelines that the SEA has developed and adopted for local teacher and principal evaluation and support systems 128

Attachment 11a: Evidence that the SEA has adopted all of the guidelines for local teacher and principal evaluation and support systems: Revised Statute Act 54 162

Attachment 11b: Evidence that the SEA has adopted all of the guidelines for local teacher and principal evaluation and support systems: BESE meeting minutes, December 2011 184

Attachment 1

Notice to LEAs

Email to LEAs

From: Ollie Tyler
Sent: Friday, October 28, 2011 01:51 PM
To: [redacted]

[redacted]

Subject: ESEA Flexibility Stakeholder Survey

Dear Education Stakeholders:

The LDOE is currently conducting preliminary research on the USDOE's ESEA Flexibility opportunity in order to determine if this opportunity will support our reform plan and if the flexibilities offered represent significant benefits compared to the requirements expected in return. In order to get initial feedback from all stakeholders, we created a short survey (20 questions). Receiving your input is critical to this process and we look forward to reviewing your responses.

The USDOE has made it clear that flexibility will only be offered to states that articulate a bold plan for improving their lowest-performing schools. Any requests that represent a weakening of expectations for students and schools will not be approved. While this opportunity allows states to reset annual expectations for growth in student achievement, states are expected to maintain rigorous targets, require proven interventions for the lowest performing schools, and offer strong incentives for growth. The expectations must be designed such that all schools are deeply motivated to keep every student on track for high school completion and readiness for college and the workplace.

The decision on whether to request this flexibility will ultimately be made based on whether it offers Louisiana the ability to more rapidly improve our schools and student achievement.

To access the survey, please use the following link:
http://www.surveymonkey.com/s/ESEAFlexibilityStakeholderSurvey.

Superintendents and charter school leaders, please invite your staff to respond to this survey as well. Should you have any questions, please email esea@la.gov. Thank you for your input into this process.

Sincerely,

Ollie S. Tyler
Acting State Superintendent of Education
Louisiana Department of Education

Email to the Board of Elementary and Secondary Education (BESE)

From: Ollie Tyler
Sent: Friday, October 28, 2011 01:46 PM
To: [redacted]
Cc: Ollie Tyler; Vicky Thomas
Subject: ESEA Flexibility Stakeholder Survey

Dear BESE Members:

Below is a survey that I am sending to all LEA's & charter schools to obtain input on the ESEA waivers. The Governor's staff has reviewed and approved of this first step in the process. Please let me know if you have any questions.

Ollie
Dear Education Stakeholders:

The LDOE is currently conducting preliminary research on the USDOE's ESEA Flexibility opportunity in order to determine if this opportunity will support our reform plan and if the flexibilities offered represent significant benefits compared to the requirements expected in return. In order to get initial feedback from all stakeholders, we created a short survey (20 questions). Receiving your input is critical to this process and we look forward to reviewing your responses.

The USDOE has made it clear that flexibility will only be offered to states that articulate a bold plan for improving their lowest-performing schools. Any requests that represent a weakening of expectations for students and schools will not be approved. While this opportunity allows states to reset annual expectations for growth in student achievement, states are expected to maintain rigorous targets, require proven interventions for the lowest performing schools, and offer strong incentives for growth. The expectations must be designed such that all schools are deeply motivated to keep every student on track for high school completion and readiness for college and the workplace.

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Superintendents and charter school leaders, please invite your staff to respond to this survey as well. Should you have any questions, please email esea@la.gov. Thank you for your input into this process.

Sincerely,

Ollie S. Tyler
Acting State Superintendent of Education
Louisiana Department of Education

Email to External Stakeholders

From: Vicky Thomas **On Behalf Of** Ollie Tyler
Sent: Tuesday, November 08, 2011 3:20 PM
To: [redacted]
Subject: ESEA Flexibility Stakeholder Survey

Dear Education Stakeholders:

The LDOE is currently conducting preliminary research on the USDOE's ESEA Flexibility opportunity in order to determine if this opportunity will support our reform plan and if the flexibilities offered represent significant benefits compared to the requirements expected in return. In order to get initial feedback from all stakeholders, we created a short survey (20 questions). Receiving your input is critical to this process and we look forward to reviewing your responses.

The USDOE has made it clear that flexibility will only be offered to states that articulate a bold plan for improving their lowest-performing schools. Any requests that represent a weakening of expectations for students and schools will not be approved. While this opportunity allows states to reset annual expectations for growth in student achievement, states are expected to maintain rigorous targets, require proven interventions for the lowest performing schools, and offer strong incentives for growth. The expectations must be designed such that all schools are deeply motivated to keep every student on track for high school completion and readiness for college and the workplace.

The decision on whether to request this flexibility will ultimately be made based on whether it offers Louisiana the ability to more rapidly improve our schools and student achievement.

To access the survey, please use the following link:
http://www.surveymonkey.com/s/ESEAFlexibilityStakeholderSurvey.

Should you have any questions, please email esea@la.gov. Thank you for your input into this process.
Sincerely,

Ollie

Ollie S. Tyler
Acting State Superintendent of Education
P.O. Box 94064
[redacted]

Attachment 2a

Comments on request received from LEAs (Stakeholder Survey)

(http://www.surveymonkey.com/s/ESEAFlexibilityStakeholderSurvey)

ESEA Flexibility Stakeholder Survey

1. What principles do you believe are most important to include in an accountability system? Check all that apply.

- ☐ Displays transparency
- ☐ Is easy to communicate
- ☐ Clearly differentiates school and subgroup performance
- ☐ Clearly differentiates district and individual school performance
- ☐ Rewards high-performing schools and requires interventions in persistently low performing schools
- ☐ Motivates improvement
- ☐ Ensures that students have a high-performing school option

Other (please specify)

2. What goals should an accountability system promote and measure? Check all that apply.

- ☐ Proficiency/performing on grade level
- ☐ Readiness for college and careers
- ☐ Graduating on time
- ☐ Narrowing the achievement gap

Other (please specify)

3. What elements of Louisiana's current accountability system do you believe are strong and should be preserved and/or enhanced? Check all that apply.

- ☐ Ultimate goal of all students proficient/on grade level
- ☐ Expectations for annual student growth (i.e., growth targets)
- ☐ Required interventions/remedies for low-performing schools
- ☐ Required interventions/remedies for schools with achievement gaps
- ☐ Ability for students attending low-performing schools to attend higher performing public schools
- ☐ Ability for students attending schools with achievement gaps to attend higher performing public schools
- ☐ State support for persistently failing schools or schools approaching failing status

Other (please specify)

4. What elements of Louisiana's current accountability system do you believe to be inadequate or restrictive in improving low-performing schools? Check all that apply.

- ☐ Few incentives for growth beyond the AUS bar

- [ ] Limited recognition of growth
- [ ] Insufficient required interventions that effectively address low academic performance
- [ ] Restrictions on the use of federal funds intended to support school improvement
- [ ] Reporting requirements
- [ ] Operational restrictions or bureaucracies

Other (please specify)

5. What effective interventions has your school and/or district instituted at the local level that could be considered for inclusion in a statewide accountability system?

6. What types of rewards do you believe would most incentivize improved school and district performance? Check all that apply.

- [ ] Financial rewards for schools
- [ ] Financial rewards for educators
- [ ] Public recognition
- [ ] Relief from reporting requirements
- [ ] Ability to operate with higher levels of autonomy

Other (please specify)

7. In what areas could schools and districts benefit most from flexibility? Check all that apply.

- [ ] Use of Title I funds
- [ ] Use of Title II funds
- [ ] Use of Title III funds
- [ ] Use of Rural and Low-Income School Program funds
- [ ] Use of after-school program funds
- [ ] Use of additional strategies, in lieu of or in addition to Supplemental Education Services
- [ ] Reporting requirements (e.g., Highly-Qualified teacher reports)
- [ ] Hiring requirements (e.g., Highly-Qualified restrictions)

Other (please specify)

8. How would you propose to use these funds differently if schools and districts were given the flexibility to do so? Check all that apply.

- [ ] School-wide interventions that are currently limited to certain eligible students

District-wide interventions that are currently limited to certain eligible schools

Intensive, targeted professional development for school leaders and instructional staff based on specific educator evaluation information

Extended day and/or year program

Training and support for the educator evaluation system

Performance incentives

School-wide benchmarking system

Reconstitution of school or conversion of school to an autonomous school or charter school

Implementation of a new, proven school model

Other (please specify)

9. Under the current accountability system (and its required interventions), how confident are you that schools and districts will be able to achieve significant student growth by 2014?

Very confident

Somewhat confident

Not sure

Not confident

10. What supports would help schools and districts achieve significant student growth by 2014? Check all that apply.

Additional financial resources to support implementation of proven strategies

Ability to use existing funds more flexibly

Assistance in recruiting and retaining highly effective school leaders

Assistance in recruiting and retaining highly effective educators

High-quality professional development and targeted assistance to address areas of weakness based on evaluation data

Creation of a district school turnaround office

Recruiting and selecting charter school operators experienced in school turnaround

Support in reconstituting or closing low-performing schools

LDE assistance in implementing district-wide and school-wide interventions

Ability to use federal funds to support moving students from low performing to higher performing schools and interventions in receiving schools

Assistance obtaining experts to advise on successful implementation of reforms

Other (please specify)

11. Do you believe that Louisiana's student proficiency goals, AUS bar, and Critical Goals should:

- ☐ Be increased/more aggressive
- ☐ Be decreased/less aggressive
- ☐ Remain the same

12. When discussing the accountability system, which terminology do you use to describe school performance?

- ☐ School Performance Score
- ☐ LDOE Critical Goals
- ☐ Adequate yearly progress

Other (please specify)

13. Do you understand the difference between state labels (SPS) and federal labels (AYP)?

- ☐ Yes
- ☐ No
- ☐ Unsure

14. Do you understand the difference between how schools are rewarded and held accountable under the state accountability system versus the federal accountability system?

- ☐ Yes
- ☐ No
- ☐ Unsure

15. Do Louisiana schools have an obligation to educate and be held accountable for the performance of all students including students with disabilities, English language learners, and at-risk students?

- ☐ Yes
- ☐ No
- ☐ Undecided

16. Do you believe that a school that remains in Academically Unacceptable Status for four consecutive years should continue to face state intervention?

- ☐ Yes
- ☐ No
- ☐ Undecided

17. Do you believe that parents of children who attend Academically Unacceptable Status schools should continue to have the option to attend other higher performing public schools?

- ☐ Yes
- ☐ No
- ☐ Undecided

18. Do you believe that there should be increased emphasis (through more intensive interventions and supports) on schools nearing Academically Unacceptable Status and schools with persistent achievement gaps?

- ☐ Yes
- ☐ No
- ☐ Undecided

19. Do you believe that districts with an overwhelming percentage of underachieving students should be required to implement district-wide interventions?

- ☐ Yes
- ☐ No
- ☐ Undecided

20. Please choose the title that best reflects your role in education. I am a:

- ☐ Superintendent
- ☐ School system administrator
- ☐ Principal
- ☐ Educator
- ☐ Parent
- ☐ Business/community leader
- ☐ Education advocate

Attachment 2b

Comments on request received from LEAs (results from survey)

ESEA Flexibility Stakeholder Survey

SurveyMonkey

1. What principles do you believe are most important to include in an accountability system? Check all that apply.

	Response Percent	Response Count
Displays transparency	49.3%	338
Is easy to communicate	75.4%	517
Clearly differentiates school and subgroup performance	51.9%	356
Clearly differentiates district and individual school performance	52.5%	360
Rewards high-performing schools and requires interventions in persistently low performing schools	49.7%	341
Motivates improvement	**77.3%**	**530**
Ensures that students have a high-performing school option	32.2%	221
	Other (please specify)	94
	answered question	**686**
	skipped question	**9**

2. What goals should an accountability system promote and measure? Check all that apply.

	Response Percent	Response Count
Proficiency/performing on grade level	**85.4%**	**583**
Readiness for college and careers	63.1%	431
Graduating on time	43.2%	295
Narrowing the achievement gap	58.1%	397
Other (please specify)		71
answered question		**683**
skipped question		**12**

3. What elements of Louisiana's current accountability system do you believe are strong and should be preserved and/or enhanced? Check all that apply.

	Response Percent	Response Count
Ultimate goal of all students proficient/on grade level	**67.5%**	**447**
Expectations for annual student growth (i.e., growth targets)	64.5%	427
Required interventions/remedies for low-performing schools	65.1%	431
Required interventions/remedies for schools with achievement gaps	47.9%	317
Ability for students attending low-performing schools to attend higher performing public schools	25.5%	169
Ability for students attending schools with achievement gaps to attend higher performing public schools	19.2%	127
State support for persistently failing schools or schools approaching failing status	50.0%	331
	Other (please specify)	73
	answered question	**662**
	skipped question	**33**

4. What elements of Louisiana's current accountability system do you believe to be inadequate or restrictive in improving low-performing schools? Check all that apply.

	Response Percent	Response Count
Few incentives for growth beyond the AUS bar	41.8%	276
Limited recognition of growth	42.7%	282
Insufficient required interventions that effectively address low academic performance	44.2%	292
Restrictions on the use of federal funds intended to support school improvement	54.2%	358
Reporting requirements	26.8%	177
Operational restrictions or bureaucracies	**56.8%**	**375**
	Other (please specify)	104
	answered question	**660**
	skipped question	**35**

5. What effective interventions has your school and/or district instituted at the local level that could be considered for inclusion in a statewide accountability system?

	Response Count
	303
answered question	**303**
skipped question	**392**

6. What types of rewards do you believe would most incentivize improved school and district performance? Check all that apply.

	Response Percent	Response Count
Financial rewards for schools	**60.4%**	**402**
Financial rewards for educators	57.5%	383
Public recognition	51.2%	341
Relief from reporting requirements	35.7%	238
Ability to operate with higher levels of autonomy	56.5%	376
	Other (please specify)	52
	answered question	**666**
	skipped question	**29**

7. In what areas could schools and districts benefit most from flexibility? Check all that apply.

	Response Percent	Response Count
Use of Title I funds	**74.7%**	**484**
Use of Title II funds	42.6%	276
Use of Title III funds	33.3%	216
Use of Rural and Low-Income School Program funds	45.2%	293
Use of after-school program funds	60.2%	390
Use of additional strategies, in lieu of or in addition to Supplemental Education Services	47.7%	309
Reporting requirements (e.g., Highly-Qualified teacher reports)	27.6%	179
Hiring requirements (e.g., Highly-Qualified restrictions)	31.6%	205
	Other (please specify)	50
	answered question	**648**
	skipped question	**47**

8. How would you propose to use these funds differently if schools and districts were given the flexibility to do so? Check all that apply.

	Response Percent	Response Count
School-wide interventions that are currently limited to certain eligible students	**62.3%**	**414**
District-wide interventions that are currently limited to certain eligible schools	40.8%	271
Intensive, targeted professional development for school leaders and instructional staff based on specific educator evaluation information	53.8%	357
Extended day and/or year program	41.3%	274
Training and support for the educator evaluation system	36.7%	244
Performance incentives	49.2%	327
School-wide benchmarking system	29.5%	196
Reconstitution of school or conversion of school to an autonomous school or charter school	12.2%	81
Implementation of a new, proven school model	25.5%	169
Other (please specify)		54
answered question		**664**
skipped question		**31**

9. Under the current accountability system (and its required interventions), how confident are you that schools and districts will be able to achieve significant student growth by 2014?

	Response Percent	Response Count
Very confident	6.3%	43
Somewhat confident	27.8%	191
Not sure	29.3%	201
Not confident	**36.7%**	**252**
	answered question	**687**
	skipped question	**8**

10. What supports would help schools and districts achieve significant student growth by 2014? Check all that apply.

	Response Percent	Response Count
Additional financial resources to support implementation of proven strategies	**69.1%**	**461**
Ability to use existing funds more flexibly	59.4%	396
Assistance in recruiting and retaining highly effective school leaders	38.2%	255
Assistance in recruiting and retaining highly effective educators	47.1%	314
High-quality professional development and targeted assistance to address areas of weakness based on evaluation data	58.3%	389
Creation of a district school turnaround office	12.3%	82
Recruiting and selecting charter school operators experienced in school turnaround	7.8%	52
Support in reconstituting or closing low-performing schools	18.6%	124
LDE assistance in implementing district-wide and school-wide interventions	23.4%	156
Ability to use federal funds to support moving students from low performing to higher performing schools and interventions in receiving schools	18.7%	125
Assistance obtaining experts to advise on successful implementation of reforms	24.1%	161

Other (please specify)	96
answered question	**667**
skipped question	**28**

11. Do you believe that Louisiana's student proficiency goals, AUS bar, and Critical Goals should:

	Response Percent	Response Count
Be increased/more aggressive	18.7%	123
Be decreased/less aggressive	30.5%	201
Remain the same	**50.8%**	**335**
answered question		**659**
skipped question		**36**

12. When discussing the accountability system, which terminology do you use to describe school performance?

	Response Percent	Response Count
School Performance Score	**80.4%**	**546**
LDOE Critical Goals	2.1%	14
Adequate yearly progress	17.5%	119
Other (please specify)		32
answered question		**679**
skipped question		**16**

13. Do you understand the difference between state labels (SPS) and federal labels (AYP)?

	Response Percent	Response Count
Yes	**61.9%**	**427**
No	17.5%	121
Unsure	20.6%	142
	answered question	**690**
	skipped question	**5**

14. Do you understand the difference between how schools are rewarded and held accountable under the state accountability system versus the federal accountability system?

	Response Percent	Response Count
Yes	**46.6%**	**320**
No	28.6%	196
Unsure	24.8%	170
	answered question	**686**
	skipped question	**9**

15. Do Louisiana schools have an obligation to educate and be held accountable for the performance of all students including students with disabilities, English language learners, and at-risk students?

	Response Percent	Response Count
Yes	80.6%	555
No	12.2%	84
Undecided	7.3%	50
	answered question	689
	skipped question	6

16. Do you believe that a school that remains in Academically Unacceptable Status for four consecutive years should continue to face state intervention?

	Response Percent	Response Count
Yes	60.2%	415
No	22.9%	158
Undecided	16.8%	116
	answered question	689
	skipped question	6

17. Do you believe that parents of children who attend Academically Unacceptable Status schools should continue to have the option to attend other higher performing public schools?

	Response Percent	Response Count
Yes	54.1%	372
No	27.7%	190
Undecided	18.2%	125
	answered question	687
	skipped question	8

18. Do you believe that there should be increased emphasis (through more intensive interventions and supports) on schools nearing Academically Unacceptable Status and schools with persistent achievement gaps?

	Response Percent	Response Count
Yes	73.4%	504
No	11.8%	81
Undecided	14.8%	102
	answered question	687
	skipped question	8

19. Do you believe that districts with an overwhelming percentage of underachieving students should be required to implement district-wide interventions?

	Response Percent	Response Count
Yes	**68.9%**	**474**
No	19.5%	134
Undecided	11.6%	80
	answered question	**688**
	skipped question	**7**

20. Please choose the title that best reflects your role in education. I am a:

	Response Percent	Response Count
Superintendent	3.5%	24
School system administrator	18.7%	129
Principal	12.6%	87
Educator	**58.1%**	**400**
Parent	2.8%	19
Business/community leader	1.7%	12
Education advocate	2.6%	18
	answered question	**689**
	skipped question	**6**

Attachment 3

Notice and information provided to public regarding the request

Note: Information is available on the LDOE website for the public to view.
(http://www.louisianaschools.net/topics/esea_waiver.html)

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 Item 9-B **Finance Committee** (Schedule 3)

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.

Basis of Allocation: Every AUS 1 and SI 1 school receives a $91,440 base amount. Every AUS 2 and SI 2 school receives a base amount of $92,500. One AUS 3 school receives a base amount of $93,455. All AUS 5, 6, and 7 schools receive the same base amount of $94,325. The balance of the allocation was allocated on a $259 per pupil basis.

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: $293,000
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

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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

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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: $9,014,368
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: $ 2,400,650
Funding Period: 07/01/10 – 06/30/11
Source of Funds: State

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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

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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

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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 amount 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: $74,577,807
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 $4,648.92 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

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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: $4,262,384
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: $32,048 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: $420,000
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 $30,000.

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: $484,020
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: $783,225
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.

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Basis of Allocation: $31,329 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: $4,166,757
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: $801,200
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: $32,048 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:

Contractor	Amount
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: $245,750.00
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: $1,050,000.00
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 -
2010-2011 = $350,000; Year 2 - 2011-2012 = $350,000; Year 3 -2012-2013
= $350,000. This Interagency Agreement will provide an independent, 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: $45,000.00
Amendment Amount: $30,000.00
New Contract Amount: $75,000.00
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: $62,400.00
Contract Period: 07/01/10 - 06/30/11
Fund: Federal IAT Title XIX
Competitive Process: No - Exempt by La. R.S. 39:1494 (Motion

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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/$60.00 per Hr. NTE $62,400.00.

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: $52,675.00
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: $76,639.50

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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: $280,000.00
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: $128,000.00
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: $686,855.00
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: $1,200,000.00
Amendment Amount: $-150,000.00
New Contract Amount: $1,050,000.00
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: $150,000.00
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: $139,000.00
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: $76,000.00
Amendment Amount: $65,000.00
New Contract Amount: $141,000.00
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 $141,000.00. 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 Item 9-C **High School Redesign Committee** (Schedule 4)

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 Item 9-D **Legal/Due Process Committee** (Schedule 5)

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 Item 9-E **Legislative Committee** (Schedule 6)

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 Item 9-F **Literacy and Numeracy Committee** (Schedule 7)

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 Item 9-G **Quality Leaders/Educators Committee** (Schedule 8)

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 Item 9-H **Recovery School District Committee** (Schedule 9)

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

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- one-year extension with placement on contract probation:

  - Algiers Technology Academy,
  - Andrew H. Wilson Charter School,
  - Arthur Ashe Charter School,
  - Langston Hughes Academy Charter School,
  - McDonogh 42 Elementary Charter School,
  - KIPP Central City Academy, and
  - Abramson Science and Technology Charter School (contingent upon the school submitting and completing a plan of action to satisfactorily correct deficiencies noted during the formal and follow-up site visits this spring).

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:	$8,896,693.00
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:	$286,400.00
Contract Period:	07/01/10 to 05/31/11
Fund:	Title II
Competitive Process:	No - Education Program Specialist

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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:	$500,000.00
Amended Amount:	$350,000.00
New Amount:	$850,000.00
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.

McGlinchey Stafford has been providing representation for the State Board of Elementary and Secondary Education, the Department of Education, and the Recovery School District in the litigation captioned *Eddy Oliver, et al v. Orleans Parish School Board,* Docket 2005-12244, Civil District Court for the Parish of Orleans, state of Louisiana. This suit is a class action for damages brought by several thousand teachers employed by the Orleans Parish School Board who were terminated after Hurricane Katrina. Attorneys for the plaintiffs have asserted that their claims exceed $200,000,000. The plaintiffs are also challenging the constitutionality of the Recovery School District legislation. Recently, the Louisiana Supreme Court denied the State Defendants' writ to have the suit dismissed. A tentative trial date of January 2011 has been set. As this case progresses toward trial, defense costs are expected to increase.

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:	$276,140.48

(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: $568,000.00
Amended Amount: $528,000.00
New Amount: $1,096,000.00
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	$186,356.00
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:	$250,000.00
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:	$1,192,800.00
Amended Amount:	$363,336.00
New Amount:	$1,556,136.00
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 $363,336.00)

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:	$1,856,608.00
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 ($467,754.00).

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:	$952,790.00
Amended Amount:	$120,878.00
New Amount:	$1,073,668.00
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 (Increase $96,078.00) 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 $24,800.00).

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:	$66,561.00
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 ($37,967.00);
- McDonogh #15 Elementary School, project #2010-0800-0001 ($2,168.00);
- Dwight D. Eisenhower Elementary School, project #2010-0801-0001 ($6,586.00);
- Andrew Jackson Elementary School, project #2010-0802-0001 ($3,731.00);
- Paul B. Habans Elementary School, project #2010-0803-0001 ($2,182.00);
- Sylvanie F. Williams Elementary School, project #2010-0804-0001 ($682.00);
- Murray Henderson Elementary School, project #2010-0805-0001 ($666.00);
- Joseph S. Clark Sr. High School, project #2010-0806-0001 ($474.00); and
- Alfred Lawless Sr. High School, which also includes fence repair, project #2010-0807-0001 ($12,105.00).

