



**STATE OF LOUISIANA**  
**DEPARTMENT OF EDUCATION**  
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January 19, 2010

The Honorable Arne Duncan  
Secretary of Education  
United States Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

Dear Secretary Duncan:

Louisiana is proud to submit its application for Race to the Top (R2T). This grant will allow us to meet our overriding strategy to dramatically increase student achievement by ensuring that every child is taught by an effective teacher and every teacher is supported by an effective leader. This is our singular focus as outlined in the grant and the *Louisiana Education Reform Plan*, which is the blueprint for advancing reform statewide.

Education reform began in Louisiana more than a decade ago with its foundation set in a strong accountability system and an aggressive statewide turnaround mechanism, the Recovery School District, for persistently low-achieving schools. These reform efforts have been overwhelmingly successful. Louisiana is the only state in the nation to make significant improvements in closing the educational achievement gap between African-American and white students as measured in 4<sup>th</sup> grade ELA and 8<sup>th</sup> grade math. Further, this past year represented the largest overall achievement gain by students in the past decade, including gains by students in the RSD who surpassed the state's average growth.

These reforms have provided the unique experience base from which all Americans can have confidence in Louisiana's ability to implement reform. It is from the lessons learned in more than a decade of reforms that has made Louisiana a model for best practice reforms being adopted by states to this day. Additionally, this application is financially sound. While states across the country struggle to maintain funding levels for education priorities in this economic environment, Louisiana continues to fund reform initiatives and programs that prove successful.

With our R2T proposal, we propose to invest in those activities that will improve teacher and leader effectiveness because we believe this is the single greatest contributor to student achievement that is in our control. These activities include:

- ***Measuring and Publicly Reporting Teacher Effectiveness Based on Student Growth; Using this Data to Ensure Only Effective Educators Teach our Lowest-Achieving and At-Risk Students***
- ***Using Data Relentlessly to Assess Student Progress and Inform Best Instructional Practices; Widely Disseminate this Data so Teachers and Leaders can Continue to Improve Effectiveness***
- ***Adopting Common Standards including those for Pre-K and Science and Social Studies and Taking a Lead Role in Consortium to Design Common Assessments***
- ***Relying on Deep Insights and Lessons Learned from Louisiana-Sponsored Turnaround via the Recovery School District (RSD), Use Positive Incentives to Promote LEA-Led Turnaround Mechanisms while Continuously Improving RSD's Ability to Intervene in Persistently Low-Performing Schools***

***“An Equal Opportunity Employer”***

- ***Facilitating the Development of District- and School-Level Capacity by Transforming the Louisiana Department of Education***

In 2007, we formally adopted mission objectives for our vision of delivering a world-class education to each and every student. These objectives are to increase academic achievement for all students; eliminate the achievement gaps between the races and classes; and prepare students to be effective citizens of the global marketplace. Recently, we identified nine Priority Goals on which if we had a laser-like focus and measurable targets we could channel all of Louisiana's efforts to truly deliver a world-class education system.

Our targets against these goals are aggressive; however, with R2T, we have the chance to more dramatically improve student achievement even faster. For example, with the investment of R2T to advance the agenda detailed in the *Louisiana Education Reform Plan* nearly 6,000 additional students will graduate high school, 9,500 additional 8<sup>th</sup> graders will perform on or above grade level, and more than 5,500 additional 3<sup>rd</sup> graders will meet grade level expectations.

Our reform approach emphasizes deep commitment of LEAs over greater, more superficial participation. Roughly 70 percent of all LEAs in the state, which represent nearly 1 out of every 2 students, are committing to aggressive, bold, and comprehensive reform. These LEAs and their local stakeholders have overwhelmingly agreed to implement **every** element of the state's R2T *Reform Plan*. Louisiana will be one of the only states in the nation to attempt every proposed reform initiative in all of its Participating LEAs and all of their schools at scale prior to completion of the R2T grant. Thus, Louisiana will continue to be a best practices laboratory just as the RSD did following Hurricane Katrina.

An R2T award will provide the opportunity for Louisiana to make a broad impact on the lives of some of the most disadvantaged students in America. Louisiana's Participating LEAs will include more than half of students in the state who live in poverty and more than 57 percent of students of color. Further, within Participating LEAs, the average level of poverty is greater than 72 percent – 6 points greater than the statewide average.

Despite our progress and rapid increases in student achievement over the past several years, Louisiana students still face some of the greatest challenges. Many students in the New Orleans region still struggle from the physical and psychological effects of Katrina. Many in the state suffer academically, with 200,000 plus – nearly 1 of every 3 – Louisiana students performing below grade level. Worst, many suffer from the low expectations of adults who say if you grow up in a certain neighborhood or are born with a certain color of skin, you will never be able to achieve as well as your more affluent and lighter-skinned neighbors. We are already beginning to dispel these.

Our children cannot wait for another generation of excuses and piecemeal attempts at reform. Louisiana LEAs have committed to take on the dramatic reforms necessary to lead our students to ambitious and achievable results. As we continue to improve and raise our standards, all Louisiana LEAs will join the effort, either by will or peer-pressure. We make no excuses about our position or approach. ***We proudly submit this application to Race to the Top because Louisiana's children can't wait.***

Sincerely,



Paul Pastorek, Louisiana Superintendent of Education

# Our Children Can't Wait

LOUISIANA'S BLUEPRINT FOR EDUCATION REFORM



## RACE TO THE TOP | PHASE 1

### LOUISIANA'S APPLICATION



Louisiana Department of  
**EDUCATION**

PAUL G. PASTOREK | STATE SUPERINTENDENT  
LOUISIANA DEPARTMENT OF EDUCATION

**Race to the Top  
Louisiana Grant Narrative  
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## I. SELECTION CRITERIA: PROGRESS AND PLANS IN THE FOUR EDUCATION REFORM AREAS

### (A) State Success Factors (125 total points)

#### (A)(1) Articulating State's education reform agenda and LEAs' participation in it (65 points)

The extent to which—

- (i) The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application; (5 points)
- (ii) The participating LEAs (as defined in this notice) are strongly committed to the State's plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D)<sup>1</sup> or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— (45 points)
  - (a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State's plans;
  - (b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State's Race to the Top plans; and
  - (c) Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers' union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice); and
- (iii) The LEAs that are participating in the State's Race to the Top plans (including considerations of the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty) will translate into broad statewide impact, allowing the State to

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<sup>1</sup> See Appendix D for more on participating LEA MOUs and for a model MOU.

reach its ambitious yet achievable goals, overall and by student subgroup, for—(15 points)

- (a) Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;
- (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;
- (c) Increasing high school graduation rates (as defined in this notice); and
- (d) Increasing college enrollment (as defined in this notice) and increasing the number of students who complete at least a year's worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.

*In the text box below, the State shall describe its current status in meeting the criterion, as well as projected goals as described in (A)(1)(iii). The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (A)(1)(ii):

- An example of the State's standard Participating LEA MOU, and description of variations used, if any.
- The completed summary table indicating which specific portions of the State's plan each LEA is committed to implementing, and relevant summary statistics (see Summary Table for (A)(1)(ii)(b), below).
- The completed summary table indicating which LEA leadership signatures have been obtained (see Summary Table for (A)(1)(ii)(c), below).