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:	$1,636,468.66
Amended Amount:	$13,376.24
New Amount:	$1,649,844.90
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 $4,392.00, which is based on the low bidder's price of $34,000.00; and the new construction basic services fee of $1,510,045.00, which is based on the AFC of $19,821,000.00 (Increase $1,969.00);
- additional service fee for subdivision survey services dated 02/15/10 from Dading, Marques & Associates, LLC, plus the 10% additional administrative markup (Increase $495.00);
- 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 $7,150.00);
- additional service fee for the State Fire Marshall review fee dated 02/09/10, plus the 10% additional administrative markup (Increase $357.50);
- additional service fee for the subdivision fee dated 04/26/10 from City of New Orleans, plus the 10% additional administrative markup (Increase $247.50); and
- additional service fee for plan printing dated 02/11/10 from N.O. Reproductions, LLC, plus the additional administrative markup (Increase $3,157.24).

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:	$62,760.25

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Amended Amount: ($7,965.00)
New Amount: $54,795.25
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 $15,800.00 to $7,835.00 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: $62,795.00
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 ($36,285.00);
- Additional services for sampling of hazardous materials, environmental and a site survey, plus 10% allowable administrative markup ($26,510.00).

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: $67,193.00
Contract Period: 06/17/10 to 06/17/13

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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 ($9,269.00);
- Dr. Martin Luther King Charter, project #2010-0791-00001 ($6,412.00);
- Albert Wicker Elementary School, project #2010-0792-00001 ($2,502.00);
- A.P. Tureaud Elementary School, project #2010-0793-0001 ($1,870.00);
- McDonogh #32 Elementary School, project #2010-0794-00001 ($905.00);
- Edgar P. Harney Elementary School, project #2010-0795-0001 ($584.00);
- McDonogh #28 Jr. High School, project #2010-0796-0001 ($325.00);
- Harriet R. Tubman Elementary School, project #2010-0797-0001 ($325.00); and
- Joseph A Hardin Elementary School, which includes fence repair, project #2010-0798-0001 ($8,667.00).

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: $58,753.00
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:	$49,017.50
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:	$100,614.20
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:	$275,000.00
Contract Period:	6/15/10 to 6/15/12
Fund:	Finance
Competitive Process:	No True Professional

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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:	$1,696,500.00
Amended Amount:	$370,750.00
New Amount:	$2,067,250.00
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 Item 9-I **State Authorized School Oversight Committee** (Schedule 10)

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:
  - 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.
  - 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:
  - ~~Baton Rouge~~ LSD/LSVI
- Add the following language to the Release Procedures:
  - LSD/LSVI may release a student from enrollment when the student's IEP team determines that the school is not appropriate for the student.
  - 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 Item 9-J **Student/School Performance and Support Committee** (Schedule 11)

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" Folse, III, to the Superintendents' Advisory Council upon the recommendation of Mr. Jim Garvey. Superintendent Folse replaces former Superintendent Gayle Sloan on the Council.

Agenda Item 12 **Received and/or Referred**

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. (Schedule 14)

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. (Schedule 15)

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. (Schedule 16)

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.

(Schedule 17)

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).

(Schedule 18)

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. (Schedule 19)

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). (Schedule 20)

Agenda Item 12-H 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,* 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). (Schedule 21)

Agenda Item 12-I On motion of Ms. Dastugue, seconded by Mr. Lee, the Board received and 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, *i*LEAP, and GEE test results for the OPSB's charter and direct-operated schools.

Agenda Item 12-J 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 1196, *Louisiana Food and Nutrition Programs, Policies of Operation:* Chapters 3, 5, 7, 25, 29, 33, 34, and 35. (Schedule 22)

Agenda Item 12-K 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 programs. (Schedule 23)

Agenda Item 12-L 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. (Schedule 24)

Agenda Item 12-M 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. (Schedule 25)

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. (Schedule 26)

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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. (Schedule 27)

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.

(Schedule 28)

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: $720,000.00
   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: $2,750,000.00
   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.

(Schedule 29)

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: $11,411,879.00
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% ($11,411,970) 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: $213,765.00
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: $978,432.00
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 $326,144.00; Yr. 2 - 07/01/11 through 06/30/12 will be $326,144.00; Yr. 3 - 07/01/12 through 06/30/13 will be $326,144.00. 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: $2,106,542.00
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 6

State's Race to the Top Assessment Memorandum of Understanding (MOU)

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS MEMBERS

JUNE 3, 2010

I. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this eight day of June 2010, (the "Effective Date") by and between the State of *Louisiana* and all other member states of the Partnership For Assessment of Readiness for College and Careers ("Consortium" or "PARCC") who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education ("ED") announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) ("Notice").

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.

- To provide assessments and results that:
    - Are comparable across states at the student level;
    - Meet internationally rigorous benchmarks;
    - Allow valid measures of student longitudinal growth; and
    - Serve as a signal for good instructional practices.

- To support multiple levels and forms of accountability including:
    - Decisions about promotion and graduation for individual students;
    - Teacher and leader evaluations;
    - School accountability determinations;
    - Determinations of principal and teacher professional development and support needs; and
    - Teaching, learning, and program improvement.

- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.

B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.

D. The Consortium shall adopt a test security policy no later than the spring of 2011.

E. The Consortium shall adopt a common definition of "English learner" and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.

F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.

G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.

H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.

I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.

   a. The eligibility criteria for a Governing State are as follows:

      (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;

      (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;

      (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

(iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:

- Coordinate the state's overall participation in all aspects of the project, including:
  - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
  - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
  - participation by local schools and education agencies in pilot tests and field test of system components; and
  - identification of barriers to implementation.
- Participate in the management of the assessment development process on behalf of the Consortium;
- Represent the chief state school officer when necessary in Governing Board meetings and calls;
- Participate on Design Committees that will:
  - Develop the overall assessment design for the Consortium;
  - Develop content and test specifications;
  - Develop and review Requests for Proposals (RFPs);
  - Manage contract(s) for assessment system development;
  - Recommend common achievement levels;
  - Recommend common assessment policies; and
  - Other tasks as needed.

(v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

b. A Governing State has the following additional rights and responsibilities:

(i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;

(ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;

(iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;

(iv) A Governing State must participate in the work of the Consortium's design and assessment committees;

(v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;

(vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;

(vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;

(viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

(ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

(i) The Fiscal Agent will serve as the "Applicant" state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.

(ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;

(iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;

(iv) The Fiscal Agent has the authority, with the Governing Board's approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;

(v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium's Project Management Partner;

(vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

(vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;

(viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. Participating State

a. The eligibility criteria for a Participating State are as follows:

(i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;

(ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

(i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;

(ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

(iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and

(iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. Proposed Project Management Partner:

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. Recommitment to the Consortium

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. Application Process For New Members

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.

2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. Membership Opt-Out Process

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;

2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:

    a. Overall design of the assessment system;

    b. Common achievement levels;

    c. Consortium procurement strategy;

    d. Modifications to governance structure and decision-making process;

    e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:

        (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;

        (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams ("committees") as it deems necessary and appropriate to carry out the Consortium's work, including those identified in the PARCC grant application.

   a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;

   b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;

   c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;

   d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;

   e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and

   f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).

4. The Governing Board shall be chaired by a chief state school officer from one Governing State.

   a. The Governing Board Chair shall serve a one-year term, which may be renewed.

   b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.

   c. The Governing Board Chair shall have the following responsibilities:

      (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and

orderly manner. The tasks related to these responsibilities include:

(a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;

(b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;

(c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;

(d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and

(e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.

5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.

   a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.

6. Participating States may provide input for Governing Board decisions, as described below.

7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.

   a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;

   b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become

Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.

2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.

   a. Recommendations are made on a consensus basis, with input from the Participating States.

   b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.

   c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.

   d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote. Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.

   a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. General Assembly of All Consortium States

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.

   a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.

   b. Chief state school officers or their designees only shall be invited to the second annual convening.

2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:

   a. Participation in conference calls and/or webinars;

   b. Written responses to draft documents; and

   c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

A. Possible coordinated cooperative purchase discounts;

B. Possible discount software license agreements;

C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;

D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;

E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and

F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;

2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);

3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;

4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;

5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;

6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and

address any such barriers prior to full implementation of the summative assessment components of the system:

a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.

7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;

8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:

   a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

   b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

   c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and

   d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and

10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.

B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

A. This MOU will take effect upon execution of this MOU by at least five States as "Governing States" and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.

B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.

C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name: *Scott N. Norton*

Mailing Address: *P.O. Box 94604, Baton Rouge, LA 70804*

Telephone: *(225) 342-1308*

Fax: *(225) 219-0474*

E-mail: *Scott.Norton@LA.GOV*

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

The State of Louisiana hereby joins the Consortium as a Governing State, and agrees to be bound by all of the assurances and commitments associated with the Governing State membership classification. Further, the State of Louisiana agrees to perform the duties and carry out the responsibilities associated with the Governing State membership classification.

Signatures required:

- Each State's Governor;
- Each State's chief school officer; and
- If applicable, the president of the State board of education.

Addenda:

- **Addendum 1**: Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.

- **Addendum 2**: Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Assurance 6 in Section X of this MOU.

- **Addendum 3**: Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

STATE SIGNATURE BLOCK

State of:	
Signature of the Governor:	
Printed Name: Bobby Jindal	Date: 6/9/10
Signature of the Chief State School Officer:	6/8/10
Printed Name: Paul G. Pastorek	Date: 6/8/10
Signature of the State Board of Education President (if applicable):	
Printed Name: Keith Guice	Date: 6/8/10

ADDENDUM 2:
LOUISIANA ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 2: ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

June 13, 2010

Plan of *Louisiana*

Louisiana State laws and board policies were reviewed to identify current barriers to implementing the proposed assessment system. As a result of this review, Louisiana has already revised one state law and found several others that may need minor revisions prior to transitioning to a new assessment system. In addition, there are several board policies that will need revision prior to new assessments being implemented in 2014-2015. These revisions to Louisiana laws and policies would allow for the new assessments to replace the current assessment program.

The following references in the Louisiana Revised Statutes (R.S.) are directly related to the statewide assessment program and have been revised or will need to be revised to fully transition to the new assessments in grades 3-8 and high school:

- Act 116 of the 2010 Regular Legislative Session expands the options for types of tests that are allowed at grades 3, 5, 6, 7 and 9 in Louisiana. Prior to this Act, tests at those grades included norm-referenced testing components, resulting in an augmented norm-referenced test model. The PARCC consortium will use a criterion-referenced model, so this change will allow for Louisiana's participation. Tests at other grades already used the criterion-referenced test model so no additional changes are needed regarding test type.

- Louisiana Revised Statutes 17:24.4 contain references to Louisiana's current testing program, and some additional minor updating may be helpful, although none of the remaining language would prohibit participation in the PARCC-developed assessments.

- In addition, Louisiana's assessment programs are detailed in *Bulletin 118: Statewide Assessment Standards and Practices* (http://www.doa.louisiana.gov/osr/lac/28v111/28v111.doc) , the official assessment policy manual of the Louisiana State Board of Elementary and Secondary Education (BESE). This document contains numerous references to the current assessment programs (LEAP, iLEAP, GEE) that will need to be updated.

ADDENDUM 3:
[*STATE NAME*] ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 3: ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

June 3, 2010

The signature of the chief procurement official of **Louisiana** on Addendum 3 to the Memorandum of Understanding for the Race to the Top Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers ("Consortium") Members constitutes an assurance that the chief procurement official has determined that **Louisiana** may, consistent with its applicable procurement laws and regulations, participate in and make procurements using the Consortium's procurement processes described herein.

I. Consortium Procurement Process

This section describes the procurement process that will be used by the Consortium. The Governing Board of the Consortium reserves the right to revise this procurement process as necessary and appropriate, consistent with its prevailing governance and operational policies and procedures. In the event of any such revision, the Consortium shall furnish a revised Addendum Three to each State in the Consortium for the signature by its chief procurement official.

1. *Competitive Procurement Process; Best Value Source Selection.* The Consortium will procure supplies and services that are necessary to carry out its objectives as defined by the Governing Board of the Consortium and as described in the grant application by a competitive process and will make source selection determinations on a "best value" basis.

2. *Compliance with federal procurement requirements.* The Consortium procurement process shall comply with all applicable federal procurement requirements, including the requirements of the Department of Education's grant regulation at 34 CFR § 80.36, "Procurement," and the requirements applicable to projects funded under the American Recovery and Reinvestment Act of 2009 ("ARRA").

3. *Lead State for Procurement.* The Fiscal Agent of the Consortium shall act as the Lead State for Procurement on behalf of the Consortium, or shall designate another Governing State to serve the Consortium in this capacity. The Lead State for Procurement shall conduct procurements in a manner consistent with its own procurement statutes and regulations.

4. *Types of Procurements to be Conducted.* The Lead State for Procurement shall conduct two types of procurements: (a) procurements with the grant funds provided by the

Department of Education to the Fiscal Agent, and (b) procurements funded by a Consortium member State's non-grant funds.

5. *Manner of Conducting Procurements with Grant Funds.* Procurements with grant funds shall be for the acquisition of supplies and/or services relating only to the design, development, and evaluation of the Consortium's assessment system, and a vendor awarded a contract in this category shall be paid by grant funds disbursed by the Fiscal Agent at the direction of the Governing Board of the Consortium. The Lead State for Procurement shall conduct the procurement and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

    a. Issue the Request for Proposal;
    b. Receive and evaluate responsive proposals;
    c. Make source selection determinations on a best value basis;
    d. Execute a contract with the awardee(s);
    e. Administer awarded contracts.

6. *Manner of Conducting Procurements with State Funds.* The Consortium shall conduct procurements related to the implementation of operational assessments using the cooperative purchasing model described in this section.

    a. The Lead State for Procurement shall conduct such procurements and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

        i. Issue the RFP, and include a provision that identifies the States in the Consortium and provides that each such State may make purchases or place orders under the contract resulting from the competition at the prices established during negotiations with offerors and at the quantities dictated by each ordering State;
        ii. Receive and evaluate responsive proposals;
        iii. Make source selection determinations on a best value basis;
        iv. Execute a contract with the awardee(s);
        v. Administer awarded contracts.

    b. A Consortium State other than the Lead State for Procurement shall place orders or make purchases under a contract awarded by the Lead State for Procurement pursuant to the cooperative purchasing authority provided for under its state procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

ADDENDUM 3:
[*STATE NAME*] ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

i. An ordering State shall execute an agreement ("Participating Addendum") with the contractor, which shall be incorporated into the contract. The Participating Addendum will address, as necessary, the scope of the relationship between the contractor and the State; any modifications to contract terms and conditions; the price agreement between the contractor and the State; the use of any servicing subcontractors and lease agreements; and shall provide the contact information for key personnel in the State, and any other specific information as may be relevant and/or necessary.

II. Assurance Regarding Participation in Consortium Procurement Process

I, **Denise Lea**, in my capacity as the chief procurement official for **Louisiana** confirm by my signature below that **Louisiana** may, consistent with the procurement laws and regulations of **Louisiana**, participate in the Consortium procurement processes described in this Addendum 3 to the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Consortium Members.

[redacted]

Name: Denise Lea
Title: Chief Procurement Officer
6/15/10
[DATE]

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 9

Table 2: Reward, Priority, and Focus Schools

LEA Name	School Name	School NCES ID	REWARD	PRIORITY	FOCUS

		#	SCHOOL	SCHOOL	SCHOOL
RSD	P. A. Capdau School	00860		YES	
RSD	Nelson Elementary School	00949		YES	
RSD	Thurgood Marshall Early College High School	02277		YES	
RSD	Gentilly Terrace School	00893		YES	
RSD	Lagniappe Academies of New Orleans	02300		YES	
RSD	E. P. Harney Spirit of Excellence Academy	01800		YES	
RSD	Batiste Cultural Arts Academy at Live Oak Elem	02018		YES	
RSD	SciTech Academy at Laurel Elementary	00917		YES	
RSD	Linwood Public Charter School	00175		YES	
RSD	Crestworth Learning Academy	00369		YES	
RSD	Arise Academy	02278		YES	
RSD	Success Preparatory Academy	02283		YES	
RSD	Benjamin E. Mays Preparatory School	02266		YES	
RSD	Pride College Preparatory Academy	02257		YES	
RSD	Glen Oaks Middle School	00377		YES	
RSD	Prescott Middle School	00415		YES	
RSD	Pointe Coupee Central High School	02002		YES	
RSD	Dalton Elementary School	00370		YES	
RSD	Lanier Elementary School	00391		YES	

RSD	Crocker Arts and Technology School	02084		YES	
RSD	The Intercultural Charter School	02077		YES	
RSD	Akili Academy of New Orleans	02071		YES	
RSD	New Orleans Charter Science and Math Academy	02068		YES	
RSD	Sojourner Truth Academy	02070		YES	
RSD	Miller-McCoy Academy	02067		YES	
RSD	NOLA College Prep Charter School	02041		YES	
RSD	Langston Hughes Academy Charter School	00976		YES	
RSD	Andrew H. Wilson Charter School	00979		YES	
RSD	Abramson Science & Technology Charter School	02054		YES	
RSD	Kenilworth Science and Technology School	00389		YES	
RSD	James M. Singleton Charter School	01208		YES	
RSD	Dr. M.L.K. Charter School for Science & Tech.	00414		YES	
RSD	McDonogh #28 City Park Academy	00936		YES	
RSD	Lafayette Academy of New Orleans	00914		YES	
RSD	Esperanza Charter School	00872		YES	
RSD	McDonogh #42 Elementary Charter School	00944		YES	
RSD	Martin Behrman Elementary School	00835		YES	

RSD	Dwight D. Eisenhower Elementary School	00883		YES	
RSD	William J. Fischer Elementary School	00885		YES	
RSD	McDonogh #32 Elementary School	00938		YES	
RSD	O.P. Walker Senior High School	00972		YES	
RSD	Algiers Technology Academy	02057		YES	
RSD	Joseph A. Craig School	00870		YES	
RSD	Benjamin Banneker Elementary School	00935		YES	
RSD	Walter L. Cohen High School	00867		YES	
RSD	Dr. Charles Richard Drew Elementary School	00974		YES	
RSD	Paul B. Habans Elementary School	00900		YES	
RSD	Murray Henderson Elementary School	00905		YES	
RSD	John McDonogh Senior High School	00928		YES	
RSD	James Weldon Johnson School	00909		YES	
RSD	Sarah Towles Reed Senior High School	01933		YES	
RSD	A.P. Tureaud Elementary School	00869		YES	
RSD	Schwarz Alternative School	02020		YES	
RSD	G.W. Carver High School	00861		YES	
RSD	L. B. Landry High School	00916		YES	

RSD	H.C. Schaumburg Elementary School	00964		YES	
RSD	Mary D. Coghill Elementary School	00866		YES	
RSD	St. Helena Central Middle School	01158		YES	
RSD	Linear Leadership Academy	00174		YES	
RSD	Sophie B. Wright Inst.of Academic Excellence	00981		YES	
RSD	KIPP Believe College Prep (Phillips)	00958		YES	
RSD	KIPP McDonogh 15 School for the Creative Arts	00932		YES	
RSD	KIPP Central City Academy	02043		YES	
RSD	KIPP Central City Primary	02079		YES	
RSD	KIPP New Orleans Leadership Academy	02307		YES	
RSD	Samuel J. Green Charter School	00897		YES	
RSD	Arthur Ashe Charter School	00947		YES	
RSD	John Dibert Community School	00877		YES	
District A	School 1	XXXXX			YES
District B	School 2	XXXXX			YES
District B	School 3	XXXXX			YES
District B	School 4	XXXXX			YES
District B	School 5	XXXXX			YES
District C	School 6	XXXXX			YES
District D	School 7	XXXXX			YES
District E	School 8	XXXXX			YES

District E	School 9	XXXXX			YES
District E	School 10	XXXXX			YES
District E	School 11	XXXXX			YES
District E	School 12	XXXXX			YES
District E	School 13	XXXXX			YES
District E	School 14	XXXXX			YES
District E	School 15	XXXXX			YES
District E	School 16	XXXXX			YES
District E	School 17	XXXXX			YES
District E	School 18	XXXXX			YES
District E	School 19	XXXXX			YES
District E	School 20	XXXXX			YES
District E	School 21	XXXXX			YES
District E	School 22	XXXXX			YES
District E	School 23	XXXXX			YES
District E	School 24	XXXXX			YES
District E	School 25	XXXXX			YES
District E	School 26	XXXXX			YES
District E	School 27	XXXXX			YES
District E	School 28	XXXXX			YES
District E	School 29	XXXXX			YES
District F	School 30	XXXXX			YES
District F	School 31	XXXXX			YES
District G	School 32	XXXXX			YES
District G	School 33	XXXXX			YES
District G	School 34	XXXXX			YES
District H	School 35	XXXXX			YES

District I	School 36	XXXXX			YES
District I	School 37	XXXXX			YES
District I	School 38	XXXXX			YES
District I	School 39	XXXXX			YES
District I	School 40	XXXXX			YES
District I	School 41	XXXXX			YES
District I	School 42	XXXXX			YES
District I	School 43	XXXXX			YES
District I	School 44	XXXXX			YES
District I	School 45	XXXXX			YES
District I	School 46	XXXXX			YES
District I	School 47	XXXXX			YES
District I	School 48	XXXXX			YES
District I	School 49	XXXXX			YES
District I	School 50	XXXXX			YES
District I	School 51	XXXXX			YES
District I	School 52	XXXXX			YES
District I	School 53	XXXXX			YES
District I	School 54	XXXXX			YES
District I	School 55	XXXXX			YES
District J	School 56	XXXXX			YES
District J	School 57	XXXXX			YES
District K	School 58	XXXXX			YES
District L	School 59	XXXXX			YES
District L	School 60	XXXXX			YES
District M	School 61	XXXXX			YES
District M	School 62	XXXXX			YES

District M	School 63	XXXXX			YES
District M	School 64	XXXXX			YES
District M	School 65	XXXXX			YES
District M	School 66	XXXXX			YES
District M	School 67	XXXXX			YES
District M	School 68	XXXXX			YES
District M	School 69	XXXXX			YES
District M	School 70	XXXXX			YES
District M	School 71	XXXXX			YES
District M	School 72	XXXXX			YES
District N	School 73	XXXXX			YES
District N	School 74	XXXXX			YES
District N	School 75	XXXXX			YES
District N	School 76	XXXXX			YES
District O	School 77	XXXXX			YES
District P	School 78	XXXXX			YES
District P	School 79	XXXXX			YES
District P	School 80	XXXXX			YES
District P	School 81	XXXXX			YES
District Q	School 82	XXXXX			YES
District Q	School 83	XXXXX			YES
District R	School 84	XXXXX			YES
District R	School 85	XXXXX			YES
District R	School 86	XXXXX			YES
District R	School 87	XXXXX			YES
District R	School 88	XXXXX			YES
District S	School 89	XXXXX			YES

District T	School 90	XXXXX			YES
District U	School 91	XXXXX			YES
District V	School 92	XXXXX			YES
District W	School 93	XXXXX			YES
District X	School 94	XXXXX			YES
District X	School 95	XXXXX			YES
District X	School 96	XXXXX			YES
District X	School 97	XXXXX			YES
District X	School 98	XXXXX			YES
District X	School 99	XXXXX			YES
District Y	School 100	XXXXX			YES
District Z	School 101	XXXXX			YES
District AA	School 102	XXXXX			YES
District AA	School 103	XXXXX			YES
District BB	School 104	XXXXX			YES
District CC	School 105	XXXXX			YES
District CC	School 106	XXXXX			YES
District DD	School 107	XXXXX			YES
District EE	School 108	XXXXX			YES
District EE	School 109	XXXXX			YES
District EE	School 110	XXXXX			YES
District EE	School 111	XXXXX			YES
District EE	School 112	XXXXX			YES
District FF	School 113	XXXXX			YES
District FF	School 114	XXXXX			YES
District FF	School 115	XXXXX			YES
District FF	School 116	XXXXX			YES

District FF	School 117	XXXXX			YES
District FF	School 118	XXXXX			YES
District FF	School 119	XXXXX			YES
District FF	School 120	XXXXX			YES
District FF	School 121	XXXXX			YES
District FF	School 122	XXXXX			YES
District FF	School 123	XXXXX			YES
District GG	School 124	XXXXX			YES
District HH	School 125	XXXXX			YES
District II	School 126	XXXXX			YES
District JJ	School 127	XXXXX			YES
District JJ	School 128	XXXXX			YES
District JJ	School 129	XXXXX			YES
District KK	School 130	XXXXX			YES
District KK	School 131	XXXXX			YES
District LL	School 132	XXXXX			YES
District MM	School 133	XXXXX			YES
District NN	School 134	XXXXX			YES
District OO	School 135	XXXXX			YES
District OO	School 136	XXXXX			YES
District OO	School 137	XXXXX			YES
District OO	School 138	XXXXX			YES
District PP	School 139	XXXXX			YES
District QQ	School 140	XXXXX			YES
District QQ	School 141	XXXXX			YES
District QQ	School 142	XXXXX			YES

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 Part CXLVII. Bulletin 130—Regulations for the Evaluation and Assessment of School Personnel

Chapter 1. Overview

§101. Regulations of the Program

A. As required by R.S. 17:391.5, R.S. 17:24.3 (Act 621 and Act 9) of the 1977 Louisiana Legislature, and R.S. 17:391.10 (Act 605) of 1980, 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 LEA's personnel evaluation programs. 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. Act 506, R.S. 17:391.5, as enacted and amended during the 1992 Regular Session of the Louisiana Legislature, revised and reenacted previous LEA accountability legislation. It included provisions to strengthen and make more uniform the local teacher evaluation practices within the public schools of Louisiana.

C. The guidelines to strengthen local teacher evaluation programs including the Louisiana Components of Effective Teaching and were entitled "Toward Strengthening and Standardizing Local School Districts' Teacher Evaluation Programs" and were approved by the BESE in September 1992. These guidelines along with the requirements of the local accountability legislation, form the basis for the local evaluation programs.

D. The BESE also authorized the convening of the Louisiana Components of Effective Teaching (LCET) Panel in spring of 1992. The charge of Panel I was to determine and to define the components of effective teaching for Louisiana's teachers. Reviewed and revised in the late 1990s and 2002, the components 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* (§901), which is a descriptive framework of effective teacher behavior, is intended to be a uniform element that serves as evaluation and assessment criteria in the local teacher evaluation programs.

E. In August 2008, the 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. (Appendix B)

F. In 1994, Act I of the Third Extraordinary Session of the 1994 Louisiana Legislature was passed. Act I amended and reenacted several statues 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 the BESE.

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).

§105. Purposes of Personnel Evaluation

A. The purposes for which personnel evaluation will be used in Louisiana are as follows:

1. to assure the public that the educational system provides the best opportunities for all children to learn;

2. to assure the public that the most qualified personnel are employed in every position and that effective teaching continues in the classroom;

3. to foster the continuous improvement of teaching and learning by providing opportunities for the professional growth of all educators;

4. to provide support for the assistance/assessment of new teachers;

5. to provide procedures that are necessary to fulfill the objectives of retaining competent professional employees, to embrace sound educational principles, and to ensure the strengthening of the formal learning environment.

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).

§109. Framework for LEA Personnel Evaluation Programs

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 tailored to the particular needs of the school district. Each school board shall have the responsibility to institute programs that address the particular needs of the school district it represents and the regulations developed by the LDE pursuant to the laws.

B. Certain requirements relative to the design and development of local personnel evaluation programs have been set forth in an effort to facilitate the construction and implementation process. Organizing and numbering the personnel evaluation program plan in a manner consistent with the proposed format will be helpful to the LEA in determining that all elements of evaluation and assessment have been included. A numerical outline will also assist all parties in the review of the plan should such a review be requested or mandated by the BESE. The remainder of this document presents information relative to the criteria for each of the following Sections or elements that should be included in the LEA personnel evaluation program plan.

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 36:2251 (October 2010).

Chapter 3. Template for Personnel Evaluation Plans

§329. Intensive Assistance Programs

A. This program must be designed for use by all evaluators when it becomes necessary to prepare an Intensive Assistance Program for an evaluatee who has been determined to be in need of certain assistance.

B. If it is determined through the evaluation process that an evaluatee does not satisfactorily meet the local school district's standards of performance, then that evaluatee is placed in an intensive assistance program. When the evaluatee is placed in such a program, he/she is informed in writing of the reason(s) for the placement. Then an intensive assistance plan is developed with the evaluatee. This plan specifies:

1. what the evaluatee must do to strengthen his/her performance, what objective(s) must be accomplished, and what level(s) of performance is/are expected;

2. what assistance/support shall be provided by the school district;

3. a timeline (not to exceed two years) for achieving the objectives and the procedures for monitoring the evaluatee's progress including observations and conferences; and

4. the action that will be taken if improvement is not demonstrated. Evaluatees must continue to be evaluated until the need for intensive assistance no longer exists.

C. LEAs must delineate the procedures to be followed if the evaluatee fails to improve within the timelines of the intensive assistance program. R.S. 17:3902 mandates that, if an evaluatee completes the intensive assistance program and still performs unsatisfactorily on a formal evaluation, the local board shall initiate termination proceedings within six months following such unsatisfactory performance.

D. In this section of the LEA evaluation program description, the LEA delineates its process for intensive assistance. The LEA intensive assistance process must conform to the following regulations.

1. An intensive assistance program shall be provided for evaluatees who do not meet the local school district's standards of satisfactory performance.

2. Any evaluatee placed in an intensive assistance program shall be informed in writing of the reason(s) for this placement.

3. An intensive assistance plan shall be developed for any evaluatee placed in such a program.

4. The local school district shall document the professional development support that is necessary to enable the certified and other professional personnel to meet the objectives of his/her plan.

5. The local school district shall take appropriate action in accordance with legislative, SBESE, and local

school board mandates if satisfactory improvement is not demonstrated.

6. The intensive assistance plan must be developed collaboratively by the evaluator and the evaluatee and must contain specific information:

a. 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;

b. an explanation of the assistance/support/resource to be provided by the school district;

c. the evaluatee's and evaluator(s)' names and position titles;

d. a space for indicating the date that the assistance program shall begin;

e. the date when the assistance program shall be completed;

f. the evaluator's and evaluatee's signatures and date lines (Signatures and dates must be affixed at the time the assistance is prescribed and again after follow-up comments are completed.);

g. the timeline for achieving the objective and procedures for monitoring the evaluatee's progress (not to exceed two years);

h. an explanation of the provisions for multiple opportunities for the evaluatee to improve (The intensive assistance programs must be designed in such a manner as to provide the evaluatees with more than one opportunity to improve.);

i. the action that will be taken if improvement is not demonstrated.

7. The intensive assistance form must be designed in a manner that would provide for the designation of the level of assistance and a description of performance.

8. Completed intensive assistance plans and all supporting documents, such as observations, correspondence, and any other information pertinent to the intensive assistance process, must be filed in the evaluatee's single official file at the central office.

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 36:2251 (October 2010).

§333. Procedures for Resolving Conflict—Due Process

A. The LEA must address the following components of due process.

1. The evaluator shall provide the evaluatee with a copy of the evaluation and/or assessment results within 15 working days after the completion of the evaluation. (The LDE strongly recommends that this same procedure be employed with regard to observation reports.)

2. A post-evaluation conference must be held following the evaluation and/or assessment, and prior to the end of the semester or school year in order that the results can be discussed. (This discussion should concern the strengths and weaknesses of the evaluatee.)

3. The evaluation and the assistance and assessment programs shall include procedures for resolving conflict in a fair, efficient, effective, and professional manner.

4. The evaluatee may file his/her own written response to the evaluation or results of the assessment. (A self-evaluation form may not serve as an evaluatee's written response.)

5. The evaluatee may file a written response to the evaluation or results of the assessment that will become a permanent attachment to the evaluatee's single official personnel file. The response may be a signed statement clarifying or rebutting the issue in question. (The LDE recommends that a timeline for the written response be given.)

6. When evaluatees are not performing satisfactorily, they must be informed in writing.

7. The evaluatee has the right to receive proof, by documentation, of any item contained in the evaluation or the assessment that the evaluatee believes to be inaccurate, invalid, or misrepresented. If documentation does not exist, the item in question must be amended or removed from the evaluation or the assessment.

8. The evaluatee must be provided with ample assistance to improve performance.

9. The evaluatee may request that an evaluation be conducted by another source, or that a member of an assessment team be replaced. (The LDE recommends that the LEA name the source from which another evaluator or assessor may be selected.)

10. The confidentiality of evaluation and assessment results must be maintained as prescribed by law. (The LDE strongly recommends that copies of all evaluation and assessment documents be maintained in the files of both the evaluator and evaluatee; however, these documents must be maintained in the evaluatee's single official file.) The school board in each school district must take official action in regard to naming the individuals who shall be authorized to enter the official personnel files. The positions of these individuals must be included.

11. Personnel evaluation grievance procedures must be established to follow the proper lines of authority.

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).

§335. Staff Development for Personnel Involved in Evaluation

A. In this Section of the LEA Personnel Evaluation program description, the LEA delineates its plan for staff development. The school district provides training on a continuing basis for all staff involved in the evaluation and assessment process (i.e., district level administrators and supervisors, principals and assistant principals, and classroom teachers). It is recommended that all training concentrate on fostering the elements listed below:

1. a positive, constructive attitude toward teacher evaluation and assessment;

2. a knowledge of state laws and LEA policies governing the evaluation and teacher assistance and assessment processes and associated due process procedures;

3. an understanding of the Louisiana components of effective teaching;

4. an understanding of the Performance Expectations and Indicators for Education Leaders ; and

5. an understanding of the LEA's personnel evaluation and teacher assistance and assessment programs, including the philosophy and purposes, criteria, and procedures.

B. The LEA's plan may include a description of additional training for evaluators and assessors. Training should focus on developing the skills needed to diagnose, strengthen, and/or enhance teaching effectively. It is recommended that the following skill areas be included in the plan and description of the training:

1. data collection skills necessary to document a teacher's performance accurately;

2. data analysis skills necessary to make accurate judgments about a teacher's performance;

3. conferencing skills necessary to provide clear, constructive feedback regarding a teacher's performance;

4. skills in developing and facilitating meaningful professional growth plans that strengthen or enhance teaching effectiveness; and

5. skills in writing effective evaluation and assessment reports that document how evaluation and assessment has impacted the quality of the teaching-learning process in the classroom.

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).

§339. Job Descriptions

A. The LEA Personnel Evaluation Plan must contain a copy of the job descriptions currently in use in the LEA. The local board shall establish a job description for every category of teacher and administrator pursuant to its evaluation plan. Copies of job descriptions must be distributed to all certified and professional personnel prior to employment. 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

Personnel Category	Position or Title
	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
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 local board has the responsibility of developing job descriptions for the various positions in accordance with its evaluation program. The following components must be included in each job description developed:

1. position title;

2. position qualifications must be at least the minimum requirements as stated in LDE *Bulletin 746—Louisiana Standards for State Certification of School Personnel* (The qualifications must be established for the position, rather than for the evaluatee.);

3. title of the person to whom the evaluatee reports;

4. title of the person whom the evaluator supervises;

5. performance responsibilities of the evaluatee (refer to * below);

6. a space for the evaluatee's signature and date; and

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.

7. all certified and other personnel shall be provided with their job descriptions prior to the beginning of their employment in the school system in their position and each time their job description is revised.

*Job descriptions for instructional personnel must include the *Louisiana Components of Effective Teaching;* job descriptions for building-level administrators must include the *Performance Expectations and Indicators*

for Education Leaders as part of the performance responsibilities.

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).

§345. Statement of Assurance

A. This Section of the plan includes a statement signed by the superintendent of schools and by the president of the school board assuring that the LEA personnel evaluation program has been revised and approved by the school board that governs the affairs of the LEA. The statement of assurance includes a statement that the LEA personnel evaluation and teacher assistance and assessment programs shall be implemented as written. The original Statement of Assurance must be signed and dated by the LEA Superintendent of Schools and by the President of the LEA's School Board; the LDE requests that the LEA submit the statement of assurance prior to the opening of each school year.

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 36:2253 (October 2010).

Chapter 7. Reporting and Monitoring

§701. Annual Summary Reporting Format

A. Each LEA will submit an annual personnel evaluation report to the Department of Education. Information included in the reporting format reflects data deemed necessary in presenting annual reports to the Department of Education, 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 LDE include, but are not limited to, the following items:

1. the number of certified and other professional personnel, by categories, who were evaluated as performing satisfactorily;

2. the number of certified and other professional personnel, by categories, who were evaluated as performing unsatisfactorily;

3. the number of certified and other professional personnel, by categories, who resigned because of less than satisfactory evaluations or for other reasons related to job performance;

4. 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.);

5. the number of evaluations, by categories, used to evaluate certified and other professional personnel during the reporting period (Distinguish between the number of evaluations performed for personnel in position 0-3 years as opposed to personnel in position 4 or more years.);

6. the number of certified personnel, by categories, who improved (from unsatisfactory to satisfactory) as a result of the evaluation process (Report the data by distinguishing between personnel in position 0-3 years and personnel in position 4 or more years.);

7. the number of formal grievances filed because of unsatisfactory performance ratings or disagreement with evaluation results;

8. the number of formal hearings held because of unsatisfactory performance or disagreement with evaluation results;

9. the number of court cases held because of unsatisfactory job performance (the number reinstated and basic reasons for reinstatement of personnel); and

10. the number of evaluatees who received intensive assistance.

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 36:2253 (October 2010).

Chapter 9. Appendices

§901. Appendix A. Louisiana Components of Effective Teaching

Domain I. Planning

Planning is an important aspect of the teaching/learning process.

Component A. The teacher plans effectively for instruction.

Attributes:

1. specifies learner outcomes in clear, concise objectives. It is not necessary to specify different objectives for each child or groups of children;
2. includes activity/activities that develop objectives. A required number of activities is not specified because this decision must be made by the teacher;
3. identifies and plans for individual differences. It is not necessary to specifically describe ways individual differences are to be met in written plans. This will be discussed in the pre-observation interview;
4. identifies materials, other than standard classroom materials, as needed for lesson. Standard classroom materials include such things as textbooks, chalkboard, pencils, paper, etc.;
5. states method(s) of evaluation to measure learner outcomes. Evaluation may be formal or informal;
6. develops an Individualized Education Program (IEP), and/or Individualized Family Service Plan (IFSP) as needed for the lesson*. The Individualized Education Program (IEP), and/or Individualized Family Service Plan (IFSP) will meet state regulations.

* For special education teachers only.

Domain II. Management

Management is the organization of the learning environment and maintenance of student behavior. Focus should be placed on teacher behavior.

Component A. The teacher maintains an environment conducive to learning.

Attributes:

1. organizes available space, materials, and/or equipment to facilitate learning;
2. promotes a positive learning climate.

Component B. The teacher maximizes the amount of time available for instruction.

Attributes:

1. manages routines and transitions in a timely manner;
2. manages and/or adjusts allotted time for activities planned.

Component C. The teacher manages learner behavior to provide productive learning opportunities.

Attributes:

1. establishes expectations for learner behavior;
2. uses monitoring techniques to facilitate learning. This may include reinforcing positive behavior, redirecting disruptive behavior, as well as other methods.

Domain III. Instruction

The teacher, as the knowledgeable professional, is the person best suited to determine effective instruction for his/her classroom.

Component A. The teacher delivers instruction effectively.

Attributes:

1. uses technique(s) which develop(s) lesson objective(s). Technique(s) may include teacher-directed activity/activities or student-centered activity/activities;
2. sequences lesson to promote learning. Sequencing means that the teacher initiates, develops, and closes the lesson with continuity;
3. uses available teaching material(s) to achieve lesson objective(s);
4. adjusts lesson content when appropriate;
5. the teacher integrates technology into instruction.

Component B. The teacher presents appropriate content.

Attributes:

1. presents content at a developmentally appropriate level. The teacher is knowledgeable of the content and relates it to the abilities and interests of the students;
2. presents accurate subject matter;
3. relates relevant examples, unexpected situations, or current events to the content.

Component C. The teacher provides opportunities for student involvement in the learning process.

Attributes:

1. accommodates individual differences. The teacher recognizes that students perform at different levels and provides opportunities for them to become involved. There are many ways of accommodating individual differences among children. Some of these are not always evidenced in observations, but in the planning. It may be necessary for the observer to ask the teacher for clarification;
2. demonstrates ability to communicate effectively with students;
3. stimulates and encourages higher-order thinking at the appropriate developmental levels;
4. encourages student participation.

Component D. The teacher demonstrates ability to assess and facilitate student academic growth.

Attributes:

1. consistently monitors ongoing performance of students;
2. uses appropriate and effective assessment techniques. Assessing student performance may include formal and/or informal assessment procedures as well as formative and summative. Feedback may be verbal or non-verbal;
3. provides timely feedback to students;
4. produces evidence of student academic growth under his/her instruction.

Domain IV. Professional Development

The Professional Growth Plan will provide the data to measure the new teacher's professional development activities.

Component A. The experienced teacher plans for professional self-development. These recommended activities are not limited to, but may include, being a mentor teacher; developing curriculum; delivering inservices; serving on textbook committees; developing teaching materials; promoting positive public relations; reading professional literature; conducting research; evaluating programs; and participating in workshops, conferences, professional organizations, school-based activities, classroom observation of peers, and parent/teacher organizations, etc. These activities shall be monitored on the local level.

NOTE: Component A specifications apply only to experienced teachers (those who have met certification requirements).

Component B. The new teacher plans for professional self-development. The intent of Component B is that the new teacher will concentrate on necessary improvements in Domains I, II, III, and/or V.

Attributes:

1. identifies areas of instruction that need strengthening and develops with mentor and/or principal a plan for improvement and works to complete the plan;
2. seeks ideas and strategies from resources (i.e., books, professional journals, websites, etc.) or colleagues that will improve teaching and learning and employs them.

NOTE: Component B specifications apply only to new teachers.

Domain V. School Improvement

Component A. The teacher takes an active role in building-level decision making.

Attributes:

1. participates in grade level and subject area curriculum planning and evaluation;
2. implements school improvement plan at the classroom level;
3 serves on task force(s) and/or committees.

NOTE: Component A, attributes 1 and 2 apply only to new teachers. Attribute 3 applies to experienced teachers only.

Component B. The teacher creates partnerships with parents/caregivers and colleagues.

Attributes:

1. provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning;

2. encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom;

3. seeks community involvement in instructional program.

Louisiana Components of Effective Teaching for Special Education-II

Field and Pilot tests of the Louisiana Teacher Assessment Program revealed that some of the Component, Attribute, and performance specifications needed to be modified to fit the instruction of certain groups of special education students (i.e., students described as having significant disabilities). While the conceptualizations of teacher knowledge and skills embodied in the original Components list capture the essence of effective instruction, their description and the conditions under which they occur are quite different in certain special education settings.

Domain I. Planning

Planning is an important aspect of the teaching/learning process.

Component A. The teacher plans effectively for instruction.

Attributes:

1. specifies learner outcomes in clear, concise objectives;

2. includes activity/environments that develop objectives;

4. identifies materials/ equipment/ resources/ adaptations, other than standard classroom materials, as needed for lesson/activity;

5. states method(s) of evaluation to measure learner outcomes;

6. develops/implements an Individualized Education Program (IEP), and/or Individualized Family Service Plan (IFSP), when appropriate.

Domain II. Management

Management is the organization of the learning environment and maintenance of student behavior. Focus should be placed on teacher behavior.

Component A. The teacher maintains an environment conducive to learning.

Attributes:

1. organizes available space, materials, and/or equipment to facilitate learning;

2. promotes a positive learning climate;

3. promotes a healthy, safe environment.

Component B. The teacher maximizes the amount of time available for instruction.

Attributes:

1. manages routines and transitions in a timely manner;

2. manages and/or adjusts allotted time for activities and provision of auxiliary services.

Component C. The teacher manages learner behavior to provide productive learning opportunities.

Attributes:

1. establishes expectations for learner behavior;

2. uses monitoring techniques to facilitate learning.

Domain III. Instruction

The teacher, as the knowledgeable professional, is the person best suited to determine effective instruction for his/her classroom.

Component A. The teacher delivers instruction effectively.

Attributes:

1. uses technique(s) which develop(s) lesson/activity objective(s);

2. sequences lesson/activity to promote student learning/development;

3. uses available teaching material(s), equipment, and environment to achieve lesson/activity objective(s);

4. adjusts lesson/activity/content when appropriate;

5. the teacher integrates technology into instruction.

Component B. The teacher presents appropriate content.

Attributes:

1. presents functional content appropriate to the learners' capacities;

2. presents relevant subject matter/curriculum content in appropriate settings;

3. illustrates applications of content through examples, unexpected situations, and other means.

Component C. The teacher provides opportunities for student involvement in the learning process.

Attributes:

1. accommodates individual differences;

2. demonstrates ability to communicate effectively with students;

3. stimulates and encourages independent performance and optimal levels of thinking;

4. promotes student participation.

Component D. The teacher demonstrates ability to assess and facilitate student academic growth.

Attributes:

1. consistently monitors ongoing performance of students;

2. uses assessment techniques effectively;

3. provides timely feedback to students, caregivers, parents, and appropriate professional personnel regarding student progress;

4. produces evidence of student academic growth under his/her instruction.

Domain IV. Professional Development

The Professional Growth Plan will provide the data to measure the new teacher's professional development activities.

Component A. The experienced teacher plans for professional self-development.

These recommended activities are not limited to, but may include, being a mentor teacher; developing curriculum; delivering inservices; serving on textbook committees; developing teaching materials; promoting positive public relations; reading professional literature; conducting research; evaluating programs; and participating in workshops, conferences, professional organizations, school-based activities, classroom observation of peers, and parent/teacher organizations, etc. These activities shall be monitored on the local level.

NOTE: Component A specifications apply only to experienced teachers (those who have met certification requirements).

Component B. The new teacher plans for professional self-development.

The intent of Component B is that the new teacher will concentrate on necessary improvements in Domains I, II, III, and/or V as agreed upon with his/her mentor and principal (during first semester of assistance period) and the members of the assessment team (during the assessment semester).

Attributes:

1. identifies areas of instruction that need strengthening and develops with mentor and/or principal a plan for improvement and works to complete the plan;

2. seeks ideas and strategies from resources (i.e., books, professional journals, websites, etc.) or colleagues that will improve teaching and learning and employs them.

NOTE: Component B specifications apply only to new teachers (those who are in their first two years of teaching in the public school system of Louisiana, and have not yet met all requirements for full certification).

Domain V. School Improvement

Component A. The teacher takes an active role in building-level decision making.

Attributes:

1. participates in grade level and subject area curriculum planning and evaluation;

2. implements school improvement plan at the classroom level;

3. serves on task force(s) and/or committees.

NOTE: Component A, attributes 1 and 2 apply only to new teachers. Attribute 3 applies to experienced teachers only.

Component B. The teacher creates partnerships with parents/caregivers and colleagues.

Attributes:

1. provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning;
2. encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom;
3. seeks community involvement in instructional program.

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 36:2254 (October 2010).

§903. Appendix B. Performance Expectations and Indicators for Education Leaders

PERFORMANCE EXPECTATION 1:

Vision, Mission, and Goals

Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission, and high expectations for every student.

Dispositions exemplified in Expectation 1:

Education leaders believe in, value, and are committed to:

1. every student learning;
2. collaboration with all stakeholders;
3. high expectations for all;
4. examining assumptions and beliefs;
5. continuous improvement using evidence.

Narrative:

Education leaders are accountable and have unique responsibilities for developing and implementing a vision of learning to guide organizational decisions and actions. Education leaders guide a process for developing and revising a shared vision, strong mission, and goals that are high and achievable for every student when provided with appropriate, effective learning opportunities.

The vision, mission, and goals represent what the community intends for students to achieve, informed by the broader social and policy environment and including policy requirements about specific outcomes and continuous improvement. The vision, mission, and goals become the touchstone for decisions, strategic planning, and change processes. They are regularly reviewed and adjusted, using varied sources of information and ongoing data analysis.

Leaders engage the community to reach consensus about vision, mission, and goals. To be effective, processes of establishing vision, mission, and goals should incorporate diverse perspectives in the broader school community and create consensus to which all can commit. While leaders engage others in developing and implementing the vision, mission, and goals, it is undeniably their responsibility to advocate for and act to increase equity and social justice.

Element A. High Expectations for All

The vision and goals establish high, measurable expectations for all students and educators.