Evidence for (A)(1)(iii):

- The completed summary table indicating the numbers and percentages of participating LEAs, schools, K-12 students, and

students in poverty (see Summary Table for (A)(1)(iii), below).

- Tables and graphs that show the State’s goals, overall and by subgroup, requested in the criterion, together with the supporting narrative. In addition, describe what the goals would look like were the State not to receive an award under this program.

Evidence for (A)(1)(ii) and (A)(1)(iii):

- The completed detailed table, by LEA, that includes the information requested in the criterion (see Detailed Table for (A)(1), below).

*Recommended maximum response length: Ten pages (excluding tables)*

**(i) The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application; (5 points)**

Louisiana’s strategy to dramatically increase student achievement is to ensure that every child is taught by an effective teacher and every teacher is supported by an effective leader. According to research, nearly 60 percent of a school’s impact on student achievement is attributable to principal and teacher effectiveness (Marzano, Waters, and McNulty, 2005). Our pursuit of this strategy started a decade ago and is informed by our experiences. During this time, we have realized the largest gains in student achievement in the state’s history. Even though these gains have been strong, we must do more to ensure all Louisiana children succeed. Race to the Top (R2T) will allow Louisiana to accelerate its bold statewide education reform agenda aligned to the core education assurance areas in ARRA because it provides the opportunity to more immediately and simultaneously align the resources, conditions, political will, talent and best practices necessary for successful reform.

**A REFORM AGENDA TO TAKE EVEN BOLDER STEPS AND REACH HIGHER LEVELS OF STUDENT ACHIEVEMENT**

The *Louisiana Education Reform Plan* [\[APPENDIX A1: LA Education Reform Plan\]](#) is the articulation of our goals to implement the four education areas described in ARRA. We will integrate R2T resources and requirements with our efforts to *raise standards and assessments, refine the use of data and tools, revamp human capital practices, and expand our robust turnaround*

*approach* so that we can ensure an effective teacher is in every classroom and an effective principal leads every school. Building on compelling research, our initial success in the current reform environment, coupled with a deep commitment from Participating LEAs to embrace change and adopt **all** elements of the *Reform Plan*, Louisiana's approach is to build capacity at the school and district level and scale the best practices learned. We will work to ensure that the *Reform Plan* will achieve specific, ambitious statewide targets against clearly articulated goals – and in so doing create a better future for our children and our state while proving to the country that educational excellence is achievable even in the most challenging environments. Effective practices at all levels will be studied and shared across districts – Participating, Involved, and Non-Participating – and practices and programs or other measurable items shown to be ineffective will be terminated. Overall, the following important initiatives illustrate this strategy and bold reform approach.

***A. Measure and Report Teacher Effectiveness based on Student Growth and Use this Data to Determine who Educates Louisiana's Children***

The most fundamental requirement in ensuring that students are taught by an effective teacher is the ability to reliably measure teachers' effectiveness. When done with integrity, the policies and programs around teacher preparation, hiring, professional development, promotion, compensation, and removal can be focused on supporting student learning. If principals and administrators can responsibly rely on a system where quality and timely teacher effectiveness data drives teacher certification and evaluation policies, then school and district leaders will have the tools necessary to dramatically improve student achievement. Once our effectiveness metrics are validated, this data will allow education systems and communities across the state to make informed choices about how their students are educated. Providing parents with aggregate teacher and leader effectiveness and school-level data, that respects the educator and holds confidential personnel evaluations, will create the conditions and political motivation to help drive our education system to a day where only effective teachers and leaders are allowed to teach Louisiana children.

Building on our existing in-depth database of student performance, Louisiana will build a Comprehensive Performance Management System (CPMS) to determine teacher and leader effectiveness and ensure that the lowest-performing students and those in greatest need are taught and led by highly effective teachers and leaders. Louisiana is well-positioned through R2T to

implement a statewide CPMS, where 50 percent of teacher evaluations will be determined based on student results using value-added data. Additionally, we will enhance the value-added model already in practice (for three years) throughout the state – Louisiana’s Value-Added Teacher Preparation Program Assessment Model (“TPPAM”) described in Section D4 [\[APPENDIX A2: 2009 Value-Added Report\]](#). This year, Louisiana is piloting a value-added model for all practicing teachers and supporting information structures in 16 schools around the state and will further pilot in Participating LEAs in 2010-2011 and go live in every school in the state by 2011-2012. Thus, Louisiana will be able to implement the value-added part of the CPMS in fall of 2010 on its own. With R2T, we will be able to build the rest of the CPMS for piloting in the fall 2010 and rapidly create the conditions for more substantial and timely gains in student achievement beginning in the fall of 2011.

Other key initiatives that will ensure great teachers and school leaders include:

- Facilitating the creation and usage of professional learning networks at district and school levels that emphasize, among other things, reflection on and continuous improvement of how teacher and leader practice contributes to student achievement and teacher effectiveness. This is already being piloted by Dr. Michael Fullan in St. John the Baptist Parish, a Participating LEA.
- Funding a Model Staffing Initiative (MSI) to provide principals with staff planning, vacancy forecasting, and technical workshops which support effective hiring and staffing techniques. This strategy has been piloted in small measure in the RSD.
- Implementing a robust Human Capital Information System (HCIS) across the state to provide teachers, leaders, parents, administrators and researchers with critical information needed for successful recruitment, selection, placement and evaluation of teachers and leaders. This strategy is new.

***B. Use Data Relentlessly to Assess Student Progress and Inform Best Instructional Practices; Widely Disseminate this Data so that Teachers and Leaders can Continue to Improve Effectiveness***

Through R2T, Louisiana will enhance its existing statewide benchmark system (EAGLE) and expand it to every subject and grade over time. Importantly, this is critical to district administrators and LDOE in order that they have common, comparable, real

time benchmark data that will allow for targeting specific technical support during the school year.

Other key initiatives that will ensure data is used effectively to support instruction include:

- Integrating an Instructional Improvement System that will give teachers, leaders, and administrators rapid access to student achievement and teacher effectiveness data through mechanisms such as a dashboard. This integration will vastly increase the use of data to drive instructional improvement and will unequivocally show the effect teachers have on student learning.
- Implementing the Curriculum Verification Reporting Portal (CVRP) which allows teachers the ability to access their value-added index and provides them with a measure of their own effectiveness. This is part of the value-added pilot referenced above.

***C. Adopt Common Standards including those for Pre-K and Science and Social Studies; Take a Lead Role in Consortium to Design Common Assessments***

Louisiana will utilize R2T funding to implement a high-quality plan for the adoption and rollout of 100 percent of the common core standards, of which we have been an active participant with CCSSO on the design and adoption. Louisiana will also take a lead role in ensuring that the design and implementation of the common assessment fulfills our core goals of supporting student achievement and focusing on teacher effectiveness. To support our strategy, summative assessment results will be available within two weeks of test administration so they can be used to inform decisions about students and also to aid in the effective evaluation of teachers and schools. The test will be vertically scaled to provide a clear picture of annual student growth. We will extend the blueprint of the K-12 common assessment quickly to science and social studies so that we can ensure a rich view of student progress and the effectiveness of teachers can be measured more reliably. We will also evaluate and implement developmentally appropriate measures of progress for Pre-K aligned to the common core standards to ensure students are on track at the earliest ages.

***D. Through Deep Insights and Lessons Learned from State-Sponsored Turnaround via the Recovery School District (RSD), Use Positive Incentives to Promote LEA-Led Turnaround Mechanisms while Continuously Improving the***

### ***RSD's Ability to Intervene in Persistently Low-Performing Schools***

In Louisiana's experience, achieving an effective teacher in every classroom cannot always be facilitated through standards and assessments, data systems, and human capital policies alone – sometimes full-scale turnaround is needed for the persistently lowest-achieving schools. The Recovery School District (RSD) is a national model and has taken more aggressive action to turn around schools than any State authority in the country. The *Louisiana Education Reform Plan* is based in large part on strategies proven successful in the RSD school turnaround construct and other best practice environments such as the 35 High-Performing High-Poverty (HPHP) and 41 Teacher Advancement Program (TAP) schools. Indeed, the RSD, HPHP and TAP schools serve as laboratories of best practice innovation across the state. Our unique experience of turning around schools at scale gives us confidence in our ability to support turnaround activities at scale.

Using its existing statutory powers, the state has moved a large number of failing schools (approximately 9 percent of all schools) into the RSD, including schools in New Orleans, Baton Rouge and Shreveport. This state has moved swiftly and boldly to dramatically change the conditions and eliminate excuses for poor performance. These turnaround schools may be managed by either traditional public or charter schools as the state has no prohibitions on the number of charters. Lessons learned from the 117 schools placed under the direction of RSD over the last five years point to five essential principles for turnaround – all essential elements of the *Reform Plan*:

1. *Flood the system with high-quality teacher and other talent.*
2. *Use data to inform instruction and Response to Intervention (RTI); Extend school day and year to implement interventions and provide greater time for learning.*
3. *Foster an environment of accountability and continuous improvement – hold turnaround school leaders and faculties strictly accountable for student achievement growth.*
4. *Ensure the state is responsive to eliminating the transactional costs of compliance; reducing red tape and other barriers and increasing responsiveness to turnaround schools.*
5. *Institute a managed curriculum model that includes benchmarking and instructional learning networks.*

The results of the state's turnaround mechanism are clear. Student achievement outcomes from state summative

assessments indicate that Louisiana's turnaround is working in both RSD-run and externally-managed charter schools. In fact, recent assessment results indicate that the school improvement trajectory is even faster in schools that have engaged in turnaround for at least three years [\[APPENDIX A3: Growth in Recovery School District: New Orleans Schools 2007 to 2009\]](#).

Louisiana will continue to build on this success and the lessons learned in RSD to directly intervene in districts and schools where turnaround is needed and to provide the technical assistance and resources for districts to implement similarly rigorous turnaround efforts in struggling schools. To achieve a more comprehensive approach, the *Reform Plan* aligns Participating LEAs with the state's 1003(g) School Improvement Grants (SIG) allocation to increase the percentage of schools in the turnaround process (both RSD-led and district turnaround) from 9 to 13 percent. Through the High-Performance Schools Initiative (HPSI), Louisiana will be better able to create the conditions for success and to translate lessons learned to other schools and districts beyond RSD, starting with Participating LEAs which will be implementing the *Reform Plan*.

***E. Facilitate the Development of District- and School-Level Capacity by Transforming the Louisiana Department of Education***

To implement the state's ambitious plans and provide a level of service that supports successful reform similar to the responsiveness shown to the RSD, the Louisiana Department of Education (LDOE) will accelerate a process that began more than two years ago to transform itself from a compliance monitoring bureaucracy to a performance-based and service-oriented school support institution. We will help LEAs build capacity by identifying and sharing effective practices and provide analytical tools that can help LEAs evaluate effective programs and make clear the decisions about whether to invest in certain programs. We are already providing this service, for example in the analysis of and sharing best practices from HPHP schools.

LDOE cannot and should not micro-manage reform; rather, the state will set targets against a small number of crucial performance goals (driving it to become performance oriented) and align all resources in the LDOE to provide LEAs the support they need to implement their Scopes of Work and deliver results for their students. This transformation is critical to building the capacity to sustainably implement Louisiana's *Reform Plan* at scale. In fact, LDOE has already begun this effort by taking the lessons from best-performing state-like authorities from around the world, including Prime Minister Tony Blair's Delivery Unit led by Sir Michael

Barber. Elements of the state's planned organizational and capacity-building changes are detailed in Section A2.

### **A PROVEN TRACK RECORD ON WHICH TO BUILD A CREDIBLE AND COMPREHENSIVE PATH FOR BOLDER REFORM**

Building on proven success, Louisiana's *Reform Plan* will lead to even higher levels of student achievement by incorporating lessons learned at home and adapting successful innovations from other jurisdictions to the Louisiana context. We have an urgent and intense focus to ensure that the more than 200,000 students performing below grade level have the opportunity to dramatically improve with great teachers and leaders. And, we have the experience to raise performance. This experience fuels the urgency and specifics of the *Reform Plan* and gives us confidence in its implementation and ultimate success.

In 2007, Louisiana formally adopted a vision for education that promotes a world class education system for all students in the state. This vision provides the path for the next wave of reform. To bring this vision to life, we created three mission objectives:

1. *Increase academic achievement for all students*
2. *Eliminate the achievement gaps between the races and classes*
3. *Prepare students to be effective citizens of the global marketplace (i.e., to be college and career ready)*

These mission objectives align closely with the goals set forth in Race to the Top. The core of Louisiana's original vision for improving academic achievement has been sustained since 1996 through the implementation of reforms that have focused on assessment and accountability, availability and use of data, and state intervention in persistently low-achieving schools. In pursuit of this core vision, the state has witnessed a decade of unprecedented growth in student achievement beginning in 2000, experiencing a significant increase this past academic year. Because of the boldness of the reforms implemented over more than a decade, we are uniquely positioned to embrace and succeed in the next wave of educational reform through Race to the Top. The conditions that make Louisiana well poised to accomplish even bolder reforms in the next few years include:

- **Strong Accountability Bar for Chronically Low Achieving Schools.** Since 2000, the state's accountability bar for acceptable student and school-level growth has risen four times, including a recent move to raise the bar by 25 percent. Each time Louisiana raises the bar, the evidence shows student scores also rise. When LEA action has been insufficient to adequately raise student achievement, the state has been bold and taken aggressive action to intervene and turn around the

struggling schools.