Indicators. A leader:

1. uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals with high, measurable expectations for all students and educators;
2. aligns the vision, mission, and goals to school, district, state, and federal policies (such as content standards and achievement targets);
3. incorporates diverse perspectives and crafts consensus about vision, mission, and goals that are high and achievable for every student when provided with appropriate, effective learning opportunities;

4. advocates for a specific vision of learning in which every student has equitable, appropriate, and effective learning opportunities and achieves at high levels.

Element B. Shared Commitments to Implement the Vision, Mission, and Goals

The process of creating and sustaining the vision, mission, and goals is inclusive, building common understandings and genuine commitment among all stakeholders.

Indicators. A leader:

1. establishes, conducts, and evaluates processes used to engage staff and community in a shared vision, mission, and goals;
2. engages diverse stakeholders, including those with conflicting perspectives, in ways that build shared understanding and commitment to vision, mission, and goals;
3. develops shared commitments and responsibilities that are distributed among staff and the community for making decisions and evaluating actions and outcomes;
4. communicates and acts from shared vision, mission, and goals so educators and the community understand, support, and act on them consistently;
5. advocates for and acts on commitments in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities for every student.

Element C. Continuous Improvement toward the Vision, Mission, and Goals

Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission, and high expectations for every student.

Indicators. A leader:

1. uses or develops data systems and other sources of information (e.g., test scores, teacher reports, student work samples) to identify unique strengths and needs of students, gaps between current outcomes and goals, and areas for improvement;
2. makes decisions informed by data, research, and best practices to shape plans, programs, and activities and regularly review their effects;
3. uses data to determine effective change strategies, engaging staff and community stakeholders in planning and carrying out changes in programs and activities;
4. identifies and removes barriers to achieving the vision, mission, and goals;
5. incorporates the vision and goals into planning (e.g., strategic plan, school improvement plan), change strategies, and instructional programs;
6. obtains and aligns resources (such as learning technologies, staff, time, funding, materials, training, and so on) to achieve the vision, mission, and goals;
7. revises plans, programs, and activities based on systematic evidence and reviews of progress toward the vision, mission, and goals.

PERFORMANCE EXPECTATION 2:

Teaching and Learning

Education Leaders ensure achievement and success of all students by monitoring and continuously improving teaching and learning.

Dispositions exemplified in Expectation 2:

Education leaders believe in, value, and are committed to:

1. learning as the fundamental purpose of school;
2. diversity as an asset;
3. continuous professional growth and development;
4. lifelong learning;
5. collaboration with all stakeholders;
6. high expectations for all;
7. student learning.

Narrative

A strong, positive, professional culture fosters learning by all educators and students. In a strong professional culture, leaders share and distribute responsibilities

to provide quality, effectiveness, and coherence across all components of the instructional system (such as curriculum, instructional materials, pedagogy, and student assessment). Leaders are responsible for a professional culture in which learning opportunities are targeted to the vision and goals and differentiated appropriately to meet the needs of every student. Leaders need knowledge, skills, and beliefs that provide equitable differentiation of instruction and curriculum materials to be effective with a range of student characteristics, needs, and achievement.

A strong professional culture includes reflection, timely and specific feedback that improves practice, and support for continuous improvement toward vision and goals for student learning. Educators plan their own professional learning strategically, building their own capacities on the job. Leaders engage in continuous inquiry about effectiveness of curricular and instructional practices and work collaboratively to make appropriate changes that improve results.

Element A. Strong Professional Culture

A strong professional culture supports teacher learning and shared commitments to the vision and goals.

Indicators. A leader:

1. develops shared understanding, capacities, and commitment to high expectations for all students and closing achievement gaps;
2. guides and supports job-embedded, standards-based professional development that improves teaching and learning and meets diverse learning needs of every student;
3. models openness to change and collaboration that improves practices and student outcomes;
4. develops time and resources to build a professional culture of openness and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement;
5. provides support, time, and resources for leaders and staff to examine their own beliefs, values, and practices in relation to the vision and goals for teaching and learning;
6. provides ongoing feedback using data, assessments, and evaluation methods that improve practice;
7. guides and monitors individual professional development plans and progress for continuous improvement of teaching and learning.

Element B. Rigorous Curriculum and Instruction

Improving achievement of all students requires all educators to know and use rigorous curriculum and effective instructional practices, individualized for success of every student.

Indicators. A leader:

1. develops shared understanding of rigorous curriculum and standards-based instructional programs, working with teams to analyze student work, monitor student progress, and redesign curricular and instructional programs to meet diverse needs;
2. provides coherent, effective guidance of rigorous curriculum and instruction, aligning content standards, curriculum, teaching, assessments, professional development, assessments, and evaluation methods;
3. provides and monitors effects of differentiated teaching strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations, including students with disabilities, cultural and linguistic differences, gifted and talented, disadvantaged social economic backgrounds, or other factors affecting learning;
4. identifies and uses high-quality research and data-based strategies and practices that are appropriate in the local context to increase learning for every student.

Element C. Assessment and Accountability

Improving achievement and closing achievement gaps require that leaders make appropriate, sound use of assessments, performance management, and

accountability strategies to achieve vision, mission, and goals.

Indicators. A leader:

1. develops and appropriately uses aligned, standards-based accountability data to improve the quality of teaching and learning;
2. uses varied sources and kinds of information and assessments (such as test scores, work samples, and teacher judgment) to evaluate student learning, effective teaching, and program quality;
3. guides regular analyses and disaggregation of data about all students to improve instructional programs;
4. uses effective data-based technologies and performance management systems to monitor and analyze assessment results for accountability reporting and to guide continuous improvement;
5. interprets data and communicates progress toward vision, mission, and goals for educators, the school community, and other stakeholders.

PERFORMANCE EXPECTATION 3:

Managing Organizational Systems and Safety

Education leaders ensure the success of all students by managing organizational systems and resources for a safe, high-performing learning environment.

Dispositions exemplified in Expectation 3:

The education leader believes in, values, and is committed to:

1. a safe and supportive learning environment;
2. collaboration with all stakeholders;
3 equitable distribution of resources;
4. operating efficiently and effectively;
5. management in service of staff and student learning.

Narrative

Traditionally, school leaders focused on the management of a school or school district. A well-run school where buses run on time, the facility is clean, and the halls are orderly and quiet used to be the mark of an effective school leader. With the shift to leadership for learning, maintaining an orderly environment is necessary but not sufficient to meet the expectations and accountability requirements facing educators today.

Education leaders need a systems approach in complex organizations of schools and districts. In order to ensure the success of all students and provide a high-performing learning environment, education leaders manage daily operations and environments through efficiently and effectively aligning resources with vision and goals. Valuable resources include financial, human, time, materials, technology, physical plant, and other system components.

Leaders identify and allocate resources equitably to address the unique academic, physical, and mental health needs of all students. Leaders address any conditions that might impede student and staff learning, and they implement laws and policies that protect safety of students and staff. They promote and maintain a trustworthy, professional work environment by fulfilling their legal responsibilities, enacting appropriate policies, supporting due process, and protecting civil and human rights of all.

Element A. Effective Operational Systems

Leaders distribute leadership responsibilities and supervise daily, ongoing management structures and practices to enhance teaching and learning.

Indicators. A leader:

1. uses effective tools such as problem-solving skills and knowledge of strategic, long-range, and operational planning to continuously improve the operational system;
2. maintains the physical plant for safety, ADA requirements, and other access issues to support learning of every student;

litates communication and data systems that assure the timely flow of information;

4. oversees acquisition and maintenance of equipment and effective technologies, particularly to support teaching and learning;

5. distributes and oversees responsibilities for leadership of operational systems;

6. evaluates and revises processes to continuously improve the operational system.

Element B. Aligned Fiscal and Human Resources

Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

Indicators. A leader:

1. operates within budget and fiscal guidelines and directs them effectively toward teaching and learning;

2. allocates funds based on student needs within the framework of federal and state rules;

3. aligns resources (such as time, people, space, and money) to achieve the vision and goals;

4. implements practices to recruit and retain highly qualified personnel;

5. assigns personnel to address diverse student needs, legal requirements, and equity goals;

6. conducts personnel evaluation processes that enhance professional practice, in keeping with district and state policies;

7. seeks and secures additional resources needed to accomplish the vision and goals.

Element C: Protecting the Welfare and Safety of Students and Staff

Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students and staff that interfere with teaching and learning.

Indicators. A leader:

1. advocates for and creates collaborative systems and distributed leadership responsibilities that support student and staff learning and well-being;

2. involves parents, teachers, and students in developing, implementing, and monitoring guidelines and norms for accountable behavior;

3. develops and monitors a comprehensive safety and security plan.

PERFORMANCE EXPECTATION 4:

Collaborating with Families and Stakeholders

Education leaders ensure the success of all students by collaborating with families and stakeholders who represent diverse community interests and needs and mobilizing community resources that improve teaching and learning.

Dispositions exemplified in Expectation 4:

The education leader believes in, values, and is committed to:

1. high standards for all;

2. including family and community as partners;

3. respect for the diversity of family composition;

4. continuous learning and improvement for all.

Narrative

In order to educate students effectively for participation in a diverse, democratic society, leaders incorporate participation and views of families and stakeholders for important decisions and activities of schools and districts. Key stakeholders include educators, students, community members, and organizations that serve families and children.

Leaders recognize that diversity enriches and strengthens the education system and a participatory democracy. Leaders regard diverse communities as a resource and work to engage all members in collaboration and partnerships that support teaching and learning. Leaders help teachers communicate positively with families and make sure families understand how to support their children's learning. In communicating with parents and the community, leaders invite feedback and questions so that communities can be partners in providing the best education for every student.

Element A. Collaboration with Families and Community Members

Leaders extend educational relationships to families and community members to add programs, services, and staff outreach and provide what every student needs to succeed in school and life.

Indicators. A leader:

1. brings together the resources of schools, family members, and community to positively affect student and adult learning, including parents and others who provide care for children;

2. involves families in decision making about their children's education;

3. uses effective public information strategies to communicate with families and community members (such as email, night meetings, and written materials in multiple languages);

4. applies communication and collaboration strategies to develop family and local community partnerships;

5. develops comprehensive strategies for positive community and media relations.

Element B. Community Interests and Needs

Leaders respond and contribute to community interests and needs in providing the best possible education for their children.

Indicators. A leader:

1. identifies key stakeholders and is actively involved within the community, including working with community members and groups that have competing or conflicting perspectives about education;

2. uses appropriate assessment strategies and research methods to understand and accommodate diverse student and community conditions and dynamics;

3. seeks out and collaborates with community programs serving students with special needs;

4. capitalizes on diversity (such as cultural, ethnic, racial, economic, and special interest groups) as an asset of the school community to strengthen educational programs;

5. demonstrates cultural competence in sharing responsibilities with communities to improve teaching and learning.

Element C. Building on Community Resources

Leaders maximize shared resources among schools, districts, and communities that provide key social structures and gathering places, in conjunction with other organizations and agencies that provide critical resources for children and families.

Indicators. A leader:

1. links to and collaborates with community agencies for health, social, and other services to families and children;

2. develops mutually beneficial relationships with business, religious, political, and service organizations to share school and community resources (such as buildings, playing fields, parks, medical clinics, and so on);

3. uses public resources and funds appropriately and effectively;

4. secures community support to sustain existing resources and add new resources that address emerging student needs.

PERFORMANCE EXPECTATION 5:

Ethics and Integrity

Education leaders ensure the success of all students by being ethical and acting with integrity.

Dispositions exemplified in Expectation 5:

The education leader believes in, values, and is committed to:

1. the common good over personal interests;

2. taking responsibility for actions;

3. ethical principles in all relationships and decisions;

4. modeling high expectations;

5. continuously improving knowledge and skills.

Narrative

Local and state education agencies and professional organizations hold educators to codes of ethics, with attention to personal conduct, fiscal responsibilities, and other types of ethical requirements. The Performance Expectations build on concepts of professional ethics and integrity and add an emphasis on responsibilities of leaders for educational equity and social justice in a democratic society. Education is the primary

socializing institution, conferring unique benefits or deficits across diverse constituents.

Leaders recognize that there are existing inequities in current distribution of high-quality educational resources among students. Leaders remove barriers to high-quality education that derive from economic, social, cultural, linguistic, physical, gender, or other sources of discrimination and disadvantage. They hold high expectations of every student and assure that all students have what they need to learn what is expected. Further, leaders are responsible for distributing the unique benefits of education more equitably, expanding future opportunities of less-advantaged students and families and increasing social justice across a highly diverse population.

Current policy environments with high-stakes accountability in education require that leaders are responsible for positive and negative consequences of their interpretations and implementation of policies as they affect students, educators, communities, and their own positions. Politically skilled, well-informed leaders understand and negotiate complex policies (such as high-stakes accountability), avoiding potential harm to students, educators, or communities that result from ineffective or insufficient approaches.

Ethics and integrity mean leading from a position of caring, modeling care and belonging in educational settings, personally in their behavior and professionally in concern about students, their learning, and their lives. Leaders demonstrate and sustain a culture of trust, openness, and reflection about values and beliefs in education. They model openness about how to improve learning of every student. They engage others to share decisions and monitor consequences of decisions and actions on students, educators, and communities.

Element A. Ethical and Legal Standards

Leaders demonstrate appropriate ethical and legal behavior expected by the profession.

Indicators. A leader:

1. models personal and professional ethics, integrity, justice, and fairness and expects the same of others;
2. protects the rights and appropriate confidentiality of students and staff;
3. behaves in a trustworthy manner, using professional influence and authority to enhance education and the common good.

Element B. Examining Personal Values and Beliefs

Leaders demonstrate their commitment to examine personal assumptions, values, beliefs, and practices in service of a shared vision and goals for student learning.

Indicators. A leader:

1. demonstrates respect for the inherent dignity and worth of each individual;
2. models respect for diverse community stakeholders and treats them equitably;
3. demonstrates respect for diversity by developing cultural competency skills and equitable practices;
4. assesses own personal assumptions, values, beliefs, and practices that guide improvement of student learning;
5. uses a variety of strategies to lead others in safely examining deeply held assumptions and beliefs that may conflict with vision and goals;
6. respectfully challenges and works to change assumptions and beliefs that negatively affect students, educational environments, and every student learning.

Element C. Maintaining High Standards for Self and Others

Leaders perform the work required for high levels of personal and organizational performance, including acquiring new capacities needed to fulfill responsibilities, particularly for high-stakes accountability.

Indicators. A leader:

1. reflects on own work, analyzes strengths and weaknesses, and establishes goals for professional growth;
2. models lifelong learning by continually deepening understanding and

practice related to content, standards, assessment, data, teacher support, evaluation, and professional development strategies;

3. develops and uses understanding of educational policies such as accountability to avoid expedient, inequitable, or unproven approaches that meet short-term goals (such as raising test scores);

4. helps educators and the community understand and focus on vision and goals for students within political conflicts over educational purposes and methods;

5. sustains personal motivation, optimism, commitment, energy, and health by balancing professional and personal responsibilities and encouraging similar actions for others.

PERFORMANCE EXPECTATION 6:

The Education System

Education leaders ensure the success of all students by influencing interrelated systems of political, social, economic, legal, and cultural contexts affecting education to advocate for their teachers' and students' needs.

Dispositions exemplified in Expectation 6:

The education leader believes in, values, and is committed to:

1. advocate for children and education;
2. influence policies;
3. uphold and improve laws and regulations;
4. eliminate barriers to achievement;
5. build on diverse social and cultural assets.

Narrative

Leaders understand that public schools belong to the public and contribute to the public good. They see schools and districts as part of larger local, state, and federal systems that support success of every student, while increasing equity and social justice. Leaders see education as an open system in which policies, goals, resources, and ownership cross traditional ideas about organizational boundaries of schools or districts. Education leaders advocate for education and students in professional, social, political, economic, and other arenas. They recognize how principles and structures of governance affect federal, state, and local policies and work to influence and interpret changing norms and policies to benefit all students. Professional relationships with a range of stakeholders and policymakers enable leaders to identify, respond to, and influence issues, public awareness, and policies. For example, local elections affect education boards and bond results, in turn affecting approaches and resources for student success. Educators who participate in the broader system strive to provide information and engage constituents with data to sustain progress and address needs. Education leaders in a variety of roles contribute special skills and insights to the legal, economic, political, and social well-being of educational organizations and environments.

Element A. Exerting Professional Influence

Leaders improve the broader political, social, economic, legal, and cultural context of education for all students and families through active participation and exerting professional influence in the local community and the larger educational policy environment.

Indicator. A leader:

1. facilitates constructive discussions with the public about federal, state, and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes;
2. actively develops relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues, trends, and potential changes that affect the context and conduct of education;
3. advocates for equity and adequacy in providing for students' and families' educational, physical, emotional, social, cultural, legal, and economic needs, so every student can meet educational expectations and policy goals.

Element B. Contributing to the Educational Policy Environment

Leaders contribute to policies and political support for excellence and equity in education.

Indicators. A leader:

1. operates consistently to uphold and influence federal, state, and local laws, policies, regulations, and statutory requirements in support of every student learning;

2. collects and accurately communicates data about educational performance in a clear and timely way, relating specifics about the local context to improve policies and inform progressive political debates;

3. communicates effectively with key decision makers in the community and in broader political contexts to improve public understanding of federal, state, and local laws, policies, regulations, and statutory requirements;

4. advocates for increased support of excellence and equity in education.

Element C. Policy Engagement

Working with policymakers informs and improves education policymaking and effectiveness of the public's efforts to improve education.

Indicators. A leader:

1. builds strong relationships with the school board, district and state education leaders, and policy actors to inform and influence policies and policymakers in the service of children and families;

2. supports public policies that provide for present and future needs of children and families and improve equity and excellence in education;

3. advocates for public policies that ensure appropriate and equitable human and fiscal resources and improve student learning;

4. works with community leaders to collect and analyze data on economic, social, and other emerging issues that impact district and school planning, programs, and structures.

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 36:2256 (October 2010).

PLANNING STANDARD 1: *The teacher aligns unit and lesson plans with the established curriculum to meet annual achievement goals.*

Exemplary *In addition to demonstrating the Accomplished descriptors, the teacher...*	**Accomplished** *In addition to demonstrating the Proficient descriptors, the teacher...*	**Proficient**	**Emerging**	**Unacceptable**
• Creates goals that are rigorous and challenging • Creates lesson plans that encourage further exploration of new concepts • Creates objectives that encourage critical and creative thinking	• Creates goals that are suitable to individual students • Creates lesson plans that reflect an understanding of students' diversity and their individual needs • Aligns objectives to meet the specific needs of individual subgroups	• Creates appropriate annual achievement goals that are measurable and aligned with the established curriculum • Creates lesson plans that are coherent, sequenced, and aligned to long-term instructional plans • Creates measureable objectives that are aligned with the established curriculum	• Creates goals that are difficult to measure or are not directly aligned with the established curriculum • Creates coherent lesson plans that are aligned to long-term instructional plans, but are out of sequence • Creates objectives that are inconsistently aligned with the established curriculum	• Fails to identify annual achievement goals • Creates lesson plans that are discrete activities lacking coherence, sequencing, and alignment to long-term instructional plans • Creates objectives that are not aligned with the established curriculum
Evaluator Comments: (Evidence from observations and documentation/artifacts):				
Teacher Self-Assessment Comments:				

Louisiana Department of Education

PLANNING STANDARD 2: *The teacher designs lesson plans that are appropriately sequenced with content, activities, and resources that align with the lesson objective and support individual student needs.*

Exemplary *In addition to demonstrating the Accomplished descriptors, the teacher...*	**Accomplished** *In addition to demonstrating the Proficient descriptors, the teacher...*	**Proficient**	**Emerging**	**Unacceptable**
• Considers opportunities for enrichment and remediation • Plans for resources that are relevant to students' lives and interests • Plans for critical and creative thinking at the appropriate level of challenge	• Tailors lessons to meet individual student needs • Plans for a wide variety of materials and multimedia resources • Anticipates common content misconceptions or potential sources of confusion and plans accordingly	• Plans lessons with a logical sequence of learning activities that support mastery of the lesson objective • Plans use of materials and resources that support mastery of the lesson objective • Identifies and prioritizes content within a lesson that results in student mastery of lesson objectives	• Plans activities that are improperly sequenced • Plans for resources that partially support mastery of the lesson objective • Inconsistently identifies and prioritizes content	• Plans activities that are disjointed and do not promote learning • Plans for resources that do not support mastery of the lesson objective • Fails to identify and prioritize content

Evaluator Comments: (Evidence from observations and documentation/artifacts):

Teacher Self-Assessment Comments:

Louisiana Department of Education

PLANNING STANDARD 3: *The teacher selects or designs rigorous and valid summative and formative assessments to analyze student results and guide instructional decisions.*

Exemplary *In addition to demonstrating the Accomplished descriptors, the teacher...*	**Accomplished** *In addition to demonstrating the Proficient descriptors, the teacher...*	**Proficient**	**Emerging**	**Unacceptable**
• Collaborates with coworkers to develop assessment options • Plans ways to guide students to identify their own progress and gaps in learning • Identifies metacognitive strategies students can use to self-assess • Looks beyond the classroom for resources to challenge individual students	• Provides multiple ways of measuring mastery • Develops acceleration and remediation plans • Uses results to determine modifications required for individual students to meet long-term learning goals • Incorporates a wide variety of instructional and grouping strategies	• Selects or designs formative and summative assessments that are developmentally appropriate, aligned with learning objectives, and differentiated according to student needs • Records and regularly reviews student achievement data at the objective level; identifies progress and gaps in student learning and reflects on practice • Plans pre- and post-tests and uses student achievement results to modify and adjust instructional plans to meet long-term learning goals • Analyzes student data and plans modifications of content, activities, and resources to meet individual student needs	• Inconsistently plans for use of formative and summative assessments • Inconsistently records and reviews student achievement data at the objective level • Inconsistently uses student achievement results to modify and adjust instructional plans • Inconsistently analyzes and uses student data to inform modifications	• Fails to plan for use of formative and summative assessments • Fails to record and regularly review student achievement data at the objective level • Fails to use student achievement results to modify and adjust instructional plans • Does not analyze student data

Evaluator Comments: (Evidence from observations and documentation/artifacts):

Teacher Self-Assessment Comments:

Louisiana Department of Education

INSTRUCTION STANDARD 1: *The teacher presents accurate and developmentally-appropriate content linked to real-life examples, prior knowledge, and other disciplines.*

Exemplary *In addition to demonstrating the Accomplished descriptors, the teacher...*	**Accomplished** *In addition to demonstrating the Proficient descriptors, the teacher...*	**Proficient**	**Emerging**	**Unacceptable**
• Demonstrates a high awareness of students' developmental needs when presenting content • Integrates content into interdisciplinary units • Engages students in authentic problem-based or project-based learning	• Demonstrates advanced knowledge of content • Teaches students to make meaningful connections that deepens their understanding • Exposes students to career opportunities related to content	• Presents content that is clear and accurate with an appropriate level of depth • Connects content to students' prior knowledge and other disciplines • Creates relevance by connecting content to student interests or real-life and previous experiences	• Presents content that is lacking in depth • Inconsistently connects content to students' prior knowledge and other disciplines • Inconsistent in creating relevance for students	• Presents content that is unclear or inaccurate • Fails to connect content to students' prior knowledge and other disciplines • Fails to create relevance for students

Evaluator Comments: (Evidence from observations and documentation/artifacts):

Teacher Self-Assessment Comments:

Louisiana Department of Education

INSTRUCTION STANDARD 2: *The teacher uses a variety of effective instructional strategies, questioning techniques, and academic feedback that lead to mastery of learning objectives and develop students' thinking and problem-solving skills.*

Exemplary *In addition to demonstrating the Accomplished descriptors, the teacher...*	**Accomplished** *In addition to demonstrating the Proficient descriptors, the teacher...*	**Proficient**	**Emerging**	**Unacceptable**
• Fosters critical and creative thinking at the appropriate level of challenge • Uses materials that are optimal for the achievement of lesson objectives • Questions lead students to further inquiry • Provides opportunities for students to give academic feedback to one another to increase learning • Allows students to formulate groups to reflect on and evaluate their learning • Teaches students how to self-assess and use metacognitive strategies	• Differentiates strategies to meet the needs of all students • Uses a wide variety of materials and multimedia resources • Questions are at various levels and are appropriately sequenced • Helps students to assess their own understanding during a lesson • Uses groups that are flexible in composition and strategically determined • Provides constructive and frequent feedback to student on their progress toward their learning goals	• Uses a variety of appropriate and engaging instructional strategies • Uses a variety of appropriate and engaging activities • Consistently uses a variety of questioning techniques that are purposeful, provide for sufficient wait time, and require responses from a variety of students • Assesses student responses and provides clear, timely, academic feedback • Uses grouping strategies that are varied and appropriate for the objective • Uses formal and informal assessments for diagnostic, formative, and summative purposes and shares results with students	• Uses a limited variety of instructional strategies • Uses limited activities and materials • Uses a limited variety of questioning techniques • Inconsistently assesses student responses • Uses limited grouping strategies • Results are not consistently analyzed or consistently shared with students	• Does not vary instructional strategies • Uses inappropriate activities and materials • Asks only lower-level questions • Fails to assess student responses • Fails to use grouping strategies • Results are not analyzed or shared with students