- **Rigorous Standards and Assessments.** Louisiana is ranked 2<sup>nd</sup> in the country, receiving the Quality Counts rating of “A” for standards and assessment policies (Editorial Projects in Education Research Center, 2010).
- **Comprehensive Longitudinal Data System to Link Teacher Performance to Student Achievement.** As one of a very few states that can link teacher and student performance at the classroom level, Louisiana was ranked 2<sup>nd</sup> in the nation for how it measures education progress (Editorial Projects in Education Research Center, 2009) and is one of only 11 states with all 10 recommended components for a quality longitudinal data system (The Data Quality Campaign, 2009).
- **Certification Environment that Embraces, Measures, and Holds Accountable All Teacher Preparation Pathways.** Louisiana has utilized a large number of alternative teacher preparation paths for more than a decade. Louisiana’s traditional and alternative preparation programs are assessed through a nationally-recognized Value-Added Teacher Preparation Program Assessment Model. To date, Louisiana is one of a few states to develop and publish this model and report detailing the effectiveness of different teacher preparation pipelines.
- **High-Quality Teacher Candidate Pipeline.** Louisiana’s efforts to dramatically expand its statewide teacher pipeline, started in late 2008, generated more than 13,000 applicants nationwide in its first year. After screening, 764 were determined to be high-quality applicants. This demonstrates our rigorous screening process to ensure on the most highly-qualified candidates are referred to the candidate pool.
- **Proven Teacher Advancement, Evaluation, and Compensation Model.** Louisiana continues to expand Teacher Advancement Programs (TAP), now active in 41 schools and rapidly growing, demonstrating that highly intensive embedded teacher development, evaluation, mentoring, value-added data driven instruction, and performance based pay can make a difference in increasing teacher effectiveness.
- **One-of-a-Kind, Robust School and District Turnaround Mechanism.** Louisiana’s unique approach to turning around failed schools through the state-operated Recovery School District (RSD) has generated double-digit student achievement gains and become a national model for school turnaround. Today this model serves 9 percent of all schools in Louisiana. Through the recent increase in the state’s accountability bar, roughly 20 percent of Louisiana schools may become eligible for

turnaround intervention if they do not improve to meet newly adopted accountability standards.

- **Reliance on and Equitable Treatment for Highly Effective Charter Schools.** Louisiana is a leader in the number of charter schools and the school choice options available to parents. In fact, Louisiana ranks in the top 10 of state laws creating more favorable operating conditions for charters. As a city, New Orleans has the highest percentage of students attending charter schools in the nation. Highly effective charter schools are a core part of our strategy, and Louisiana provides equitable funding between charter and traditional public schools while holding charter schools strictly accountable for program efficacy and student results in order to continue operation. This high bar of accountability has led charter schools in Louisiana to perform significantly better than their traditional public school peers, particularly in educating low-income and African American students (Center for Research on Education Outcomes, 2009).
- **High Poverty High Performing Schools Initiative.** In each of the past three years, Louisiana identified an ever increasing number of schools that had high concentrations of poor students and academic achievement that exceed the State average even falling in the top quartiles of academically successful schools in the state. In association with the Board of Regents (higher education), we are now working to study the success of the school leaders and translate it to other high poverty schools throughout the state.

Our successful reforms undertaken over the last decade, like those described above, and the impressive results uniquely prepare Louisiana to accelerate its progress through R2T. For example, Louisiana is presently the **only** state in the nation in which the achievement gap between African American and white students has narrowed significantly in both 4<sup>th</sup> grade reading and 8<sup>th</sup> grade math (Education Trust, 2009). In our turnaround zone, the RSD, student achievement gains are substantially greater than the average state gains (RSD student achievement scores on state high stake tests have improved in every grade and subject for the last two consecutive years and have exceeded growth of the State in 25 of 30 testing categories). These results and others are detailed in Section A3.

Leveraging our experience to effectively implement, revise, and scale reform ideas and activities, Louisiana will utilize a Race to the Top award to increase student achievement beyond the trajectories that we have experienced in the last 10 years. Most of

our operational strategies in our *Reform Plan* are either in place or in a pilot phase. Quite simply, our *Reform Plan* is credible both in what we have done and what we propose to do. Indeed, Louisiana has developed the critical statewide building blocks for dramatic change and is already running the race.

**(ii) The participating LEAs (as defined in this notice) are strongly committed to the State’s plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D(2) or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— (45 points)**

- (a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State’s plans;**
- (b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State’s Race to the Top plans; and**
- (c) Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers’ union leader (if applicable) (one signature of which must be from an**

Louisiana’s Participating LEAs are strongly committed to the state’s Race to the Top plans. This commitment is demonstrated by the terms of the Agreement and Preliminary Scope of Work (Exhibits I and II of Agreement); number of LEAs willing to commit to full participation; voluntary alignment of additional funds by LEAs to support R2T and the state’s reform agenda; agreement of LEAs to set specific targets not only to the R2T goals but also to Louisiana’s nine Priority Goals (measurable goals aligned to the R2T goals and detailed in A1iii); and overwhelming support of local stakeholders.

Louisiana’s *Partnership Agreement* (aka Memorandum of Understanding (MOU) in the R2T application) requires assurance from Participating LEAs that **every** element of the Preliminary Scope of Work and the more detailed *Louisiana Education Reform Plan* will be adopted in every school within the LEA by the end of the four-year R2T grant [[A4: Participating LEA Partnership Agreement](#)]. Unlike other states where elements of the MOU are optional, Louisiana has taken the opposite approach. We

purposefully made clear the rigor and specificity of the commitment required of LEAs so that the deliberate decision-making of LEAs to participate would demonstrate a strong commitment to the reforms necessary to ensure an effective teacher is in every classroom.

Initially, nearly every LEA in the state (59 of 70 school districts plus charters) submitted letters of intent to apply. Attempting to clarify the deep commitment required of districts to reform, we asked districts the following 10 questions to be sure they understood the level of commitment necessary to participate in R2T [\[APPENDIX A5: Is Your District Ready for Race to the Top?\]](#). Examples of these questions include:

*Is your district willing and able to...*

- *Ensure that all children who are not making enough progress and/or attend the lowest-performing schools are educated by effective teachers and leaders as determined by a new Comprehensive Performance Evaluation System (i.e., develop local options or strategies, which could include providing monetary incentives, to encourage effective and highly effective teachers and leaders to work in the lowest-performing schools)?*
- *Develop, refine, and sustain a compensation system that rewards teachers and leaders for their effectiveness in raising the academic achievement of their students?*
- *Provide ineffective teachers with targeted opportunities to improve, but when improvement does not occur, dismiss persistently ineffective teachers based on lack of growth in student achievement and other components of the evaluation?*
- *Help to increase the value and respect for tenure by granting tenure only to teachers who have demonstrated effective performance in their first three years of teaching?*
- *Be accountable for ambitious, but achievable performance targets that directly contribute to the eight state priority outcome goals (as defined in the Partnership Agreement)?*
- *Align other funding sources where appropriate (i.e., discretionary federal, state, and available local resources) to support the implementation and sustainability of the Louisiana Education Reform Plan activities so that children in your district can reach higher levels of academic achievement?*
- *Empower your principals with appropriate and effective site-based autonomy and decision-making, and evaluate those*

*principals based on their ability to develop, support, and retain effective and highly-effective teachers?*

Twenty-eight districts and nearly every charter LEA (65 of 68 charters) signed a Partnership Agreement showing their willingness to commit to Louisiana's bold reform agenda [\[APPENDIX A6: Participating LEA Table\]](#). This number of Participating LEAs demonstrates a very deep and serious commitment because local boards and superintendents weighed their ability and willingness to adopt these reform initiatives. Further, this concentration of commitment is beneficial for broad impact and change because we can focus our reform efforts more effectively on the 47 percent of students represented by these LEAs to ultimately drive dramatic changes in the other non-participating LEAs. Our approach will in effect put pressure on the other LEAs to adopt these reforms because of the use of transparent effectiveness data, financial and technical assistance incentives, and continued use of strong statewide accountability mechanism in the RSD.

By signing the Agreement, each Participating LEA agreed to implement **every** key activity associated with **all** R2T assurances. Thus, the willful adoption of all reform elements is one critical aspect of our strategy. We believe that these elements are complementary, and a continued piecemeal approach will not dramatically change outcomes for students. Crucially, each LEA also committed in the Agreement to align other funds to support the implementation of the *Reform Plan*. Additionally, LEAs agreed to commit to ambitious, yet achievable performance targets not only tied to Race to the Top but also to the state's nine Priority Goals (discussed in Section A1iii).

We recognize that political will at the LEA and school level is an essential element for reform to succeed. As the tables below show, 80 percent of our Participating LEAs with a recognized teachers' union leader received the support of that leader. Additionally, there is near unanimous support from teacher unions in each LEA but there was also near unanimous support from school boards [\[APPENDIX A7: School Board Vote Tallies\]](#). All LEA school boards approving participation in the state's R2T application voted unanimously or with one dissenting vote except for one district (only Avoyelles Parish voted on a close vote (5-4) to participate).

We should point out that while there is strong political will to implement the *Louisiana Education Reform Plan*, there is some concern that the detailed work plans have yet to be worked out. We made it clear before and after the signing of the Agreements that LEAs could opt out prior to submission of a Final Scope of Work without consequence to the LEA, but we also made it clear that opting out could jeopardize the other LEAs. We urged them, therefore, to be very thoughtful about proceeding. Three boards added

additional language to the Agreement that clarified the LEA board's ability to approve a Final Scope of Work and withdraw if agreement between the district and state could not be reached on the district's plans. This is not inconsistent with our goals. Importantly, there was no disagreement about the willingness of these districts to implement all elements outlined in the *Louisiana Education Reform Plan*. Section A2 details the local support for the state's reform agenda.

Finally, in the Agreement, some Participating LEAs voluntarily selected persistently low achieving schools to receive turnaround interventions. The *Reform Plan* allows Participating LEAs to receive priority for SIG funds through the *High-Performance Schools Initiative* (HPSI) coupling adoption of broader reform measures to these significant funds. More than 60 schools were identified by LEAs for HPSI. By the end of this grant, we will have more than 190 schools in turnaround whether RSD- or LEA-run. Section E will further explore the benefits of fostering turnaround on an even greater scale than already pursued in Louisiana.

**(iii) The LEAs that are participating in the State's Race to the Top plans (including considerations of the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty) will translate into broad statewide impact, allowing the State to reach its ambitious yet achievable goals, overall and by student subgroup, for—(15 points)**

- (a) Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;**
- (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;**
- (c) Increasing high school graduation rates (as defined in this notice); and**
- (d) Increasing college enrollment (as defined in this notice) and increasing the number of students who complete at least a year's worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.**

Because our *Reform Plan* is comprehensive and participants have **committed to each and every aspect**, we are confident that Race to the Top will serve to accelerate Louisiana's academic gains at an unprecedented scale. We are committed to the four assurance areas outlined in Race to the Top and our plan will drive results against each – both in the short term for our Participating

LEAs and over the longer term for all students in the state. This approach will ensure R2T has a broad statewide impact both in Participating and Involved LEAs. Directly through Participating LEAs, R2T will affect nearly half of the state's total student population, more than 51 percent of total students living in poverty in the state, and nearly 60 percent of the total minority students in Louisiana. Within the Participating LEAs, the level of poverty is greater than 72 percent, 6 points higher than the state average.

Recently, the LDOE established targets against nine Priority Goals to ensure explicit points of focus for the agency. While some (e.g., high school graduation rates) are an essential priority for any system-wide reform effort, others address critical needs that are specific to Louisiana. For example, Goal 3, (Students reaching 4<sup>th</sup> grade on time), was adopted because one in three students in Louisiana is retained at least once before the 4<sup>th</sup> grade and this is highly correlated with dropping out of school. These nine Priority Goals will be applicable to **all** LEAs in the State; however, Participating LEAs will be held to a higher standard of performance due to their full adoption of the *Louisiana Education Reform Plan*. The table below demonstrates how these nine Priority Goals are perfectly consistent with R2T's priorities.

Race to the Top Priority	Louisiana Priority Goal
Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;	<ol style="list-style-type: none"> <li>1. Students enter Kindergarten ready to learn</li> <li>2. Students are literate by third grade</li> <li>3. Students will enter fourth grade on time</li> <li>4. Students perform at or above grade level in English/Language Arts by 8th grade</li> <li>5. Students perform at or above grade level in math by 8th grade</li> </ol>
Increasing high school graduation rates	<ol style="list-style-type: none"> <li>6. Students will graduate from high school on time</li> </ol>
Increasing college enrollment (as defined in this notice) and increasing the number of students who complete at least a year's worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education	<ol style="list-style-type: none"> <li>7. Students will enroll in post secondary education within two years of graduation</li> <li>8. Students will complete at least one year of college successfully</li> </ol>
Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA	<ol style="list-style-type: none"> <li>9. Achieve all 8 Goals regardless of race or class</li> </ol>

For each Priority Goal, we have established a metric and ultimate target that we feel represents the world class standard we strive to reach. Each year between now and 2016, Participating LEA-specific targets will be established collaboratively with LDOE

to ensure that they: 1) represent strong improvement over past performance; 2) are ambitious yet achievable given the level and roll-out pace of the resources that they will receive (e.g., if they will be among the first districts to pilot major human capital reforms paid for by the state); and 3) add up, in conjunction with other non-participating LEAs' targets, to achieve our overall state goal. In addition, we will be asking each LEA to set specific targets to increase the number of students achieving mastery and advanced ratings against goals 2, 4 and 5 to ensure that we remain accountable for ensuring that our strongest students reach their full potential. Of course, these are not the only goals that matter. Louisiana will continue to track and hold schools accountable for their overall school performance scores with track student performance in ALL grades. However, this subset will allow the LDOE and districts to focus their ability to develop world class systems and processes to delivery services that drive results. This is their fundamental purpose.

With the exception of Goal 8, have included an estimate of the overall statewide contribution that we expect R2T and our *Reform Plan* to make towards achieving each Priority Goal by 2016:

1. 47% of entering Kindergartners will perform on benchmark for Dibels (current rate: 39%)
2. 78% of 3<sup>rd</sup> graders will perform on or above grade level on the iLEAP (current rate: 66%)
3. 82% of Kindergartners will reach the 4<sup>th</sup> grade on time (current rate: 67%)
4. 81% of 8<sup>th</sup> Graders will perform on or above grade level on the ELA LEAP (current rate: 62%)
5. 78% of 8<sup>th</sup> Graders will perform on or above grade level on the Math LEAP (current rate: 59%)
6. 78% of students entering high school in 2010 will graduate on time in 2014 (Current rate: 67%)
7. 58% of high school graduatess will enroll in postsecondary education (current rate: 46%)
8. We will reduce the achievement gaps on race and class by 10% per year for each goal

In [\[APPENDIX A8: Priority Goals\]](#), a detailed outline of the process used to establish these 2016 targets is presented, including the assumptions made regarding the growth rates necessary to achieve them. We have also outlined what achievement levels we believe are possible without a Race to the Top award. For example, if we believe we can sustain or make significant progress against achievement levels over the last decade, we would expect 72 percent of our 3<sup>rd</sup> graders to be at grade level in 2016

versus 83 percent with R2T. R2T would thus contribute to an additional 5,500 3<sup>rd</sup> graders on grade level in that year alone. We have also set targets against the NAEP. Finally, for Goal #8, we currently do not have sufficient data to set a credible goal. However, we are developing plans to resolve this issue.