Evaluator Comments: (Evidence from observations and documentation/artifacts):

Teacher Self-Assessment Comments:

Louisiana Department of Education

INSTRUCTION STANDARD 3: *The teacher delivers lessons that are appropriately structured and paced and includes learning activities that meet the needs of all students and lead to student mastery of objectives.*

Exemplary *In addition to demonstrating the Accomplished descriptors, the teacher..*	**Accomplished** *In addition to demonstrating the Proficient descriptors, the teacher...*	**Proficient**	**Emerging**	**Unacceptable**
• Makes lesson objectives relevant to real life and other disciplines • Addresses content in a way that demonstrates a deep knowledge of the subject matter • Provides appropriate scaffolding for differentiated lessons • Provides remediation, enrichment, and acceleration to further student understanding of material	• Discusses how the lesson objective relates to prior and future learning • Presents content at a pace that is appropriate for students • Monitors and adjusts instruction as lesson proceeds • Demonstrates high learning expectations for all students commensurate with their development needs	• Communicates lesson objectives to all students and references objectives throughout the lesson • Accurately presents content that is current, age appropriate, and aligned with lesson objectives • Structures lesson to include introduction of new concepts, modeling, guided and independent practice, reflection, and closure • Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs	• Writes lesson objective on the board, but only indirectly connects to it during the lesson • Addresses content in a shallow manner • Structures lesson without including one or more key elements • Adjusts and differentiates instruction for identified special needs students only	• Fails to relate learning to the lesson objective • Delivers content inaccurately • Delivers lesson without coherent structure • Plans whole class activities that ignore individual learning needs

Evaluator Comments: (Evidence from observations and documentation/artifacts):

Teacher Self-Assessment Comments:

Louisiana Department of Education

ENVIRONMENT STANDARD 1: *The teacher implements routines, procedures, and structures that promote learning and individual responsibility.*

Exemplary *In addition to demonstrating the Accomplished descriptors, the teacher..*	**Accomplished** *In addition to demonstrating the Proficient descriptors, the teacher...*	**Proficient**	**Emerging**	**Unacceptable**
• Implements classroom management plan with student input that promotes trust and teamwork • Creates classroom environment where misbehavior and disruptions are rare • Creates an environment where students encourage others to follow routines and procedures • Creates an environment where students transition independently	• Implements classroom management plan which students understand and embrace • Anticipates unacceptable behavior and minimizes disruptions • Creates an environment where students follow routines and procedures without prompting • Creates an environment where students require little direction for transitions	• Implements classroom rules, consequences, and expectations that foster learning and appropriate behavior • Handles unacceptable behavior and disruptions efficiently and effectively • Creates a classroom environment where students know and follow all necessary routines and procedures • Creates an environment where students transition from one activity to the next, resulting in minimal loss of instructional time	• Inconsistently enforces classroom rules • Handles unacceptable behavior and disruptions inconsistently • Creates a classroom environment where students require regular teacher prompting • Provides confusing directions or lack of structure which results in lengthy transition times	• Fails to enforce classroom rules • Does not redirect misbehavior • Does not establish clear routines or procedures • Does not plan for transitions

Evaluator Comments: (Evidence from observations and documentation/artifacts):

Teacher Self-Assessment Comments:

Louisiana Department of Education

ENVIRONMENT STANDARD 2: *The teacher creates a physical, intellectual, and emotional environment that promotes high academic expectations and stimulates positive, inclusive, and respectful interactions.*

Exemplary *In addition to demonstrating the Accomplished descriptors, the teacher...*	**Accomplished** *In addition to demonstrating the Proficient descriptors, the teacher...*	**Proficient**	**Emerging**	**Unacceptable**
• Configures classroom to support multiple types of activities simultaneously • Promotes respect for, and understanding of, students' diversity • Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals	• Configures classroom to support individual, small, and large group learning • Actively listens and pays attention to students' needs and responses • Encourages students to explore new ideas and take academic risks	• Arranges the classroom, materials, and resources in a way that is accessible to students and supports learning • Creates a classroom environment where interactions between teacher and students are caring and respectful • Communicates high academic expectations for all students	• Arranges the classroom in a way that partially supports learning • Interacts in a way that shows favoritism • Communicates high academic expectations for only some students	• Arranges the classroom in a way that does not support learning • Interacts in an uncaring or disrespectful manner • Fails to communicate high academic expectations for students

Evaluator Comments: (Evidence from observations and documentation/artifacts):

Teacher Self-Assessment Comments:

Louisiana Department of Education

ENVIRONMENT STANDARD 3: *The teacher creates opportunities for students, families, and others to support accomplishment of learning goals.*

Exemplary *In addition to demonstrating the Accomplished descriptors, the teacher...*	**Accomplished** *In addition to demonstrating the Proficient descriptors, the teacher...*	**Proficient**	**Emerging**	**Unacceptable**
• Makes parents aware of opportunities and services for student enrichment and remediation outside the classroom • Encourages students to monitor and adjust learning strategies to meet objectives and learning goals	• Provides constructive and frequent feedback on student progress toward learning goals • Encourages students to self- reflect on progress toward objectives and learning goals	• Shares relevant and timely student results with parents, caregivers, and key personnel • Creates opportunities for students to review results on progress toward objectives and learning goals	• Shares student results inconsistently • Inconsistently reviews results with students	• Does not share student results • Does not review results with students
Evaluator Comments: (Evidence from observations and documentation/artifacts):				
Teacher Self-Assessment Comments:				

Louisiana Department of Education

PROFESSIONALISM STANDARD 1: *The teacher engages in self-reflection and growth opportunities to support high levels of learning for all students.*

Exemplary *In addition to demonstrating the Accomplished descriptors, the teacher...*	**Accomplished** *In addition to demonstrating the Proficient descriptors, the teacher...*	**Proficient**	**Emerging**	**Unacceptable**
• Follows through with goal achievement by seeking out professional growth opportunities • Leads professional development and mentors coworkers on ways to improve practice	• Creates goals to help strengthen weaker areas • Shares new understandings with coworkers	• Reflects on individual performance, including identifying areas of strength and areas for improvement • Engages in professional development based on identified areas for improvement and uses learning to change practice	• Inconsistently reflects on individual performance • Sporadically engages in professional development based on identified areas for improvement and is inconsistent in using learning to change practice	• Fails to reflect on individual performance • Does not engage in professional development based on identified areas for improvement
Evaluator Comments: (Evidence from observations and documentation/artifacts):				
Teacher Self-Assessment Comments:				

Louisiana Department of Education

PROFESSIONALISM STANDARD 2: *The teacher collaborates and communicates effectively with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.*

Exemplary *In addition to demonstrating the Accomplished descriptors, the teacher..* .	**Accomplished** *In addition to demonstrating the Proficient descriptors, the teacher...*	**Proficient**	**Emerging**	**Unacceptable**
• Leads efforts outside the school to promote student academic achievement • Mentors others in collaboration • Provides parental workshops focusing on areas of need to equip them with the tools to help their students achieve	• Leads school projects to promote student academic achievement • Organizes and leads collaborative work efforts across grade levels • Targets hard-to-reach families to build an alliance of support for student achievement	• Participates in activities that promote students' academic achievement and contribute to the school's mission • Collaborates with other school professionals to support student achievement • Creates an environment that encourages families and community members to visit, participate, and support classroom and school activities	• Participates infrequently in activities that promote students' academic achievement • Collaborates inconsistently with other school professionals • Does not make an effort to involve hard-to-reach families	• Does not participate in activities that promote students' academic achievement • Does not collaborate with other school professionals • Does not encourage families and community members to visit, participate, or support classroom and school activities

Evaluator Comments: (Evidence from observations and documentation/artifacts):

Teacher Self-Assessment Comment

Louisiana Department of Education

Teacher Performance Standards and Documentation Log:

Competency	Standard	Evidenced From
Planning	Planning Standard 1	Documentation and Observation
	Planning Standard 2	Documentation and Observation
	Planning Standard 3	Documentation and Observation
Instruction	Instruction Standard 1	Documentation and Observation
	Instruction Standard 2	Documentation and Observation
	Instruction Standard 3	Documentation and Observation
Environment	Environment Standard 1	Observation
	Environment Standard 2	Observation
	Environment Standard 3	Observation
Professionalism	Professionalism Standard 1	Documentation
	Professionalism Standard 2	Documentation

Standards	Examples of Documentation	Documentation Included
Instruction Standard 1: *The teacher presents accurate and developmentally-appropriate content linked to real-life examples, prior knowledge, and other disciplines.*	• Samples of handouts/presentation visuals • Samples of student learning history or profile • Examples and alternative examples used for explanations of learning content	
Instruction Standard 2: *The teacher uses a variety of effective instructional strategies, questioning techniques, and academic feedback that lead to mastery of learning objectives and develop students' thinking and problem-solving skills.*	• Samples of handouts/presentation visuals • Technology samples on disk • Video of teacher using various instructional strategies • Sample discussions on instructional methods (.e.g., descriptions of the duration of the instructional methods and how they will be used to achieve the learning objectives) • Activities pictures	
Instruction Standard 3: *The teacher delivers lessons that are appropriately structured and paced and includes learning activities that meet the needs of all students and lead to student mastery of objectives.*	• Summary of consultation with appropriate staff members regarding special needs of individual students • Samples of extension or remediation activities • Video or annotated photographs of class working on differentiated activities • Video of teacher instructing various groups at different levels of challenge	
Environment Standard 1: *The teacher implements routines, procedures, and structures that promote learning and individual responsibility.*	• List of classroom rules with a brief explanation of the procedures used to develop and reinforce them • Diagram of the classroom with identifying comments • Schedule of daily classroom routines • Explanation of behavior management philosophy and procedures	N/A

Standards	Examples of Documentation	Documentation Included
Environment Standard 2: *The teacher creates a physical, intellectual, and emotional environment that promotes high academic expectations and stimulates positive, inclusive, and respectful interactions.*	• Samples of materials used to challenge students • Samples of materials used to encourage creative and critical thinking • Video of lesson with students problem-solving challenging problems	N/A
Environment Standard 3: *The teacher creates opportunities for students, families, and others to support accomplishment of learning goals.*	• Sample analysis on student learning progress • Sample correspondences to parents/guardians that communicate student learning • Sample student self-evaluation on their achievement of learning goals	N/A
Professionalism Standard 1: *The teacher engages in self-reflection and growth opportunities to support high levels of learning for all students.*	• Documentation of presentations given • Certificates or other documentation from professional development activities completed (e.g., workshops, conferences, official transcripts from courses, etc.) • Thank you letter for serving as a mentor, cooperating teacher, school leader, volunteer, etc. • Reflection on personal goals • Journals	
Professionalism Standard 2: *The teacher collaborates and communicates effectively with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.*	• Samples of communication with students explaining expectations • Parent communication log • Sample of email concerning student progress • Sample of introductory letter to parents/guardians • Sample of communication with peers • Descriptions of projects collaborated with others	

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

ENROLLED

ACT No. 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

AN ACT

To amend and reenact R.S. 17:10.1(B) and (C), Subpart A of Part II of Chapter 39 of Title 17 of the Louisiana Revised Statutes of 1950, to be comprised of R.S. 17:3881 through 3886, Subpart C of Part II of Chapter 39 of Title 17 of the Louisiana Revised Statutes of 1950, to be comprised of R.S. 17:3901 through 3905, and R.S. 17:3997(D), to enact R.S. 17:10.1(D), and to repeal Subpart B of Part II of Chapter 39 of Title 17 of the Louisiana Revised Statutes of 1950, comprised of R.S. 17:3891 through 3895, relative to professional employee quality development; to provide for evaluation programs for teachers and administrators; to provide for program purposes and definitions; to provide for local evaluation plans and elements required for such plans; to provide relative to the powers and duties of the State Board of Elementary and Secondary Education and local school boards; to provide for an advisory committee to make recommendations relative to the development of a value-added assessment model; to require the state superintendent of education to make certain information available to the public; to provide conditions for the issuance of teacher and higher level certificates; to delete requirements relative to informal evaluations; to require reporting; to provide for applicability; to provide for effectiveness; to repeal provisions relative to the Teacher Assistance and Assessment Program; and to provide for related matters.

Be it enacted by the Legislature of Louisiana:

Section 1. R.S. 17:10.1(B)and (C), Subpart A of Part II of Chapter 39 of Title 17 of the Louisiana Revised Statutes of 1950, comprised of R.S. 17:3881 through 3886, Subpart C of Part II of Chapter 39 of Title 17 of the Louisiana Revised Statutes of 1950, comprised of R.S. 17:3901 through 3905, and R.S. 17:3997(D) are hereby amended and reenacted and R.S. 17:10.1(D) is hereby enacted to read as follows:

§10.1. School and district accountability system; purpose; responsibilities of state board

* * *

B. The State Board of Elementary and Secondary Education, hereafter referred to as the "state board", shall provide for a statewide system of accountability for schools and school districts based on student achievement and minimum standards for the approval of schools pursuant to R.S. 17:10. Beginning with the 2011-2012 school year, such system shall be based, in part, on growth in student achievement using a value-added assessment model as determined by the state board. The program shall include, at a minimum, clear and appropriate standards for schools and school districts, indicators for the assessment of schools and school districts, student achievement baselines, student growth targets, and appropriate minimum levels of student achievement for each public school and school district, rewards and corrective actions, specific intervals for assessment and reassessment of schools and school districts, a review process for evaluating growth targets, and technical assistance.

C. The state board shall develop and adopt a policy to invalidate student achievement growth data using a value-added assessment model for any school year in which there is a natural disaster or any other unexpected event that results in the temporary closure of schools.

D.(1) The ~~State Board of Elementary and Secondary Education~~ state board shall, by rule, define "financially at risk" as a status of any city, parish, or other local public school board the unresolved finding of which subjects the school system and its board to the provisions of Chapter 9B of Title 39 of the Louisiana Revised Statutes of 1950 regarding the judicial appointment of a fiscal administrator.

(2) Each city, parish, or other local public school board shall be notified on a regular basis by the state Department of Education of its status related to the elements of the definition of financially at risk.

* * *

SUBPART A. GENERAL PROVISIONS

§3881. Purpose

A. It is the purpose of this Part to establish periodic evaluations of performance and effectiveness, based in part on growth in student achievement using a value-added assessment model as determined by the board, and continuous professional development ~~and periodic monitoring of performance levels~~ as integral aspects of professional careers in education.

B. ~~(1) It is the purpose of the teacher assistance and assessment program to provide new teaching employees of the public school systems in this state with a system of leadership and support from experienced educators during the most formative stages of a teacher's experience in Louisiana schools.~~

~~(2) It is further the purpose of the teacher assistance and assessment program to provide assurance to the state, prior to the issuance of a permanent teacher certificate, that the new teaching employee demonstrates competency in the understanding and use of the basic components of effective teaching determined by the state to be the basis for effective professional performance.~~

~~C.~~ It is the purpose of the professional employee evaluation program to:

(1) Provide assurance to the citizens of the state that the quality of instruction and administrative performance in each public school system, building, and classroom is being ~~monitored~~ evaluated and maintained at levels essential for effective schools. ~~i~~n an attempt to ensure that every student is taught by an effective teacher and every school is managed by an effective school leader.

(2) Provide clear performance expectations and significant regular information on ~~that~~ such performance to ~~each teacher and administrator~~ all teachers and administrators in the public schools while protecting their dignity and right to fair and equitable treatment.

(3) Provide a consistent means for teachers and administrators to obtain assistance in the development of essential teaching or administrative skills.

(4) ~~To establish~~ Establish professional development as an integral and expected part of a professional career in education, including both the employee's

commitment to participating and the employer's commitment to providing the time and resources necessary.

§3882. Definitions.

For the purposes of this Part, the following definitions shall apply:

(1) ~~"Administrator" means any person whose employment requires professional certification issued under the rules of the board or who is employed in a professional capacity other than a teacher.~~ "Board" means the State Board of Elementary and Secondary Education.

~~(2) "Assessment" means the process by which the state determines whether a teacher who is seeking to retain or acquire a regular teacher certificate can sufficiently demonstrate the components of effective teaching to qualify for the teaching credential being sought.~~

~~(3)~~(2) "Components of effective teaching" means the elements of teaching performance defined by the board, ~~upon the advice of a panel of persons representing~~ in formal, recognized collaboration with educators and ~~others~~ other stakeholders involved in education, to be critical to providing effective classroom instruction. As used in the ~~assessment and~~ evaluation programs, the term includes any elements of the components being rated.

~~(4) "Evaluation" means the process by which a local board monitors the continuing performance of its teachers and administrators.~~

~~(5) "Evaluation period" means the period of time during each school year during which the evaluation program provided in Subpart C of this Part will be conducted.~~

~~(6)(a) For the purposes of the teacher assistance and assessment program, "teacher" means any full-time employee of a local board who is engaged to directly and regularly provide instruction to students in any elementary, secondary, or special education school setting who is not an administrator, who is so employed for the first time in a school in this state after August 1, 1994, and who either holds a regular teaching certificate which when issued was valid for three years or who is authorized under law or board regulation to teach temporarily while seeking a regular teaching~~

~~certificate. For the purposes of the teacher assistance and assessment program, "teacher" shall not include any experienced teacher moving to Louisiana from another state who provides appropriate evaluation results from his immediate previous teaching assignment.~~

~~(b) For the purposes of the personnel evaluation program, "teacher" means any person employed as a full-time employee of a local board who is engaged to directly and regularly provide instruction to students in any elementary, secondary, or special education school setting, including a librarian, an assessment teacher, a speech therapist, and a counselor, who is not an administrator, who has successfully completed the teacher assistance and assessment program, as required in Subpart B of this Part, or who is not required to participate in the teacher assistance and assessment program.~~

(3) "Department" means the state Department of Education.

(4) "Evaluation" means the process by which a local board monitors the continuing performance of its teachers and administrators.

(5) "Local board" means a city, parish, or other local public school board.

(6) "Performance expectations " means the elements of effective leadership approved by the board that shall be included as evaluation criteria for all building-level administrators.

(7) "Teacher" or "Administrator" means any person whose employment requires professional certification issued under the rules of the board.

§3883. State Board of Elementary and Secondary Education; powers and duties

A. The board shall:

(1) Establish the components of effective ~~teaching. These components~~ teaching, including measures of effectiveness, which shall be periodically reviewed and revised as necessary. ~~as becomes appropriate with increased experience and knowledge.~~

(2) Develop, adopt, and promulgate, in accordance with the Administrative Procedure Act, all rules necessary for the implementation of this Part.

(3) Set standards ~~for the assessment teams in the assistance and assessment program~~ to use in determining whether the teacher has successfully ~~completed the assistance and assessment program and~~ met the ~~assessment~~ evaluation qualifications for retaining or acquiring regular teacher certification.

(4) ~~Provide for the training of all mentor teachers and assessors for the teacher assistance and assessment program as well as provide for the basis for necessary training for those doing evaluations pursuant to the school personnel evaluation.~~

~~(5)~~ Conduct training and regular staff development in evaluation skills as needed.

(5) Develop and adopt grievance procedure requirements for any teacher or administrator aggrieved by any rating by a local board which results from the implementation of this Part. Such requirements shall contain, at a minimum, provisions for the following:

(a) That the teacher or administrator be provided a copy of the evaluation and the evaluators' data recording forms and any documentation related thereto and be entitled to respond as provided in R.S. 17:3884.

(b) That the teacher or administrator be assured of due process, including representation, in all aspects of the evaluation grievance procedures.

(c) That the local board shall administer the evaluation in a fair, objective, and consistent manner and shall comply with all rules and regulations adopted by the board and that the failure to do so shall be a grievable matter.

(6)(a) Require the state superintendent of education to appoint and convene an Educator Evaluation Advisory Committee to make recommendations to the board regarding the development of a value-added assessment model, the identification of measures of student growth for grades and subjects for which value-added data is not available and for personnel for whom value-added data is not available, and the adoption of standards of effectiveness. The membership of the advisory committee shall be approved by the board, and at least fifty percent of the membership shall be comprised of practicing classroom educators. The advisory committee shall include

but not be limited to at least two parents of public school students and following groups or organizations as follows:

(i) One member appointed by the Associated Professional Educators of Louisiana.

(ii) One member appointed by the Louisiana Association of Educators.

(iii) One member appointed by the Louisiana Federation of Teachers.

(iv) One member appointed by the Louisiana Association of School Superintendents.

(v) One member appointed by the Louisiana Association of Principals.

(vi) One member appointed by the Louisiana Association of Public Charter Schools.

(vii) Two members of the Senate Committee on Education, appointed by the chairman thereof.

(viii) Two members of the House Committee on Education, appointed by the chairman thereof.

(ix) One member appointed by each member of the State Board of Elementary and Secondary Education.

(b) The members of the committee shall serve without compensation.

(c) The initial meeting of the committee shall be held not later than September 30, 2010.

(d) The committee shall submit its initial recommendations to the board and the Senate and House committees on education by not later than April 30, 2012.

(7) Submit a written report to the Senate Committee on Education and the House Committee on Education not later than sixty days prior to the 2011 and the 2012 regular sessions of the legislature regarding the status of the development of the value-added assessment model as specified in R.S. 17:3902(B)(5) and the methodology used in such development. The committees may meet separately or jointly and may disapprove the assessment model so presented upon majority vote of each committee, if the committees determine that the methodology is arbitrary or not evidence-based.

(8) Beginning in 2013 and thereafter, submit a written report to the Senate Committee on Education and the House Committee on Education, not later than March first of each year, and at such other times as requested by the committees, regarding the implementation, results, and effectiveness of the value-added assessment model as provided in this Part.

~~(6) Require the department to monitor the assistance and assessment program established pursuant to the provisions of this Part. The method to be used in monitoring the program shall be established by the department with the approval of the board and shall be sufficient to determine whether a program has been implemented, to what extent it has been implemented, and whether such program complies with the provisions of this Part.~~

~~(7)(a) Create, by rule, a system to provide a grievance procedure for any teacher or administrator aggrieved by any result or action which results from the implementation of this Part.~~

~~(b) Such a system shall contain, at a minimum, provisions for the following:~~

~~(i) That the teacher or administrator be provided a copy of the assessment or evaluation and the assessors' or evaluators' data recording forms and any documentation related thereto and be entitled to respond as provided in R.S. 17:3884.~~

~~(ii) That the teacher or administrator be assured of due process, including representation, in all aspects of the assessment and evaluation grievance procedures, including that any hearing officer required to conduct a hearing on a grievance shall be an employee of or contracted by the office of the attorney general.~~

~~(iii) That the agencies and their employees, whether state or local, shall administer the program in a fair, objective, and consistent manner, and shall comply with all rules and regulations adopted by the board and that the failure to do so shall be a grievable matter.~~

B. The board may:

(1) Make recommendations to the legislature regarding any changes needed to this Part.

(2) Establish state review teams, as needed, to review the school personnel evaluation plans for compliance with ~~law and regulation, for the implementation of~~ all applicable laws and regulations to implement such evaluation plans and to provide for the exchange of information regarding them.

(3) Continue to develop, test, and improve the process and content of professional ~~assessment and~~ evaluation with input from appropriate educator ~~groups and panels.~~ groups.

(4) Continue to expand ~~the opportunity~~ opportunities for the growth and development of professional employees.

(5)(a) Request that the department ~~when deemed necessary to~~ monitor ~~an~~ evaluation ~~program established pursuant to the provisions of this Part.~~ programs as necessary. The method to be used in monitoring such programs shall be established by the department with the approval of the board and shall be sufficient to determine ~~whether such programs have been implemented, to what~~ the extent ~~they~~ to which any programs have been implemented, and whether such programs comply with the provisions of this Part. The department shall submit a report to the Senate Committee on Education and the House Committee on Education which contains the details of any monitoring methods developed pursuant to this Subparagraph.