Broad statewide reform and impact started with statewide accountability and the RSD. R2T provides the next step to broad impact via the deep commitment of LEAs to reform. We have learned many reform lessons through our experiences in the RSD, HPHP and TAP schools. Because these experiences are small on a statewide basis, it has been hard to translate them broadly. However, moving these reforms to nearly 50 percent of students statewide through R2T will build greater buy-in from many more superintendents, school boards and union representatives across the state. We will work with our stakeholder groups, union, and associations to conduct conferences, workshops and site visits to see the progress and the causes for achievement.

The final step to universal impact is to ensure non-participating LEAs adopt best practices elements of the *Louisiana Education Reform Plan*. Our approach to do this involves several aspects. First, through R2T, we will create the *Louisiana Education Best Practice Fund* where all LEAs can apply for small seed grants to aid in the adoption and scaling of best practices demonstrated in R2T. Second, we fully expect that the information generated by the reforms will lead to much better understanding of what is possible. Many suffer low expectations because they cannot see how things can be different. By proving on a large scale that things can be different on a larger scale in the diversity of the Participating LEAs, we can demonstrate that things can be different statewide for all parts of the state. Third, greater gains in student achievement by Participating LEAs will force non-participating districts to catch up to the same growth rate. These performance targets will create public pressure and establish critical information for educators and leaders to understand the key levers driving performance. Our focus will be push those districts to adopt best practices to effectively move those levers through law, policy, financial incentives, and technical assistance. We will be relentless in pursuit of these goals. We are uniquely poised to achieve them. Through R2T and this reform agenda, we are confident we can deliver extraordinary results – and in so doing provide proof and a model for the whole country that **educational excellence is attainable for all students anywhere.**

**Summary Table for (A)(1)(ii)(b)**

<b>Elements of State Reform Plans</b>	<b>Number of LEAs Participating (#)</b>	<b>Percentage of Total Participating LEAs (%)</b>
<b>B. Standards and Assessments</b>		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	93	100%
<b>C. Data Systems to Support Instruction</b>		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	93	100%
(ii) Professional development on use of data	93	100%
(iii) Availability and accessibility of data to researchers	93	100%
<b>D. Great Teachers and Leaders</b>		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	93	100%
(ii) Design and implement evaluation systems	93	100%
(iii) Conduct annual evaluations	93	100%
(iv)(a) Use evaluations to inform professional development	93	100%
(iv)(b) Use evaluations to inform compensation, promotion and retention	93	100%
(iv)(c) Use evaluations to inform tenure and/or full certification	93	100%
(iv)(d) Use evaluations to inform removal	93	100%
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	93	100%
(ii) Hard-to-staff subjects and specialty areas	93	100%
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	93	100%
(ii) Measure effectiveness of professional development	93	100%
<b>E. Turning Around the Lowest-Achieving Schools</b>		
(E)(2) Turning around the lowest-achieving schools	93	100%
<b>Summary Table for (A)(1)(ii)(c)</b>		
<b>Signatures acquired from participating LEAs:</b>		

Number of Participating LEAs with all applicable signatures			
	<b>Number of Signatures Obtained (#)</b>	<b>Number of Signatures Applicable (#)</b>	<b>Percentage (%) (Obtained / Applicable)</b>
LEA Superintendent (or equivalent)	93	93	100%
President of Local School Board (or equivalent, if applicable)	93	93	100%
Local Teachers' Union Leader (if applicable)	18	23	78.26%

**Summary Table for (A)(1)(iii)**

	<b>Participating LEAs (#)</b>	<b>Statewide (#)</b>	<b>Percentage of Total Statewide (%)</b> (Participating LEAs / Statewide)
<b>LEAs</b>	93	138	67.39%
<b>Schools</b>	702	1475	47.59%
<b>K-12 Students</b>	325,558	693,226	46.96%
<b>Minority Students</b>	205,383	356,898	57.55%
<b>Students in poverty</b>	234,198	456,168	51.34%

**(A)(2) Building strong statewide capacity to implement, scale up and sustain proposed plans (30 points)**

The extent to which the State has a high-quality overall plan to—

(i) Ensure that it has the capacity required to implement its proposed plans by— (20 points)

- (a) Providing strong leadership and dedicated teams to implement the statewide education reform plans the State has proposed;
- (b) Supporting participating LEAs (as defined in this notice) in successfully implementing the education reform plans the State has proposed, through such activities as identifying promising practices, evaluating these practices' effectiveness, ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding participating LEAs (as defined in this notice) accountable for progress and performance, and intervening where necessary;

- (c) Providing effective and efficient operations and processes for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement;
- (d) Using the funds for this grant, as described in the State’s budget and accompanying budget narrative, to accomplish the State’s plans and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources so that they align with the State’s Race to the Top goals; and
- (e) Using the fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success; and

(ii) Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of the statements or actions of support from— (10 points)

- (a) The State’s teachers and principals, which include the State’s teachers’ unions or statewide teacher associations; and
- (b) Other critical stakeholders, such as the State’s legislative leadership; charter school authorizers and State charter school membership associations (if applicable); other State and local leaders (e.g., business, community, civil rights, and education association leaders); Tribal schools; parent, student, and community organizations (e.g., parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. The State’s response to (A)(2)(i)(d) will be addressed in the budget section (Section VIII of the application). Attachments, such as letters of support or commitment, should be summarized in the text box below and organized with a summary table in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (A)(2)(i)(d):

- The State’s budget, as completed in Section VIII of the application. The narrative that accompanies and explains the budget and how it connects to the State’s plan, as completed in Section VIII of the application.

Evidence for (A)(2)(ii):

- A summary in the narrative of the statements or actions and inclusion of key statements or actions in the Appendix.

*Recommended maximum response length: Five pages (excluding budget and budget narrative)*

**(i) Ensure that it has the capacity required to implement its proposed plans by— (20 points)**

- (a) Providing strong leadership and dedicated teams to implement the statewide education reform plans the State has proposed; and**
- (b) Supporting participating LEAs (as defined in this notice) in successfully implementing the education reform plans the State has proposed, through such activities as identifying promising practices, evaluating these practices' effectiveness, ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding participating LEAs (as defined in this notice) accountable for progress and performance, and intervening where necessary;**

The overarching objective of the *Louisiana Education Reform Plan* is to put a great teacher in every classroom and a great leader in every school. Due to our reform efforts over the last decade, we recognized well before Race to the Top that achieving bold reform at sufficient scale would require new levels of effectiveness at our State Department of Education, in each of our Regional Education Service Centers (RESCs) and in our LEAs. Over the last two years, we have taken concrete steps to address all three levels – and learned crucial lessons along the way. Specifically, we have learned that achieving dramatic reform all the way to the classroom level requires:

1. Sustained political will and clear points of leadership and accountability at every level
2. Intense, shared, overriding focus on a small list of measureable goals
3. Evaluation of activities and their impact on student achievement to demonstrate value and drive further adoption at scale
4. Simple (but formal) tools and processes that *are built and owned by districts* to effectively scale reforms beyond pilots

We have seized the opportunity provided by R2T to take simple but powerful steps to address the first two lessons. In 2009, Superintendent Paul Pastorek established eight Priority Goals and added a ninth goal regarding college completion around which **all** LDOE actions would be aligned. These Goals are in concert with and support the components of the four R2T impact measures. Further, ultimate responsibility for each Goal has begun to be assigned to a single leader in the department. Through R2T we have ensured that this focus and accountability will extend beyond the LDOE and into our LEAs. In our Partnership Agreement, each superintendent has agreed that the ultimate success or failure of our collaborative efforts will be judged based on our performance against state AND district level targets for the 9 Goals. Because we will take the additional step of making these targets public, we are confident that the initial **political will** to adopt them (provided by Race to the Top) will be sustained over time.

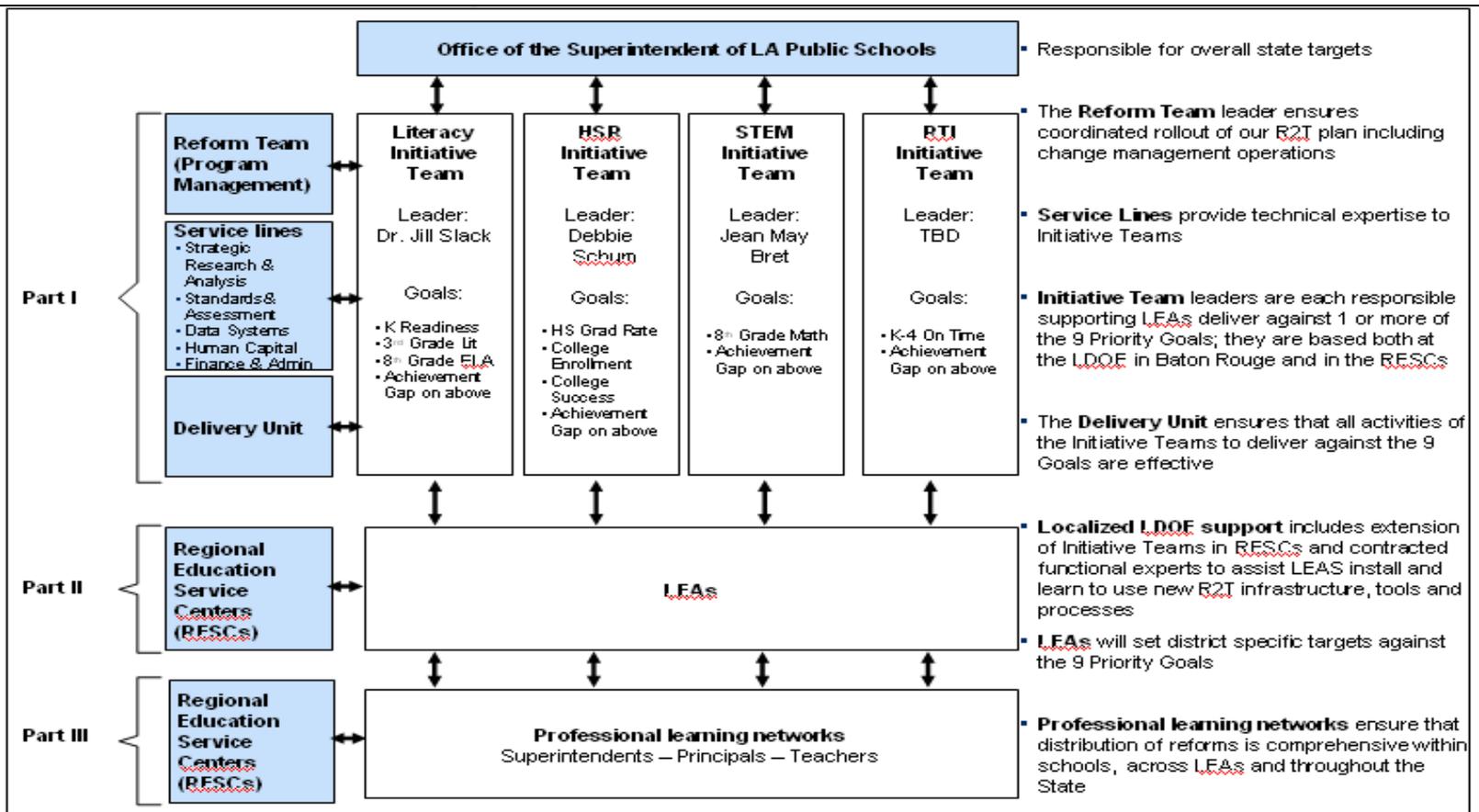
Our plan to address lessons three and four has 3 parts.

Part 1. Transforming LDOE to ensure effective support to LEAs

Part 2. Ensuring extensive and intensive regionally based technical support to ensure effective implementation of reforms

Part 3. Providing expert facilitation to assist each district build their capacity to sustainably scale reforms

The following chart provides an overview of these three parts. Each is discussed in order in the remainder of this section.



**Part I: Transforming LDOE to ensure effective support to LEAs**

**The Reform Team** – This team will ensure that our R2T Scope of Work is managed effectively and will lead the change management process. The Reform Team Director and a small staff will begin in February 2010 to assist Participating LEAs in drafting their detailed Final Scope of Work. The Reform Team Director will have explicit responsibility for executing our R2T work

plan and ensuring the effectiveness of four basic functions: outcomes measurement and reporting, identification and dissemination of best practices, change management, and LEA capacity building. The specific activities associated with each of these functions are outlined in [\[APPENDIX A9: Race to the Top Reform Team\]](#).

Many activities associated with these four functions are already executed effectively on certain objectives in LDOE today. For example, the Strategic Research and Analysis Group already proactively identifies global best practices for use by our Initiative Teams (outlined below) which then develop plans to scale them across LEAs and schools. In this case, the Reform Team ensures that this existing function is properly coordinated to support the R2T work plan. Change management is not yet a core competency ingrained throughout LDOE. Over the course of the grant, the Team will be responsible for ensuring that the capacity to manage change is ingrained in the department and ultimately in the LEAs by leveraging talent and local stakeholders to partner with district offices. Once this objective is accomplished (toward the end of R2T) the Reform Team will no longer be necessary. Operational management of R2T initiatives (e.g., enhancement of our statewide benchmark system to support more effective instruction) will reside with the appropriate functional staff within the LDOE Service Lines.

**Service Lines** – These units provide essential expertise and/or services to each Initiative Team as they pursue their respective goals at a scale that will transform the state. These Service Lines include five areas that are known to be essential to drive large scale reform (Barber, 2008): 1) Accountability, Standards and Assessments, 2) Data Systems to Support Instruction, 3) Human Capital, 4) Strategic Research and Analysis, and 5) Finance and Administration.

To ensure the effectiveness and relevance of service, we are transforming the LDOE such that Service Lines interact with each Initiative Team in a manner analogous to a business providing a customer a service. For example, Curriculum Development provided by the Standards and Assessments Service Line will ultimately become a service that can be “bought” by an Initiative Team to support its work with LEAs and schools. In an effort to tie all participants together in reaching the goals, the Initiative Teams will annually rate services received from these Lines. Activities that do not support meaningful performance outcomes in our LEAs and schools will be identified and ceased. These steps will promote the performance culture we must build to achieve our statewide goals, yet we recognize that this bold cultural shift will lead to challenges that must be addressed to ensure that we successfully manage our operations. This will be a top priority of the Reform Team’s change management function.