(b) If, in conducting such monitoring, the department determines that a school system has failed to implement its evaluation program ~~of personnel evaluation~~ or ~~that a school system~~ has otherwise failed to comply with the provisions of this Part, the department shall notify the local board of such failure, and the school system shall correct such failure within sixty calendar days after receiving such notification. The department also shall ~~also~~ notify the board of such failure, by the school system.

(c) If the ~~failures are~~ failure is not corrected within the prescribed sixty calendar days, the department shall notify the board of such continued failure and shall recommend to the board whatever sanctions against such school system the department deems appropriate which may include withholding funds distributed pursuant to the minimum foundation program formula until the corrections are made.

The board shall act upon such recommendation within sixty calendar days after its ~~receipt.~~ receipt of the notification.

§3884. ~~Assessment and evaluation~~ Evaluation records; response; access

A.(1) Each ~~assessment and~~ evaluation required in this Part shall be documented in writing and a copy shall be transmitted to the school employee not later than fifteen days after the ~~assessment or~~ evaluation takes place. The employee shall have the right to initiate a written reaction or response to the ~~assessment or~~ evaluation. Such response and ~~assessment or~~ evaluation shall become a permanent attachment to the ~~single~~ official personnel file for the employee.

(2) After the ~~assessment or~~ evaluation and any documentation related thereto has been transmitted to the employee, upon request of the employee, and before the end of the school year, a meeting shall be held between the employee and the appropriate official of the local ~~governing~~ board in order that the employee may respond to the ~~assessment or~~ evaluation and have the opportunity to amend, remove, or strike any information proven to be inaccurate or invalid ~~information~~ as may be found within the written documentation and from the employee's personnel file. The employee shall have the right to receive proof by documentation of any item contained in the ~~assessment or~~ evaluation that the employee believes to be inaccurate, invalid, or misrepresented. If such documentation is not presented, such items shall be removed from the ~~assessment or~~ evaluation record and shall not be the basis for any decision of the board regarding certification or the local board regarding any employee action.

B. Copies of the ~~assessment or~~ evaluation results and any documentation related thereto of any school employee may be retained by the local board, 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:

(1) To the ~~assessed or~~ evaluated school employee or his designated representative.

(2) To 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.

(3) For introduction in evidence or discovery in any court action between the board and a teacher in which either:

(a) The competency of the teacher is at issue.

(b) The ~~assessment and~~ evaluation was an exhibit at a hearing, the result of which is challenged.

C. The superintendent of education shall make available to the public ~~such~~ the data specified in R.S. 17:3902(B)(5) as may be useful for conducting statistical analyses and evaluations of educational ~~personnel, but shall not reveal information pertaining to the assessment and evaluation report of a particular employee.~~ personnel but shall not reveal information pertaining to the evaluation report of a particular employee. Beginning with the 2012-2013 school year, such public information may include school level student growth data as specified in R.S. 17:3902(B)(5).

D. Any local board wishing to hire a person who has been ~~assessed or~~ evaluated pursuant to this Chapter, whether that person is already employed by that school system or not, shall request such person's ~~assessment and~~ evaluation results as part of the application process. The board to which application is being made shall inform the applicant that as part of the mandated process, the applicant's ~~assessment and evaluations~~ evaluation results will be requested. The applicant shall be given the opportunity to apply, review the information received, and provide any response or information the applicant deems appropriate.

§3885. Beginning and Continuing Teacher Assistance

A. During the first three years of employment, beginning teachers shall be provided by the local board with professional development opportunities and assistance designed to enhance teaching competencies in accordance with rules and regulations promulgated by the board.

B. The local board shall provide targeted professional development to teachers to address deficiencies identified in the evaluation process

§3886. Teaching credentials; regular certification, permanent certification; effect of evaluation

A. If a teacher's evaluation demonstrates that he has met the standard for effectiveness as determined by the board, using value-added data, for three years during the initial certification or renewal process, a certificate shall be issued or renewed unless the board receives evidence from the local board, through an appeal, that justifies discontinuation. Similarly, if a teacher's evaluation demonstrates that he has not met the standard for effectiveness as determined by the board, using either value-added data or other components of the evaluation, for three years during the initial certification or renewal process, the board shall not issue or renew a certificate unless evidence of effectiveness is received from the local board, through an appeal, that justifies the issuance of a certificate.

B. Persons who seek a regular teacher certificate and hold a teacher certificate from out of state and have out-of-state teaching experience of three years or more shall not be credited with their years of teaching experience in the issuance of any teaching credential until receipt of a successful evaluation as provided by board policy.

SUBPART C. SCHOOL PERSONNEL EVALUATION

§3901. Applicability

~~Beginning with the 1994-1995 school year, this~~ This Subpart and the program provided herein shall apply to all teachers and administrators.

§3902. Evaluation program; process

A.~~(1) Not less often than once every three years, every~~ Every teacher and administrator who has been employed ~~as such for more than three years~~ by a local board shall be formally evaluated annually by the local board pursuant to this Subpart.

~~(2) The performance of a teacher or an administrator who has been employed as such for three years or less shall be formally evaluated annually.~~

~~(3) In every school year when the performance of a teacher or administrator is not formally evaluated, the local board shall evaluate such employee informally.~~

B. The elements of evaluation ~~are:~~ and standards for effectiveness shall be defined by the board pursuant to rules and regulations promulgated for such purpose. Such rules and regulations shall require that, at a minimum, local evaluation plans contain the following elements:

(1) A job description. The local board shall establish a job description for every category of teacher and administrator pursuant to its evaluation plan. Such job descriptions shall contain the ~~elements~~ criteria on which the teacher or administrator ~~will~~ shall be evaluated. Each teacher or administrator shall be provided with his job description prior to the beginning of his first employment in the school system in his position and each time the job description is revised. The teacher or administrator shall acknowledge receipt of the job description by signing a copy thereof.

(2) A professional growth plan. A professional growth plan shall be developed by each teacher and administrator, collaboratively with his ~~evaluator,~~ evaluator or evaluators during the beginning of each evaluation period. Such plan shall be designed to assist each teacher and administrator in meeting the standards for effectiveness, effectively addressing the social, developmental, and emotional needs of students and maintaining a classroom environment that is conducive to learning. Each such plan shall include a statement of the professional development objectives of the teacher or administrator as well as the strategies the teacher or administrator intends to employ toward the realization of each objective.

(3) ~~Self-evaluation. Each teacher and administrator shall, throughout the evaluation period, conduct a personal review of his performance, assessing strengths and weaknesses and assessing his progress toward the realization of the objectives in his professional growth plan.~~

~~(4)~~ Observation and conferencing. The evaluator or evaluators of each teacher or administrator shall conduct a pre-observation conference during which the teacher or administrator shall provide the evaluator or evaluators with relevant information. A teacher shall provide information concerning the planning of the

lesson to be observed as well as any other information the teacher considers pertinent. The observation shall occur at a time and place established in advance, shall be of sufficient duration to provide meaningful data which, in the case of a teacher, shall be not less than the duration of one complete lesson. In the case of a teacher, the observation shall be conducted using the components of effective teaching, as well as any additional local board criteria included in the job description. In the case of an administrator, the observation may consist of the collection of prescribed performance documentation and shall be conducted using applicable components of effective teaching, elements prescribed by board rule, and any additional local board criteria included in the job description. A post-observation conference shall be conducted to discuss commendation and recommendations.

~~(5)~~(4) Classroom visitation. The evaluator may, on his own initiative or upon the request of a teacher or administrator he has evaluated, periodically visit the teacher or administrator to monitor progress toward achievement of professional growth plan objectives and provide support or assistance.

(5) Measure of effectiveness. By the beginning of the 2012-2013 school year, fifty percent of such evaluations shall be based on evidence of growth in student achievement using a value-added assessment model as determined by the board for grade levels and subjects for which value-added data is available. For grade levels and subjects for which value-added data is not available and for personnel for whom value-added data is not available, the board shall establish measures of student growth. The model shall take into account important student factors, including but not limited to special education, eligibility for free or reduced price meals, student attendance, and student discipline. The state board shall develop and adopt a policy to invalidate such student growth data for any teacher for any school year in which there is a natural disaster or any other unexpected event that results in the temporary closure of the school.

C.(1) ~~Formal evaluation shall consist of observation and conferencing in addition to the other elements of evaluation.~~

~~(2) Informal evaluation shall consist of all elements except observation and conferencing.~~

~~D.(1)~~ At the conclusion of each year's evaluation, the evaluator or evaluators shall determine whether the teacher or administrator is ~~satisfactory~~ effective or ~~unsatisfactory~~ ineffective pursuant to the ~~local board's~~ evaluation plan. Such determination shall be transmitted to the local board.

(2)(a) Any teacher or administrator who fails to meet the ~~local board's~~ standard of performance with regard to effectiveness shall be placed in an intensive assistance program designed to address the complexity of the teacher's deficiencies and shall be formally re-evaluated. A teacher or administrator shall be informed in writing of placement in an intensive assistance program and provided in writing with the reasons for such placement.

(b) Each intensive assistance program shall be ~~individually~~ designed for the individual teacher or administrator involving ~~collaboratively with~~ the evaluator or evaluators and the teacher or administrator and shall include at a minimum:

(i) Specific steps ~~that should~~ to be taken to improve.

(ii) The assistance, support, and resources ~~that are~~ to be provided by the local board.

(iii) An expected time line for achieving the objectives and the procedures for monitoring progress including observations and conferences. The time line shall not exceed two years.

(iv) The action ~~that will~~ to be taken if improvement is not demonstrated.

(v) If the intensive assistance program required pursuant to this Paragraph is not completed in conformity with its provisions or if the teacher or administrator ~~still performs unsatisfactorily~~ is determined to be ineffective after a formal evaluation conducted immediately upon completion of the program, then the local board shall timely initiate termination proceedings pursuant to Part II of Chapter 2 of this Title ~~within six months following such unsatisfactory performance~~.

(3) The board shall determine a standard for highly effective teachers for use by local boards to recognize, reward, and retain teachers who demonstrate a high level of effectiveness.

~~E.~~ D. Nothing contained in this Section shall diminish the right of the local board to evaluate employees or to make employment decisions or of principals and other employees with supervisory responsibilities to observe the employees they supervise.

§3903. Evaluators; selection and training

A. Each local board shall ~~create~~ establish and maintain an accountability relationships ~~register.~~ register in accordance with rules adopted by the board for such purpose. The register shall contain clear definition of who shall be the evaluator or evaluators of whom within the ranks of teachers and administrators. The ~~evaluator~~ evaluators of classroom teachers shall ~~always~~ be defined as the school principal or assistant principal or ~~equivalent level supervisor designee.~~ his respective supervisory level designees.

B. Every employee with responsibility for evaluating a teacher or administrator shall receive training as provided in this Part.

§3904. Local boards; power and duties

A. Each local board shall:

(1) Develop and maintain a program of local evaluation in accordance with rules and regulation promulgated by the board for every teacher and administrator employed by the local board.

(2) Create, ~~revise as necessary,~~ revise, and disseminate to each professional employee a job description which shall be the statement of performance ~~expectation~~ expectations and the basis of any evaluation criteria conducted pursuant to this Subpart. ~~For teachers, the job description shall specifically contain all applicable components of effective teaching and any additional elements adopted by the local board.~~

(3) Cooperate with the board and the department in whatever manner is necessary to implement this Subpart, including providing for the training of evaluators.

(4) Assist in developing the mechanisms necessary for rapid transmission of evaluation information and reports to teachers and administrators and for maintenance of the confidentiality of such information, except for information to be made available to the public in accordance with R.S. 17:3884(C).

(5) Incorporate the evaluation plan required by this Subpart into its general employee policies.

~~(a) Establish an evaluation steering committee as provided by the board.~~

~~(b) The steering committee shall develop a plan to monitor, review, and submit recommendations to the local board concerning needed changes in the school personnel evaluation plan of the local board.~~

(6) Incorporate ~~any~~ the elements of the program in this Subpart into any performance-based contracts with its employees.

B. Each local board ~~may:~~ may

~~(1) Incorporate the evaluation plan required by this Subpart into its general employee policies.~~

~~(2) Expand~~ expand the scope of the program in this Subpart to ~~provide for~~ apply to all employees of the board.

~~(3) Incorporate the any elements of the program in this Subpart into any performance-based contracts with its employees.~~

§3905. Reports to the department

The department may request a local board to submit to the department the local evaluation plan and the accountability relationships registry, including such revisions as are made for the succeeding evaluation period and upon such request, the local board shall provide the requested information in a timely manner.

* * *

§3997. Charter school employees

* * *

D.(1)(a) ~~The~~ Each governing authority of ~~any~~ a charter school ~~may determine whether the members of the faculty and staff of the school are going to participate in any assessment and evaluation program required by the state, including the teacher assistance and assessment program pursuant to the Children First Act. For those schools choosing not to participate in the teacher assistance and assessment program, three years of successful teaching within the charter school shall be deemed to meet the provisions of R.S. 17:3891 which require the successful completion of the teacher assistance and assessment program in order to obtain or retain a regular teacher certificate. However, such regular teacher certificate is only valid for teaching within a charter school, and any teacher with such certificate hired to teach in a public school other than a charter school shall be required to successfully complete the teacher assistance and assessment program.~~ annually shall evaluate every teacher and administrator employed at the school using the value-added assessment model and measures of student growth as determined by the State Board of Elementary and Secondary Education pursuant to R.S. 17:3902(B)(5).

(b) The governing authority of a charter school shall terminate the employment of any teacher or administrator determined to be ineffective for three consecutive years pursuant to the evaluation required by this Section.

(2) By the beginning of the 2012-2013 school year, fifty percent of each teacher and administrator evaluation conducted pursuant to Paragraph (1) of this Subsection shall be based on evidence of growth in student achievement using the value-added assessment model as determined by the state board for grade levels and subjects for which value-added data is available. For grade levels and subjects for which value-added data is not available, the state board shall establish measures of student growth. The model shall take into account important student factors, including but not limited to special education, eligibility for free or reduced price meals, student attendance, and student discipline. The state board shall develop and adopt a policy to invalidate such student growth data for any teacher for any school year in which there is a natural disaster or any other unexpected event that results in the temporary closure of the school.

(3) 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, but shall not reveal information pertaining to the evaluation report of a particular employee. Beginning with the 2012-2013 school year, such public information may include school level student growth data as specified in R.S. 17:3902(B)(5).

(4)(a) The State Board of Elementary and Secondary Education may request that the state Department of Education monitor evaluation programs established pursuant to this Section as necessary. The method to be used in monitoring such programs shall be established by the department with the approval of the board and shall be sufficient to determine the extent to which any programs have been implemented, and whether such programs comply with the provisions of this Section.

(b) If, in conducting such monitoring, the department determines that the governing authority of a charter school has failed to implement its evaluation program or has otherwise failed to comply with the provisions of this Section, the department shall notify the charter school governing authority of such failure, and the charter school governing authority shall correct such failure within sixty calendar days after receiving such notification. The department also shall notify the State Board of Elementary and Secondary Education of such failure, by the charter school governing authority.

(c) If the failure is not corrected within the prescribed sixty calendar days, the department shall notify the board of such continued failure and shall recommend to the board whatever sanctions against such charter school governing authority the department deems appropriate, which may include withholding funds distributed pursuant to the minimum foundation program formula until the corrections are made. The board shall act upon such recommendation within sixty calendar days after its receipt of the notification.

Section 2. For the 2010-2011 school year, notwithstanding any law, rule, or regulation to the contrary, each city, parish, and other local public school board shall be allowed to continue to use the personnel evaluation plan as prescribed by each board's policy

on the effective date of this Act. For the 2011-2012 school year, if the State Board of Elementary and Secondary Education fails to promulgate the rules and regulations necessary to implement the provisions of this Act at least sixty days prior to the beginning of the school year, each city, parish, and other local public school board shall be allowed to continue to use the personnel evaluation plan as prescribed by each board's policy on the effective date of this Act.

Section 3. The Louisiana state superintendent of education and every employee of the Department of Education who makes over one hundred thousand dollars shall be evaluated using the same standards and criteria as teachers and administrators evaluated pursuant to the provisions of this Act.

Section 4. Subpart B of Part II of Chapter 39 of Title 17 of the Louisiana Revised Statutes of 1950, comprised of R.S. 17:3891 through 3895, is hereby repealed in its entirety.

Section 5. This Act shall become effective upon signature by the governor or, if not signed by the governor, upon expiration of the time for bills to become law without signature by the governor, as provided by Article III, Section 18 of the Constitution of Louisiana. If vetoed by the governor and subsequently approved by the legislature, this Act shall become 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 that the SEA has adopted all of the guidelines for local teacher and principal evaluation and support systems: BESE meeting minutes, December 2011, Highlighted Item 8-C-1

LOUISIANA STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION DECEMBER 7, 2011
The Louisiana Purchase Room
Baton Rouge, LA

The Louisiana State Board of Elementary and Secondary Education met in regular session on December 7, 2011, in the Louisiana Purchase Room, located in the Claiborne Building in Baton Rouge, Louisiana. The meeting was called to order at 10:39 a.m. by Board President Penny Dastugue and opened with a prayer by Chas Taylor, a student at Port Barre Middle School, St. Landry Parish School System.

Board members present were Mr. Dale Bayard, Mr. John Bennett, Ms. Connie Bradford, Ms. Glenny Lee Buquet, Ms. Penny Dastugue, Mr. Jim Garvey, Ms. Louella Givens, Mr. Keith Guice, Ms. Linda Johnson, Mr. Walter Lee, and Mr. Chas Roemer.

Jackson Heckert, a student at Southdowns Pre-School, East Baton Rouge Parish School System, led the Pledge of Allegiance.

Agenda Item 5 On motion of Mr. Lee, seconded by Ms. Bradford, the Board approved the agenda, as printed and disseminated. There were no Emergency Agenda Items. (Schedule 1)

Agenda Item 6 On motion of Ms. Buquet, seconded by Ms. Johnson, the Board approved the minutes of October 19, 2011.

Agenda Item 7 **Report by the State Superintendent of Education**

"Good Morning Board Members. I am delighted to speak with you today.

I would like to start by thanking two very special guests with us today: twelve-year-old Chas Taylor, a 6th grader from Port Barre Elementary in St. Landry Parish, and 4-year-old Jackson Heckert, a preschooler at Southdowns Elementary in East Baton Rouge Parish, for leading us in the invocation and pledge of allegiance this morning.

They are here to help us recognize the 11th annual Inclusive Schools Week. The week highlights and celebrates the progress of our schools in providing a supportive and quality education to our increasingly diverse student population, including students with disabilities.

(Continues on page 2)

As part of this celebration, parents, teachers and administrators are attending the annual Inclusion Matters Conference in Lafayette. It's a chance for them to network and learn about increasing the implementation of effective programs for students who qualify for special education services.

Again, I want to give a heartfelt thanks to Chas and Jackson for being here with us this morning.

In the last two weeks, Louisiana became one of seven states to successfully complete and submit an application for a share of $200 million in federal funding through Round 3 of Race to the Top.

Because there are now only seven states, Louisiana is eligible for more than $17 million – about $5 million more than predicted.

This money will be used to enhance data systems, raise academic standards, improve principal and teacher support and evaluation systems, and implement turnaround interventions in under-performing schools.

Part 2 of the application process is due December 16th. Round 3 awards will be announced later this month.

And, as we push toward making the goal of an 80 percent Cohort Graduation Rate by 2014 a reality, the Office of College and Career Readiness is busy spreading the word about the effectiveness of initiatives the Department offers to support districts and schools.

Local and state educators from North Louisiana are gathered right now in Bossier City for the 2011 Office of College and Career Readiness Summit. Last week, school counselors, teachers, principals, and district leaders attended the South Summit in Lafayette to hear about the middle and high school Initiatives the Department offers.

The two-day Summit, "Tools for Schools: Making it Work!," features exemplary programs and best practices from schools and districts that have succeeded in raising student achievement.

And, since our last meeting, several honors have been awarded to members of our education community.

Last week Ken Bradford, the Director of the Louisiana Virtual School, received the "Making IT Happen" award from the International Society for Technology in Education during a conference in New Orleans.

(Continues on page 3)

This is an internationally recognized award for leaders who successfully integrate technology into the curriculum.

Ken joins a prestigious list of people who have received the award including the former director of education technology at the U.S. Department of Education, several state governors, and a Secretary of Education.

We would like to congratulate Ken for his commitment to innovation at the Louisiana Virtual School.

We also had one of our state's principals and two of our schools honored for their work in effectively raising student achievement.

In October, the Department, along with the Milken Family Foundation, surprised N.P. Trist Middle School Principal Denise Pritchard with a prestigious 2011 Milken Educator Award – one of only 40 awarded in the nation and the 29th for Louisiana since joining the program in 2001.

Under Principal Pritchard's leadership, N.P. Trist Middle school has increased its School Performance Score nearly 25 percent, from 88.3 in 2009 to 109.9 in 2011.

In addition to a check for $25,000, she receives an all-expenses paid trip to Los Angeles to take part in the Milken Educator Forum.

Congratulations to Principal Denise Pritchard on this extraordinary accomplishment!

And last month, two Louisiana schools, Mermentau Elementary in Acadia Parish and Southside Elementary in Livingston Parish, were honored for outstanding achievement among at-risk or economically-disadvantaged students. Both schools were named Title I Distinguished Schools, having made Adequate Yearly Progress in reading and math for two or more years.

These two schools will be honored again during a national event in January in Seattle. Congratulations to students, faculty, and staff at both schools.

At this time, Madam President, I'd like to ask for personal privilege to address the Board regarding a personal decision that I have made.

(Continues on page 4)

I feel privileged to have had the opportunity to serve Louisiana's children, not only in this role, but throughout my career as an educator. I want to express special thanks to the Administration, members of the Board of Elementary and Secondary Education, and the educational community for their support and for collaborating with us over the last seven months. Although we had a change in leadership, we did not pause in advancing the state's critical reform work. And I am so very grateful for the effort shown by the staff at the Louisiana Department of Education. They never hesitated, and their focus is reflected in the tremendous progress we've made in this relatively short time period. As I reflect on our state's progress, our potential, and the educators and policy makers who have dedicated themselves to our students, my heart is filled with gratitude and hope that we will continue to provide our most precious resource, Louisiana's children, with the education they deserve.

On this note, I have decided to end my tenure with the Louisiana Department of Education the last week in January. Again, I sincerely appreciate the opportunity you have given me to serve.

That concludes my report.

Thank you."

Agenda Item 8-A **Academic Goals and Instructional Improvement Committee**

(Schedule 2)

8-A-1 On motion of Ms. Bradford, seconded by Ms. Givens, the Board received the report from Dr. William Arceneaux on the Council for Development of French in Louisiana (CODOFIL).

8-A-2 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved the following requests from local education agencies for waivers of Bulletin 1706, *Regulations for Implementation of the Children with Exceptionalities Act*, §2001. Pupil/Teacher, and Pupil Appraisal Ratios for Public Education:

a. Terrebonne Parish School System's request to allow the pupil-teacher ratio to increase from 30 to 35 for gifted teachers in four of the 31 schools that provide gifted services;

b. Terrebonne Parish School System's request for a continuation of a waiver for projected caseloads of up to 45 students for teachers in the talented program for visual arts, music, and theatre;

(Motion continues on page 5)

c. Zachary Community School System's request for a continuation of a waiver to increase the pupil-teacher ratio from 35 to 65 for one teacher in the talented arts program and to increase the pupil-teacher ratio from 35 to 50 for one elementary visual arts teacher; and

d. St. Tammany Parish School System's request for a waiver to increase the pupil-teacher ratio from 30 to 60 for Talented Visual Arts and Talented Theatre.

8-A-3 On motion of Ms. Bradford, seconded by Ms. Givens, the Board granted Brumfield vs. Dodd approval for the following school:

a. Eternity Christian Academy—Calcasieu Parish.

8-A-4 On motion of Ms. Bradford, seconded by Ms. Givens, the Board received the update report regarding LAA 2 accountability.

8-A-5 On motion of Ms. Bradford, seconded by Ms. Givens, the Board:

a. denied the appeal request from Charlotte Ann Mitchell Educational Complex in Bossier Parish for a recalculation of the school's School Performance Score;

b. denied the appeal request from Madison Preparatory Academy charter school for a recalculation of the school's School Performance Score;

c. denied the appeal request from Lafayette Charter High School in Lafayette Parish for a recalculation of the school's School Performance Score; and

d. denied the waiver request from McDonogh #42 with Treme Charter School Association in Orleans Parish to withhold accountability decisions for one year.

8-A-6 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved the following changes to the textbook adoption cycle to align with the implementation of the Common Core State Standards:

2012-2013 — K-2 Mathematics and K-5 Reading/English Language Arts;

2013-2014 — 3-12 Mathematics and 6-12 Reading/English Language Arts; and

2014-2015 — Social Studies.

(Motion continues on page 6)

The remaining subjects in the textbook adoption cycle will move up one year, as follows:

2015-2016 — Career and Technical Education;

2016-2017 — K-12 Science, Computer Education, Health and Physical Education; and

2017-2018 — World Languages, English as a Second Language, Handwriting, Music, and Arts.

8-A-7 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved the LDE's Five-Year Advanced Placement Plan to increase long-term student participation and performance on AP exams to the national average.

8-A-8 On motion of Ms. Bradford, seconded by Ms. Givens, the Board received the report on IBC course substitutions for the LA Core 4 Curriculum.

8-A-9 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved the 2011-2012 Before and After School Enrichment waivers for the LA 4 Prekindergarten Program. Further, the Board directed the LDE to draft revisions to current legislation that requires districts to seek waivers annually regarding the requirement for enrichment activities, if over time and consistently during the same period of the day, so few children are present for enrichment activities that providing such for all or a portion of the full ten- hour day is not reasonably feasible.

8-A-10 On motion of Ms. Bradford, seconded by Ms. Givens, the Board ratified the Louisiana Superintendent of Education's report of personnel actions for the BESE Special Schools (BSS) and the Special School District (SSD).

8-A-11 On motion of Ms. Bradford, seconded by Ms. Givens, the Board received the report on the activities of the College and Career Readiness (CCR) Commission and approved the CCR Report Card.

8-A-12 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved, as a Notice of Intent, revisions to Bulletin 741, *Louisiana Handbook for School Administrators*: §907. Secondary. Class Times and Carnegie Credit and §1103. Compulsory Attendance, related to requirements for earning Carnegie credit, as recommended by the LDE.

8-A-13 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved, as a Notice of Intent, revisions to Bulletin 741, *Louisiana Handbook for School Administrators*: §2318. The College and Career Diploma and §2319. The Career Diploma, as recommended by the LDE.

8-A-14 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved, as a Notice of Intent, revisions to Bulletin 741, *Louisiana Handbook for Nonpublic School Administrators*: §119. Written Policies and §2109. High School Graduation Requirements, as recommended by the LDE.

8-A-15 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved, as a Notice of Intent, revisions to Bulletin 111, *The Louisiana School, District, and State Accountability System*: §409. Calculating a 9-12 Assessment Index, §515. State Assessments and Accountability, and §707. Safe Harbor, relative to removing policy related to GEE as part of the school performance score.

8-A-16 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved, as a Notice of Intent, revisions to Bulletin 111, *The Louisiana School, District, and State Accountability System*: §3503. Pre-GED/Skills Option Students and §3507. Option Considerations, relative to removing policy related to the discontinued Pre-GED/Skills Option Program.

8-A-17 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved, as a Notice of Intent, revisions to Bulletin 111, *The Louisiana School, District, and State Accountability System*: §3501. Alternative Schools, §3503. Pre-GED/Skills Option Students, and Bulletin 741, *Louisiana Handbook for School Administrators*: §2903. Approval For Alternative Schools/Programs, to ensure compliance with federal regulations and to clearly define alternative schools and alternative programs.

8-A-18 On motion of Ms. Bradford, seconded by Ms. Givens, the Board repealed Bulletin 1246, *Cooperative Office Education*, because the LDE legal staff has determined that this document does not contain regulatory policy.

8-A-19 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved, as a Notice of Intent, revisions to Nonpublic Bulletin 741, *Louisiana Handbook for Nonpublic School Administrators*: Chapter 30. Health and Safety Rules and Regulations for Approved Non-Public Three-Year-Old Programs, as presented by the LDE.

8-A-20 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved, as a Notice of Intent, revisions to Bulletin 741, *Louisiana Handbook for School Administrators*: §2308. Response to Intervention, as presented by the LDE.

8-A-21 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved, as a Notice of Intent, revisions to Bulletin 741, *Louisiana Handbook for School Administrators*: §2307. Assessment, as presented by the LDE.

8-A-22 On motion of Ms. Bradford, seconded by Ms. Givens, the Board approved, as a Notice of Intent, revisions to Bulletin 741, *Louisiana Handbook for School Administrators*: Chapter 5, §505. Certification of Personnel, regarding requirements to serve as a Superintendent in Louisiana public schools, as presented by the LDE.

8-A-23 On motion of Ms. Bradford, seconded by Ms. Givens, the Board deferred until January 2012: "Consideration of revisions to the Department's Critical Goals."

8-A-24 On motion of Ms. Bradford, seconded by Ms. Givens, the Board:

- received the public comments regarding revisions to Bulletin 1706, *Regulations for Implementation of the Children with Exceptionalities Act*: Subpart 1. Regulations for Students with Disabilities, §133. Expenditures, which was advertised as a Notice of Intent in the October 20, 2011, issue of the *Louisiana Register*;

- directed BESE staff to not move forward with the final adoption of the above mentioned NOI as Rule in January 2012; and

- directed the LDE to present to the Academic Goals and Instructional Improvement Committee for consideration in January 2012, revised policy language related to implementation of Act 515 of the 2010 Regular Legislative Session, which takes into account public comments received by the Board.

Agenda Item 8-B **<u>Administration and Finance Committee</u>** (Schedule 3)

8-B-1 On motion of Ms. Johnson, seconded by Mr. Guice, the Board received the report on the 8(g) Student Enhancement Block Grant projects for elementary/secondary education for FY 2011-2012.

8-B-2 On motion of Ms. Johnson, seconded by Mr. Guice, the Board received LDE contracts of $50,000 and under approved by the Acting State Superintendent of Education.

8-B-3 On motion of Ms. Johnson, seconded by Mr. Guice, the Board received RSD contracts of $50,000 and under approved by the Acting State Superintendent of Education.

8-B-4 On motion of Ms. Johnson, seconded by Mr. Guice, the Board received RSD contracts approved by the Acting State Superintendent of Education, the Co-Chairs of Administration and Finance Committee, and the BESE President.

8-B-5 On motion of Ms. Johnson, seconded by Mr. Guice, the Board received the quarterly report of expenditures and budget balances of 8(g) projects for FY 2011-2012.

8-B-6 On motion of Ms. Johnson, seconded by Mr. Guice, the Board received the Bureau of Internal Audit report entitled, "Time and Attendance Audit for the Six Months Ended December 31, 2010."

8-B-7 On motion of Ms. Johnson, seconded by Mr. Guice, the Board:

a. received the report on consideration of possibility of including funding for a full-time Louisiana Virtual School in the formula;

b. received the report on consideration of possibility of including funding for Dual Enrollment in the formula;

c. received the technical adjustment to the MFP Membership Definition for At-Risk students to align the virtual school students with the MFP Resolution; and

d. received the report on the Evaluation Results for those LEA's/Districts failing to meet the 70% Instructional Requirement, based on FY 2009-2010 Annual Financial Report (AFR) data.

8-B-8 On motion of Ms. Johnson, seconded by Mr. Guice, the Board received the report on the MFP Student Count Comparison.

8-B-9 On motion of Ms. Johnson, seconded by Mr. Guice, the Board received the report on the LDE budget.

School and District Support - Competitive

8-B-10 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following grant allocation:

Allocation:	High Risk Pool Grant
Amount:	$180,278
Funding Period:	09/01/11 – 09/30/12
Source of Funds:	Federal

(Motion continues on page 10)

Purpose: Louisiana Department of Education (LDE) has set aside approximately 1.9 million dollars to provide assistance to local education agencies through the establishment of a High Risk Pool. High Risk Pool refers to federal set-aside funds available to provide additional supports to LEAs serving disabled students with high-cost needs. The Reauthorized Individuals with Disabilities Education Act (IDEA) introduced a major provision designed to provide funding flexibility for states and districts with respect to funding high-costs special education services for high-need students. The change was introduced in response to concerns that costs for services for children with the most severe disabilities negatively impact the resources of districts and states, thus, making it extremely difficult to provide individualized supports and services necessary for students to thrive in the education setting. The LDE Division of NCLB and IDEA combined are excited to be able to support the disabled children in our state through this activity.

Basis of Allocation: Approved LEAs must meet the required criteria as outlined under IDEA and state guidelines. At a minimum, qualifying LEAs must demonstrate, through individual student documentation, that services to high-needs students in their LEA are negatively impacting the LEAs budget. This must be evidenced by individual services to students exceeding three times the per pupil expenditure for the state. The Division of IDEA and NCLB Support established this activity as a state priority through the Louisiana's IDEA State Plan for FY 2011-2012 year.

The following considerations were applied to the review and approval process:

- all applicants recommended for funding must meet two criteria outlined through the application process;
- the amount each LEA receives as a state per pupil expenditure was removed from the LEA's requested funding amounts;
- employee benefits, travel, or indirect costs were not justified expenses to support this activity; and
- student-specific salaries, special equipment and supplies, professional services, and special transportation needs were considered as funding priorities through this process.

Student Centered Goals - Competitive

8-B-11 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following grant allocation:

Allocation: Model Regional Alternative Education Pilot Site Grant
Amount: $2,250,000
Funding Period: 07/01/11 – 06/30/12
Source of Funds: State

Purpose: The state general funds awarded to the two recipients, determined through the competitive bid process, will support the implementation of innovative regional alternative education schools/programs through a partnership with multiple LEAs.

Basis of Allocation: This allocation is a distribution of funds for St. James Parish and Recovery School District which are currently implementing Model Regional Alternative Education Pilot sites for the FY 2011-2012.

Departmental Support - Other

8-B-12 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following grant allocation:

Allocation: USDA Team Nutrition Training Grant
Amount: $32,300
Funding Period: 01/01/12 – 04/30/13
Source of Funds: Federal

Purpose: The School Food Authorities from six local educational agencies (LEAs) agreed to pilot two four-week cycle menus that will be developed by a chef from the John Folse Culinary Institute in Nicholls State University (NSU). The menus must comply with the USDA Healthier US School Challenge initiative. The chef will work closely with Terrebonne Parish.

Basis of Allocation: Districts were selected based on meeting criteria set forth by a USDA Team Nutrition Training Grant Proposal. Terrebonne Parish will work directly with a chef at the John Folse Culinary Institute at Nicholls State University to develop and pilot menus that meet USDA Healthier US School Challenge (HUSSC) criteria. The other five districts were selected to get geographical and demographic representation to pilot the menus. The USDA Grant RFP required states to guarantee that at least

(Motion continues on page 12)

50 schools would submit HUSSC applications. Terrebonne Parish will receive $700 per school, and all other districts participating in the grant will receive $550 per school. Because Terrebonne Parish will be the lead district in the grant and will work face-to-face with the chef from NSU, Terrebonne Parish will receive a higher rate.

Student Centered Goals - Other

8-B-13 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following grant allocation:

Allocation: Fundamentals of 8th Grade Mathematics Comprehensive Curriculum (Special Case Participant Stipend)
Amount: $625.75
Funding Period: 07/01/11 – 06/30/12
Source of Funds: State

Purpose: The purpose of these funds is to compensate a teacher for her participation in the Fundamentals of 8th Grade Mathematics Comprehensive Curriculum Workshop. The Fundamentals of 8th Grade Mathematics Comprehensive Curriculum workshop is a series of professional development for first, second, or third year 8th grade mathematics teachers. The entire series consists of 9 days of professional development throughout the school year. The workshop is designed to train beginning teachers in the use of various LDE resources, including the Comprehensive Curriculum, the Assessment Guide, EAGLE, and the Access Guide, among others. The first session consists of an Overview day, and two days of exploration of Units 1 and 2 of the 8th Grade Mathematics Comprehensive Curriculum. Subsequent sessions throughout the school year will follow subsequent units of the Comprehensive Curriculum.

Basis of Allocation: Participants who complete the Fundamentals of 8th Grade Mathematics Comprehensive Curriculum Workshop are awarded a stipend of $500. An additional 25.15% is awarded to the district to cover employer portion of TRSL and Medicare. Participants receive the stipend in
2 installments upon meeting the attendance requirements. Participants must have attended all days of the workshop in order to receive the stipend.

8-B-14 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following grant allocation:

Allocation: Fundamentals of 8th Grade Mathematics Comprehensive Curriculum (Installment 2)
Amount: $3,754.50
Funding Period: 07/01/11 – 06/30/12
Source of Funds: IAT-8(g)

Purpose: The purpose of these funds is to compensate a teacher for her participation in the Fundamentals of 8th Grade Mathematics Comprehensive Curriculum Workshop. The Fundamentals of 8th Grade Mathematics Comprehensive Curriculum workshop is a series of professional development for first, second, or third year 8th grade mathematics teachers. The entire series consists of 9 days of professional development throughout the school year. The workshop is designed to train beginning teachers in the use of various LDE resources, including the Comprehensive Curriculum, the Assessment Guide, EAGLE, and the Access Guide, among others. The first session consists of an Overview day, and two days of exploration of Units 1 and 2 of the 8th Grade Mathematics Comprehensive Curriculum. Subsequent sessions throughout the school year will follow subsequent units of the Comprehensive Curriculum.

Basis of Allocation: Participants who complete the Fundamentals of 8th Grade Mathematics Comprehensive Curriculum Workshop are awarded a stipend of $250. An additional 25.15% is awarded to the district to cover employer portion of TRSL and Medicare. The stipend will only be awarded to participants once the workshop series is completed on January 21, 2012. Participants must have attended all days of the workshop in order to receive the stipend.

Human Capital

8-B-15 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following LDE contract amendment:

Contractor: New Teacher Project
Previous Contract: Yes
Contract Period: 07/01/2011 - 06/30/2012
Original Contract Amount: $500,000.00
Amended Amount: $32,040.00

(Motion continues on page 14)

Total Contract Amount: $532,040.00
Fund: CPMS – 8(g)
Competitive Process: No - Sole Source

This amendment will allow the contractor to host biweekly planning meetings relative to Advisory Committee on Educator Evaluation (ACEE) planning, agenda, meeting outcomes and provide guidance relative to ACEE meeting agenda and policy decisions.

8-B-16 On motion of Ms. Johnson, seconded by Mr. Guice, the Board received the report on Dialogues with the applicable districts/LEAs identified in the Fiscal Risk Assessment Process.

Recovery School District

8-B-17 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following contract amendment:

Contractor: Holly & Smith Architects, APAC
Previous Contract: Yes
Amended Amount: $4,640.00
Current Contract Value: $1,989,813.58
New Contract Value: $1,903,453.58
Contract Period: 01/21/2010 - 01/21/2013
Fund: FEMA
Competitive Process: Yes

Description of Service: Current Contract Value: New Phillis Wheatley Elementary School – Task One: Provides for the reimbursable expense fee due to the designer for fees paid by the designer for the Conditional Use Permit for New Phillis Wheatley Elementary School.

8-B-18 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following contract amendment:

Contractor: Howard Performance Architecture, LLC
Previous Contract: Yes
Amended Amount: -$57,552.61
Current Contract Value: $1,649,844.90
New Contract Value: $1,592,292.29
Contract Period: 03/23/2009 - 03/23/2012
Fund: FEMA
Competitive Process: Yes

(Motion continues on page 15)

Description of Service: New Bienville Elementary School – Task One: Adjusts the designer fee for basic services required by the revised contract from $1,510,045.00 to $1,442,877.00, which is based on the actual low bidder's price of $18,880,000.00 from bids received September 9, 2010, for the new Bienville Elementary School. (Decrease - $67,168.00) Task Two: Provides for reimbursable expense fee for reproduction cost and finalizing conditional use approval for new Bienville Elementary School.

8-B-19 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following contract amendment:

Contractor:	Perez, APC
Previous Contract:	Yes Amended
Amount:	$4,640.00
Current Contract Value:	$3,338,169.49
New Contract Value:	$3,392,809.49
Contract Period:	01/21/2010 - 01/21/2013
Fund:	FEMA
Competitive Process:	Yes

Description of Service: New high school at Edward Livingston School - Task One: Provides for reimbursable expense due to the designer for fees paid by the designer for the Conditional Use Permit Fees for new high school at Edward Livingston School.

8-B-20 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following contract amendment:

Contractor:	SCNZ Architects, LLC
Previous Contract:	Yes
Amended Amount:	$838.05
Current Contract Value:	$6,000.00
New Contract Value:	$6,838.05
Contract Period:	10/11/2010 - 10/11/2013
Fund:	FEMA
Competitive Process:	Yes

Description of Service: Installation of canopies at Joseph A. Craig Elementary School - Task One: Provides for reimbursable expense for reprographic and reproduction costs associated with the advertisement and solicitation for installation of new canopies at Joseph A. Craig Elementary School.

8-B-21 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following contract amendment:

Contractor: Shelly Hammond Provosty, LLC
Previous Contract: Yes
Amended Amount: $75,000.00
Current Contract Value: $275,000.00
New Contract Value: $350,000.00
Contract Period: 06/15/2010 - 06/15/2012
Fund: MFP
Competitive Process: No, True Professional

Description of Service: This contract provides for the legal representation of the interests of the Recovery School District, the Louisiana Department of Education, and BESE (the state) in the matter of 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 any litigation relating to the lawsuit. The state intervened in the lawsuit filed by the Orleans Parish School Board against its insurer(s) in order to recover insurance proceeds that Orleans alleges it is owed by its insurer(s) arising out of Hurricane Katrina. The state has an interest in the litigation because the Recovery School District is entitled, pursuant to La. R.S. 17:10.7 and La. R.S. 17:1990, to receive insurance proceeds recovered by the Orleans Parish School Board.

8-B-22 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following contract amendment:

Contractor: Trapolin-Peer Architects, APC – VMDO Architects, PC – A Joint Venture
Previous Contract: Yes
Amended Amount: $390,815.00
Current Contract Value: $3,273,471.00
New Contract Value: $3,664,286.00
Contract Period: 01/21/2010 - 01/21/2013
Fund: FEMA
Competitive Process: Yes

Description of Service: New high school at George Washington Carver - Task One: Adjusts the designer's fee for basic services required for the contract from $3,237,677.00 to $3,626,212.00, which is based on the revised AFC of $50,406,792.00. Furthermore, the contract will be broken into two separate projects:

(Motion continues on page 17)

1. New high school at George Washington Carver Project No.: 2009-0756-0001
   A/E Fee = $3,617,391.00
   AFC = $50,332,692.00 Increase $379,714.00

2. Test Pile Program for George Washington Carver Project No. 2009-0756-0002
   A/E Fee = $8,821.00 – (Test Pile Program increase $8,821.00)
   AFC = $74,100.00 actual bid amount from bids received June 2, 2010

(The total Increase for Task One is $388,535.00 for new high school at George Washington Carver.)

8-B-23 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following contract amendment:

Contractor:	VergesRome Architects, APAC
Previous Contract:	Yes
Amended Amount:	$22,968.00
Current Contract Value:	$609,956.00
New Contract Value:	$632,924.00
Contract Period:	09/16/2010 - 09/16/2013
Fund:	FEMA
Competitive Process:	Yes

Description of Service: (Include per diem rates, if applicable.): Mothballing of closed schools – safe and secure Israel M. Augustine Middle School, Louis D. Armstrong Elementary School, Andrew J. Bell Junior High School, Oretha C. Haley Elementary School, Lorraine Hansberry Elementary School, Morris F.S. Jeff Elementary School, Valena C. Jones Elementary School, George Mondy Elementary School, and John A. Shaw Elementary School - Task One: The designer's fee for basic services is being adjusted for Israel M. Augustine Middle School – safe and secure New Project No.: 2011-0864-0001 $71,059.00 to $55,504.00 due to the adjustment of the AFC from $750,000.00 to $449,000.00 (Decrease -$15,555.00).

Task Two: The designer's fee for basic services is also being adjusted due to the addition of a new project - Mothballing of Closed Schools Safe and Secure Phase I – Reroofing at Israel M. Augustine Middle School Project No.: 2010-0858-0001, which is based on the actual bid price of $301,000.00 from bids received July 6, 2011. (Add $38,523.00)

8-B-24 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following contract amendment:

Contractor:	VergesRome Architects, APC
Previous Contract:	Yes
Amended Amount:	$47,680.00
Current Contract Value:	$2,802,016.10
New Contract Value:	$2,849,696.10
Contract Period:	06/15/2007 - 06/15/2012
Fund:	FEMA
Competitive Process:	Yes

Description of Service: Lake Area High School - Task One: Adjusts the designer's basic services fee based upon the final construction contract amount for change orders not attributable to the designer. The total adjusted change order value is $691,941.00 plus the previous AFC value of
$35,580,000.00 equals the new adjusted AFC value of $36,271,941.00. The revised designer's basic services fee based on the new adjusted AFC value of $36,271,941.00 is $2,662,373.00.

8-B-25 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the following contract amendment:

Contractor:	Yeates & Yeates Architects, LLC
Previous Contract:	Yes
Amended Amount:	$7,000.00
Current Contract Value:	$2,456,577.13
New Contract Value:	$2,463,577.13
Contract Period:	06/15/2007 - 06/15/2012
Fund:	FEMA
Competitive Process:	Yes

Description of Service: New Fannie C. Williams Elementary School - Task One: Provides for the additional services fee for additional designer services provided by the designer after approval to proceed for design, construction documents, construction administration and bid phase for an agreed upon lump sum amount of $7,000.00 for the new Fannie C. Williams Elementary School.

8-B-26 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the

following allocations by funding category for the FY 2012-2013 8(g) Annual Program and Budget and the following focus areas: (Motion

continues on page 19)

Allocations

a. $11,777,500 or 48.1% of the total budget for the Student Enhancement Block Grant Program and
b. $11,777,500 or 48.1% of the total budget for the Statewide Grant Program.

Focus Areas

a. Prekindergarten Programs for At-Risk Four-Year Olds and
b. Proven Instructional Strategies in English Language Arts, Math, Science, Social Studies, and Technology.

8-B-27 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the FY 2012-2013 8(g) Statewide Program allocations as follows:

College and Career Readiness for Middle and High School 21st Century Learners (LDE)	$ 2,269,600
Effective Teachers, Effective Leaders (LDE)	$ 2,957,900
Next Generation: Common Core (LDE)	$ 1,500,000
LEAP for the 21st Century (LDE)	$ 2,565,000
School Turnaround Innovations (LDE)	$ 2,000,000
Academic/Vocational Enhancement of BESE Special Schools (LSD, LSVI, SEC)	$ 90,000
Enhancement of the LA Instructional Material Center for the Blind and Visually Impaired (LSVI)	$ 75,000
World Language Model Program (LDE)	$ 170,000
Louisiana Renaissance Language Immersion Program (LDE)	$ 150,000
Total	$11,777,500

8-B-28 On motion of Ms. Johnson, seconded by Mr. Guice, the Board received the report of the FY 2012-2013 BESE Budget Request.

8-B-29 On motion of Ms. Johnson, seconded by Mr. Guice, the Board approved the reports related to the 2011 Legislative Action Plan.

Agenda Item 8-B1 **Minimum Foundation Program (MFP) Public Hearing** (Schedule 4)

8-B1-1 On motion of Ms. Johnson, seconded by Mr. Lee, the Board received the minutes of the Minimum Foundation Program (MFP) Public Hearing held December 6, 2011.

Agenda Item 8-C **Educator Effectiveness Committee** (Schedule 5)

8-C-1 On motion of Mr. Lee, seconded by Ms. Buquet, the Board approved, as a Notice of Intent, revision of Bulletin 130, *Regulations for the Evaluation and Assessment of School Personnel*, in its entirety and in accordance with Act 54 of the 2010 Regular Legislative Session.

8-C-2 On motion of Mr. Lee, seconded by Ms. Buquet, the Board revoked the Louisiana teaching certificate (Type B 84599) of Mr. Stephen McKay Hurst, based upon his conviction of a felony.

8-C-3 On motion of Mr. Lee, seconded by Ms. Buquet, the Board denied the request from Mr. Osceola Free for a hearing regarding the issuance of a Louisiana teaching certificate appropriate to his credentials.

Agenda Item 8-D **School Innovation and Turnaround Committee** (Schedule 6)

8-D-1 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board deleted from the agenda: "Consideration of a request for an amendment to the charter governing the New Orleans Charter Science and Mathematics Academy, operated by Collegiate Academies, to rename the school to Sci Academy."

8-D-2 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board received a report regarding Teachers' Retirement System of Louisiana (TRSL) matters at BESE-authorized charter schools governed by the Algiers Charter Schools Association. Further, the Board received notification regarding non-material amendments to the charter contracts of O. Perry Walker Senior High School, Martin Behrman Elementary School, Dwight D. Eisenhower Elementary School, McDonogh #32 Elementary School, and William J. Fischer Elementary School, all operated by Algiers Charter School Association, Inc., indicating the schools' intent to allow employees to enroll in TRSL.

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Public comments regarding Item 8-D-3 were received from Ms. Catherine Boozer.

8-D-3 On motion of Mr. Roemer, seconded by Ms. Johnson, the Board deferred until January 2012: "Consideration of granting Milestone SABIS Academy, operated by Innovators in Milestone, Inc., a five year charter school contract extension and a report from the LDE regarding when rules promulgated by BESE pertaining to the extension of charter school contracts have taken effect."

Ms. Givens was recorded as being opposed to the motion.

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The Board was provided with a handout entitled, "Overview of performance for CharterSchools USA in Florida with similar at-risk populations."

Lengthy discussion followed.

8-D-4 On motion of Mr. Garvey, seconded by Ms. Givens, the Board approved the Type 2 charter application submitted by Lake Charles Charter Academy Foundation, Inc., subject to the following conditions:

1. Lake Charles Charter Academy must score at or above AUS (75 or above) for its 2011-2012 Assessment Index or make five (5) points of growth from its pre-assessment index.

2. Lake Charles Charter Academy Foundation, Inc., must submit a satisfactory financial plan such that the instructional spending requirement set forth by the Board in the Minimum Foundation Program can be met, as determined by the LDE.

3. Lake Charles Charter Academy Foundation, Inc., must satisfactorily address any governance issues resulting from the bond issuance for Lake Charles Charter Academy, as determined by the LDE.

4. The opening of the school is contingent upon the completion of a pre- opening checklist and execution of the charter contract no later than 60 days prior to the beginning of the school year in which the school opens.

8-D-5 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board deferred until January 2012: "Consideration of Type 2 Charter Applications for Tangipahoa Charter School Association, Inc., and The Delta Charter Group."

8-D-6 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board denied the Type 2 charter school application for Lafayette Parish submitted by Outreach Community Development Corporation, Inc.

8-D-7 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved the recommendation of the LDE and authorized the Type 2 charter application submitted by the Outreach Community Development Corporation, Inc., to commence operation in St. Landry Parish, contingent upon all of the following conditions being met:

- completion of a pre-opening checklist;
- addressing any special considerations set forth in the Evaluation and Recommendation Summary recommendations; and
- execution of the charter contract no later than April 30 of the year in which the charter school opens.

Further, the Board authorized the Board President to sign the charter contract only after the LDE verifies that the applicant has provided the LDE with the aforementioned information.

8-D-8 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved the Type 5 charter school applications submitted by the following organizations, as recommended by the LDE:

- Crescent Leadership Academy (alternative high school);
- Collegiate Academies;
- Future is Now Schools: New Orleans;
- The Friends of King School, Inc.;
- KIPP New Orleans, Inc.;
- Choice Foundation, A Non-Profit Corporation;
- ReNEW – Reinventing Education (2 applications, including 1 alternative high school);
- Rocketship Education Louisiana (8 applications); and
- New Orleans College Preparatory Academies.

Further, the Board directed that, prior to the opening of each of the aforementioned charter schools, all of the following conditions must be met:

- completion of a pre-opening checklist;
- address any special considerations set forth in the Evaluation and Recommendation Summary recommendations;

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- assignment of an existing RSD-operated school by the Superintendent of the RSD, not later than March 2012. If an assignment is not made, the authority to open the school may be deferred until a later date or may be rescinded, based on a recommendation by the Superintendent of the RSD. The LDE staff will report on the status of applicants and their school assignments during the March 2012 School Innovation and Turnaround Committee meeting; and

- execution of the charter contract no later than April 30 of the year in which the charter school opens.

The Board directed that final approval of the charter application shall not be effective until the aforementioned contingencies are met, the LDE verifies that the contingencies are met, and the charter contract is executed (signed by president of the non-profit corporation and the BESE President).

8-D-9 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved an extension to the charter contract for Akili Academy of New Orleans, operated by Akili Academy of New Orleans, for the remainder of their initial five year term, as recommended by the LDE.

8-D-10 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved a probationary extension to the charter contract for Crocker Arts and Technology School, operated by Advocacy for the Arts and Technology in New Orleans, Louisiana, Inc., subject to the conditions that the charter school improve academic achievement by earning an SPS of 75.0 or above, reaching the school's growth target by the end of the 2011-2012 school year, and continuing to manage internal accounting procedures to ensure a clean financial risk assessment in fiscal year 2011-2012, as recommended by the LDE.

8-D-11 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved an extension to the contract for KIPP Central City Primary, operated by KIPP New Orleans, Inc., for the remainder of their initial five year term, as recommended by the LDE.

8-D-12 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved a probationary extension to the charter contract for Miller-McCoy Academy for Mathematics and Business, operated by Miller-McCoy Academy for Mathematics and Business, Inc., subject to the conditions that the charter school improve academic achievement by earning an SPS of 75.0 or above (above AUS), reaching the school's growth target by the end of the 2011-
2012 school year; continuing to manage the budget to achieve a fund balance of greater than five percent with a clean financial risk assessment in fiscal year 2011-2012; and addressing significant facilities, health, and safety findings by January 15, 2012, as recommended by the LDE.

8-D-13 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved an extension to the charter contract for New Orleans Charter Science and Mathematics Academy, operated by Advocates for Science and Mathematics Education, Inc., for the remainder of their initial five year term, as recommended by the LDE.

8-D-14 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board received the voluntary charter surrender submitted by the Board of Directors of Sojourner Truth Academy, Inc., and approved the LDE's recommendation for Sojourner Truth Academy to continue to operate until June 30, 2012, in accordance with the terms of a Memorandum of Understanding.

8-D-15 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved a three year renewal of the charter contract for The MAX Charter School, operated by the Maxine Giardina Charter School, Inc., subject to the following renewal contract provisions and conditions, which include:

- an admissions/enrollment policy aligned to the school's stated mission of serving students with dyslexia and other language-related learning differences, as identified in Bulletin 1903, *Regulations and Guidelines for Education of Dyslexic Students*; and

- an alternative charter evaluation framework for student performance that is tailored to the unique student population served, and includes and significantly weights student performance on state standardized tests, in addition to other measures of student performance per Bulletin 126, *Charter Schools,* §1503(B)(5)(a), as approved by the LDE. Such evaluation framework will continue to include and significantly weight student performance on state standardized tests, in addition to other measures of student performance.

Further, the school must address the following:

- implement a plan to provide alternative education, in the event of any suspensions and/or expulsions;

- improve outreach and recruiting of at-risk students and student documentation;

- comply strictly with IDEA and admissions/enrollment policies to ensure that all eligible students have an opportunity to attend the school and receive required services; and

- establish clear, written guidelines for the provision of meals to students, and for the documentation and reporting required per La. R.S. 17:192.1 regarding meals.

8-D-16 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved a three year renewal of the charter contract for Algiers Technology Academy, operated by Algiers Charter School Association, Inc., subject to the condition that the charter school will continue to manage the budget to reduce its deficit by fiscal year 2012-2013, and be on track in achieving a fund balance of greater than five percent by fiscal year 2014-2015, as recommended by the LDE.

8-D-17 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved a three year renewal of the charter contract for Andrew H. Wilson Charter School, operated by Broadmoor Charter School Board, Inc., subject to the conditions that the charter school continue management of budget and accounting procedures to work toward a fund balance of greater than five percent and a clean financial risk assessment for fiscal year 2011-2012 during the renewal term, as recommended by the LDE.

8-D-18 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved a three year renewal of the contract for Arthur Ashe Charter School, operated by Firstline Schools, Inc., subject to the conditions that the charter school continue to improve academic achievement by achieving growth targets for 2011-2012 and 2012-2013 school years, and continue to manage internal accounting procedures to ensure a clean financial risk assessment in fiscal year 2011-2012 during the renewal term, as recommended by the LDE.

8-D-19 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved a nine year renewal of the charter contract for KIPP Central City Academy, operated by KIPP New Orleans, Inc., subject to the condition that the charter school continue to manage internal accounting procedures to ensure a clean financial risk assessment for fiscal year 2011-2012 during the renewal term, as recommended by the LDE.

8-D-20 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved a non-renewal of the charter for McDonogh #42 Elementary Charter School, operated by Treme Charter School Association, Inc.

It was noted for the record that RSD Superintendent White confirmed that he will continue to give current school leaders of McDonogh 42 Elementary Charter School an opportunity to remain involved with the school.

8-D-21 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved a three year renewal of the charter contract for New Orleans College Preparatory Academy, operated by New Orleans College Preparatory Academies, Inc., subject to the conditions that the charter school achieve an SPS of 75.0 or above by the 2011-2012 school year, achieve their growth targets in the renewal term, and provide evidence of implementation of improved procedures for discipline of special education students.

8-D-22 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved the Memorandum of Understanding (MOU) between BESE, the RSD, and the Board of Directors for Advance Baton Rouge (ABR), regarding the transition plans for Dalton Elementary School, Glen Oaks Middle School, Lanier Elementary School, Prescott Middle School, and Pointe Coupee Central High School.

Further, as part of the agreement, the Board received the phase out plan of ABR as a CMO over the next 18 months with a phase out as follows:

- Commencing on January 1, 2012, the RSD and ABR will jointly operate Prescott Middle School and Pointe Coupee Central High School through June 30, 2012.

  - On July 1, 2012, RSD will be the sole operator at Prescott Middle School and Pointe Coupee Central High School.

- Commencing on January 1, 2012, the RSD and ABR will jointly operate Lanier Elementary School, Dalton Elementary School, and Glen Oaks Middle School through June 30, 2013.

  - On July 1, 2013, RSD will be the sole operator of Lanier Elementary School, Dalton Elementary School, and Glen Oaks Middle School.

  - ABR and the RSD shall develop a dissolution plan for the ABR Charter Schools by January 1, 2012.

8-D-23 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved the model dissolution plan for the charter school closure and transfer process.

8-D-24 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board approved the process by which the LDE will allocate continuation and new grant funding for the 2011-2012 Charter School Program Grant cycle.

8-D-25 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board received an update report from the Recovery School District on Capital Projects for October 2011, which includes the October 2011 Superintendent's Report; the BESE Monthly Report regarding open construction contracts as of November 7, 2011; the October 2011 Program Update for RSD Phase 1
Projects; and the 2011 3rd Quarterly Report.

8-D-26 On motion of Mr. Roemer, seconded by Mr. Garvey, the Board deferred until January 2012: "Consideration of revisions to Bulletin 111, *The Louisiana School, District, and State Accountability System*, and Bulletin
129, *The Recovery School District*, to ensure that no students attending a failing school that is being closed or reconstituted are assigned to another
failing school or a watch list school unless the district enters into and meets conditions outlined in a Memorandum of Understanding (MOU) with the LDE."

8-D-27 On motion of Ms. Givens, seconded by Ms. Bradford, the Board received a
report on RSD schools that will have been under the jurisdiction of the RSD for five or more years at the conclusion of the 2011-2012 school year, and approved the RSD recommendations regarding the continuation of those schools in the RSD, detailed below.

The following RSD schools have met the criteria to be eligible to choose whether to remain in the RSD or transfer to their former local education authority (LEA). The Board directed that the following schools remain in the RSD for an additional five year period, as recommended by the RSD. Further, the Board directed that the following schools be allowed to notify BESE, no later than January 11, 2012, of their intention to return to their Local Education Agency, such notification to be considered by the Board in January 2012:

- Arthur Ashe Charter School, operated by Firstline Schools, Inc.
- KIPP Central City Academy, operated by KIPP New Orleans, Inc.
- Dr. Martin Luther King, Jr. Charter School for Science and Technology, operated by The Friends of King School, Inc.
- McDonogh #15: A KIPP Transformation School, operated by KIPP New Orleans, Inc.
- Dwight D. Eisenhower Elementary School, operated by Algiers Charter School Association, Inc.
- Martin Behrman Elementary School, operated by Algiers Charter School Association, Inc.

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- Edward H. Phillips Learning Academy, operated by KIPP New Orleans, Inc.
- Sophie B. Wright Learning Academy, operated by Institute of Academic Excellence, Inc.

The following schools are RSD direct-run schools labeled AUS (earning an SPS below 65.0) for the 2010-2011 school year. The Board directed the following actions, as recommended by the RSD:

- Dr. Charles R. Drew Elementary
  - Phase-out; close at the conclusion of the 2011-2012 school year
  - Possible charter conversion process, beginning in the 2013-2014 school year
- George Washington Carver High
  - Undergo a charter conversion process, beginning in the 2012-2013 school year
- John McDonogh High
  - Undergo a charter conversion process, beginning in the 2012-2013 school year
- Joseph Craig Elementary
  - Undergo a charter conversion process, beginning in the 2012-2013 school year
- Murray Henderson Elementary
  - Phase-out; close at the conclusion of the 2012-2013 school year
- Paul Habans Elementary
  - Remain in the RSD as a direct-run school for the 2012-2013 school year
  - Possible charter conversion after the conclusion of the 2012-2013 school year or thereafter

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- Sarah T. Reed High
    - Remain in the RSD as direct-run school or charter conversion, beginning in the 2012-2013 school year, if an approved charter operator exists
    - Possible charter conversion after the conclusion of the 2012-2013 school year or thereafter
- Schwarz Academy
    - Charter conversion after the conclusion of the 2011-2012 school year, dependent on charter application approval
- Walter L. Cohen High
    - Undergo a charter conversion process, beginning in the 2012-2013 school year

The following schools do not meet the performance criteria to be eligible to choose to return to their former LEAs, nor are they direct-run AUS schools that require a formal decision by the RSD. The Board directed that the following schools remain in the RSD for an additional five year period, as recommended by the RSD:

- A.P. Tureaud Elementary
- McDonogh City Park Academy, operated by New Orleans Charter Foundation, Inc.
- Algiers Technology Academy, operated by Algiers Charter School Association, Inc.
- McDonogh #32 Elementary School, operated by Algiers Charter School Association, Inc.
- Andrew H. Wilson Charter School, operated by Broadmoor Charter School Board, Inc.
- McDonogh #42 Elementary Charter School, operated by Treme Charter School Association, Inc.
- Benjamin Banneker Elementary School
- Nelson Elementary School, operated by New Beginnings Schools Foundation, Inc.
- H.C. Schaumburg Elementary
- New Orleans College Preparatory School, operated by New Orleans College Preparatory Academies, Inc.
- Singleton Charter School, operated by Dryades YMCA (Motion

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- O. Perry Walker Senior High School, operated by Algiers Charter School Association, Inc.
- James Johnson Elementary
- Pierre A. Capdau Learning Academy, operated by New Beginnings Schools Foundation, Inc.
- Lafayette Academy, operated by Choice Foundation, Inc.
- S.J. Green Learning Academy, operated by Firstline Schools, Inc.
- Langston Hughes Academy Charter School, operated by NOLA 180, Inc.
- William J. Fischer Elementary School, operated by Algiers Charter School Association, Inc.
- Mary D. Coghill Elementary.

Agenda Item 9 **Board Advisory Council Reports**

Agenda Item 9-A **Nonpublic School Commission** (Schedule 7)

On motion of Ms. Givens, seconded by Ms. Johnson, the Board received the minutes of the Nonpublic School Commission meeting held November 1, 2011, and approved the tentative agenda for February 7, 2012.

Agenda Item 9-B **Superintendents' Advisory Council** (Schedule 8)

On motion of Ms. Givens, seconded by Ms. Johnson, the Board received the minutes of the Superintendents' Advisory Council meeting held November 17, 2011, and approved the tentative agenda for February 16, 2012.

Agenda Item 10 **Board Advisory Council Appointments**

There were no Advisory Council appointments in December 2011.

Agenda Item 11 **Received and/or Referred** (Schedule 9)

Public comments regarding Agenda Item 11 were received from Ms. Angela Alef, the People, LLC.

Agenda Item 11-A On motion of Ms. Bradford, seconded by Ms. Johnson, the Board received the Resolution from the Lafayette Parish School Board regarding early childhood education for all students.

Agenda Item 12 On motion of Ms. Bradford, seconded by Mr. Garvey, the Board allowed Ms. Glenny Lee Buquet to continue to serve as Co-Chair of the Blue Ribbon Commission for Educational Excellence until June 30, 2012.

Agenda Item 13

The Board recognized and presented out-going BESE members with the following Resolutions.

A RESOLUTION

WHEREAS, Glenny Lee Buquet was elected to the Board of Elementary and Secondary Education in 1992 and served twenty consecutive years, including five terms as Board President; and

WHEREAS, Mrs. Buquet, in addition to being a committed wife and mother, previously worked as a speech and English teacher and opened a tutorial school for children with reading disabilities; and

WHEREAS, Mrs. Buquet is dedicated to literacy and reading comprehension, as shown through her commitment and leadership as former Chair of the Literacy and Numeracy Committee and is dedicated to the accountability and improvement of teacher preparation and alternative preparation programs, as shown through her commitment to the development and use of the Value-Added Model; and

WHEREAS, Mrs. Buquet is devoted to redefining educator certification requirements in the quest to produce highly effective and highly qualified educators in the state of Louisiana, as exemplified through her service as Co-Chair of the Blue Ribbon Commission for Educational Excellence, as Chair of the Quality Leaders/Educators Committee, and currently as Co-Chair of the Educator Effectiveness Committee; and

WHEREAS, Mrs. Buquet is supportive of the teachers and students of this state, as she has never failed to recognize and acknowledge individual accomplishments of students and educators.

NOW, THEREFORE, BE IT RESOLVED that the Board of Elementary and Secondary Education, convened at its December 2011 Board Meeting in Baton Rouge, Louisiana, expresses its sincere appreciation to Mrs. Glenny Lee Buquet for her years of dedicated public service and her leadership in the aforementioned areas; and

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BE IT FURTHER RESOLVED that the Board of Elementary and Secondary Education convey its best wishes as she continues to enjoy her children and grandchildren. The Board will forever be indebted to her lifelong contribution to education for the state of Louisiana.

Penny Dastugue Ollie Tyler
Board President Acting State Superintendent of Education

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A RESOLUTION

WHEREAS, Keith Guice was elected to the Board of Elementary and Secondary Education in November 2007 and served two terms as Board President; and

WHEREAS, Mr. Guice worked for thirty-six years as a teacher, counselor, principal, and supervisor of instruction, and served his last 15 years as Superintendent of Catahoula Parish Schools; and

WHEREAS, Mr. Guice is dedicated to social justice and equal education opportunities for all children, and has shown his commitment and leadership as the director of a youth program in the Louisiana Delta for the United States Department of Labor serving youth involved with the Louisiana Juvenile Justice System; and

WHEREAS, Mr. Guice supports leadership and professional development and is dedicated to empowering the local education agencies to establish fair and sound policies that adhere to state requirements, and has shown his commitment as a member of the Quality Leaders/Educators Committee and the Educator Effectiveness Committee.

NOW, THEREFORE, BE IT RESOLVED that the Board of Elementary and Secondary Education, convened at its December 2011 Board Meeting in Baton Rouge, Louisiana, expresses its sincere appreciation to Mr. Keith Guice for his years of dedicated public service and his leadership in the aforementioned areas; and

BE IT FURTHER RESOLVED that the Board of Elementary and Secondary Education convey its best wishes as he continues to serve his community and enjoy his family.

Penny Dastugue Ollie Tyler
Board President Acting State Superintendent of Education

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A RESOLUTION

WHEREAS, Louella Givens-Harding was elected to the Board of Elementary and Secondary Education in November 2003 and served two terms as a board member; and

WHEREAS, Mrs. Givens-Harding works as an attorney-at-law and as Chief Executive Officer of House Call Home Health Care, and previously served as Assistant City Attorney for the City of New Orleans, a Title 1 Specialist for New Orleans Public Schools, an Assistant Professor of Health Sciences at the University of Texas Health Center at Galveston, and as an Assistant Professor of Business Administration at Texas Southern University; and

WHEREAS, Mrs. Givens-Harding is dedicated to urban schools and has shown her commitment and leadership as a current member of the School Innovation and Turnaround Committee and previously as Vice-Chair of the State Authorized School Oversight Committee, as a member of the Recovery School District Committee, as well as the School and District Accountability Commission; and

WHEREAS, Mrs. Givens-Harding is dedicated to community support for education, as evidenced through her devotion to her constituents in the aftermath of Hurricane Katrina, and has shown her commitment previously as the Chair of the Legislative Committee.

NOW, THEREFORE, BE IT RESOLVED that the Board of Elementary and Secondary Education, convened at its December 2011 Board Meeting in Baton Rouge, Louisiana, expresses its sincere appreciation to Mrs. Louella Givens-Harding for her years of dedicated public service to her community and to the state of Louisiana, and for her leadership in the aforementioned areas; and

BE IT FURTHER RESOLVED that the Board of Elementary and Secondary Education convey its best wishes as she continues to enjoy her business endeavors, community involvement, and family.

Penny Dastugue — Board President

Ollie Tyler — Acting State Superintendent of Education

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A RESOLUTION

WHEREAS, Linda Johnson was elected to the Board of Elementary and Secondary Education in November 1999 and has served on the Board for twelve consecutive years, including three terms as Board President; and

WHEREAS, Miss Johnson previously worked as the Human Resources Supervisor for Georgia Gulf Corporation and serves as an active member of many civic organizations, including the Iberville Chamber of Commerce, the Iberville Economic Development Commission and the Louisiana Chemical Society; and

WHEREAS, Miss Johnson is dedicated to early childhood education and has shown her commitment and leadership as a member of the Iberville Head Start Advisory Council and the Children's Cabinet; and is committed to the development of policies based on the confidence that every school can improve and show continuous growth, as evidenced through her years of service on the Accountability Commission as well as the High School Redesign Commission; and

WHEREAS, Miss Johnson is dedicated to meeting the academic needs of all students in Louisiana, and has demonstrated this commitment by serving as a member of the Board Administration/Relations Committee and the LaSIP/LaGEAR UP Board; and

WHEREAS, Miss Johnson has maintained a strength of conviction that is consistent and unwavering regarding the development of education policy by serving as current Co-Chair of the Administration and Finance Committee.

NOW, THEREFORE, BE IT RESOLVED that the Board of Elementary and Secondary Education, convened at its December 2011 Board Meeting in Baton Rouge, Louisiana, expresses its sincere appreciation to Miss Linda Johnson for her years of dedicated public service and her leadership in the aforementioned areas; and

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BE IT FURTHER RESOLVED that the Board of Elementary and Secondary Education convey its best wishes as she continues to enjoy her community involvement and family.

Penny Dastugue Ollie Tyler
Board President Acting State Superintendent of Education

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A RESOLUTION

WHEREAS, Dale Bayard was elected to the Board of Elementary and Secondary Education in November 1999 and served twelve consecutive years; and

WHEREAS, Mr. Bayard currently works as a financial advisor and serves as an active member of many civic nonprofit organizations; and

WHEREAS, Mr. Bayard is dedicated to school accountability and has shown his commitment and leadership as a member of the Accountability Commission and as the current Co-Chair of the Academic Goals and Instructional Improvement Committee; and

WHEREAS, Mr. Bayard is dedicated to improving student assessment, has continuously supported the teachers and students of the state of Louisiana, contributed thought provoking discussions regarding the BESE and LDE budgets and contracts, and has shown his commitment and leadership as a member of the Louisiana Educational Assessment Testing Commission.

NOW, THEREFORE, BE IT RESOLVED that the Board of Elementary and Secondary Education, convened at its December 2011 Board Meeting in Baton Rouge, Louisiana, expresses its sincere appreciation to Mr. Dale Bayard for his years of dedicated public service and his leadership in the aforementioned areas; and

BE IT FURTHER RESOLVED that the Board of Elementary and Secondary Education convey its best wishes as he continues to serve his community, enjoy his family and friends, and pursue his dedication to and passion for the state of Louisiana.

Penny Dastugue Ollie Tyler
Board President Acting State Superintendent of Education

With no further business to come before the Board, the meeting was adjourned at 12:54 p.m.