**Initiative Teams** – LDOE has been building performance-driving Initiative Teams since 2008. An Initiative Team is comprised of one to three dozen specialized staff members distributed across the LDOE and our eight Regional Education Service Centers (RESC). Each team has a single Initiative Leader who is assigned ultimate responsibility for achieving at least one of our nine Priority Goals. These team leaders are among our most talented personnel – each with a record of results. These teams are the LDOE points of contact for LEAs seeking technical support to drive performance against the nine Priority Goals.

In addition to providing reactive technical support, the focused accountability of these Initiatives allows them to proactively identify, pilot and scale effective best practices to drive the state’s performance. To ensure daily urgency to achieve the specific annual targets in our trajectories [\[APPENDIX A8: Priority Goals\]](#) our R2T plan will fund performance bonuses for individuals in the Initiative Teams (in LDOE and RESCs) and LEA leadership. The focus of these teams, and the fact that they are the unambiguous key point of contact with LEAs, will ensure that LDOE’s interactions with districts are focused entirely on supporting teachers and leaders to drive results for their students.

**The Superintendent’s Delivery Unit (SDU)** – Led by Dr. George Noell, the SDU has one overriding mission: to ensure that the LDOE *delivers* on its nine Priority Goals on time. Established in June 2009, the SDU reports directly to the Superintendent who called the SDU “the single most important part of the LDOE’s transformation [\[APPENDIX A10: What is “Delivery?”\]](#)”.

The Delivery Unit’s tools and processes are designed to improve effectiveness in the short term and also facilitate a cultural shift in the long-term to ensure a continuous performance management across the organization. The SDU uses these tools to support Initiative Teams so that 1) strategic plans to pursue goals can be rigorously challenged, 2) progress is measured regularly enough to facilitate proactive action before plans are off-course, and 3) the Superintendent is routinely made aware of areas requiring his intervention. For a detailed explanation of Delivery’s tools, processes and history of results, see [\[APPENDIX A10: What is “Delivery?”\]](#).

The SDU is another example of Louisiana proactively implementing cutting edge reforms to meet our overall objective – ensuring effective teachers and leaders are in every classroom and school. The SDU is the first of its kind to be implemented in an American State Department of Education. It was developed with direct support from Sir Michael Barber who led the successful

revamping of the English K-12 system and advises Education Ministries around the world. Barber and his team have helped to create and improve the performance of the SDU.

Our aim – essential for accomplishing our mission and for delivering our stated goals in R2T– is to fully complete the transformation of the LDOE from a compliance monitoring and enforcement organization to a service-oriented, school and district support institution driven by a the ultimate goal of raising student achievement performance across the state. The following case study illustrates the progress that the above measures have made thus far.

### ***The Impact of the New LDOE: A Case Study of the High School Redesign Initiative***

Although our transformation is not yet complete, the story of LDOE’s High School Redesign Initiative Team in 2009 provides powerful **evidence that our basic approach produces results**. In July 2009, Debbie Schum, leader of our High School Redesign (HSR) Initiative, was given ultimate responsibility for delivering our goal of a statewide 80% graduation rate by 2014. Superintendent Pastorek charged the newly created Delivery Unit with helping Ms. Schum create **a strategic Delivery Plan** to achieve this aggressive goal. In less than two months after the partnership began, the results were significant. Specifically:

1. In July 2009 the High School Redesign, prompted by the SDU undertook an effort to review data behind 27 activities across the LDOE that were thought to promote higher graduation rates. Their review, **prompted by the SDU’s function of challenging plans**, discovered that only four of the programs could demonstrate compelling evidence of driving the desired outcome of higher graduation rates. Since that time, HSR has increased their efficiency by adjusting their strategic planning to scale these proven programs and *stopped investing time and resources in activities that did not delivery relevant results*.
2. After identifying the four core programs that produced impact, the SDU reviewed the efficacy evidence and HSR’s scaling plans to construct **a Delivery Trajectory** for the goal. This analysis discovered that the expected impact of these plans would result in LA missing our target of 80% high school graduation rate by 3,000 graduates in 2014. This has allowed HSR to adjust their plans accordingly. [See **APPENDIX A10: “What is Delivery?”** for a copy of the actual Trajectory and a walkthrough of the process used to create the Trajectory].
3. By conducting **a Delivery Chain analysis**, the HSR Team was able to determine that their coordination with their team members in our 8 Regional Service centers has being negatively impacted by their dual reporting structure with their local Directors. **During a routine Quarterly Stocktake report**, the HSR team was able to raise this issue directly with the Superintendent and it was resolved.

4. In August 2009, HSR **engaged our Strategic Research & Analysis (SRA) Service line** to help her identify which of LA's High Schools offered the greatest opportunity to drive large-scale impact in the near term (i.e., 12-24 months). Within a month, the SRA presented Debbie Schum with a stunning finding: In 20 of our largest High Schools, the average 8th grade high stakes exam score for students that eventually dropped out of these high schools exceeded the overall state average score for this test. In other words, these high schools were losing large numbers of students that were entering academically prepared! HSR has since prioritized a deep focus on these high schools as potential quick turnaround opportunities.
5. After an intense period of work over the last six months, we are nearing completion on a specific plan to achieve the goal that is research based, that identifies real opportunities to achieve this goal and targets resources and strategic focus. While initially hard to conceive how to achieve such an ambitious goal, we believe we know how to do so if we can muster the resources and target them accordingly. If we were able to win Race to the Top, we believe that it would serve to help us do so.

## **Part II: Ensuring extensive and intensive regionally based technical support to ensure effective implementation of reforms**

Our experience has taught us that the most effective technical support comes from LDOE personnel that are based closest to districts. This ensures a better understanding of the district's specific needs and guarantees that the services provided are relevant and timely. This approach also allows those individuals to build relationships with local stakeholders to develop practical plans and service delivery models that produce results. To achieve this, we will continue to expand and improve two types of technical support provided by our RESCs. The RESCs will have access to the effective practices library so that breakthrough practices can be accessed and share inter-region as well as intra-region.

The first type of technical support is linked to our Initiative Teams. Louisiana has been developing the capacity of the Initiative Teams for the last two years. Our Literacy and High School Redesign Initiative Teams already have the ability to provide technical support to districts that are working to improve their performance against the nine Priority Goals. To expand this capacity in a sustainable manner, these services will eventually be funded predominantly by a fee-for-service model, which we have already

successfully piloted in three of our RESCs and in the RSD. The market forces underlying our fee for service model, coupled with the focus provided by our nine Priority Goals will ensure that only activities that produce clear and relevant results will be sustained. It will also ensure that staff members in Initiative Teams will aggressively and continuously prioritize activities and delivery methods that work. In short, this approach empowers districts to decide with their funds which programs are enabling them to most effectively meet their performance targets in R2T. Even during the R2T grant, services provided to LEAs will be expanded to non-participating and Involved LEAs.

The second type of technical support will provide functional expertise to help Participating LEAs use the infrastructure, tools and processes that will be created through our *Reform Plan*. This support will be provided by contracted teams of content experts (e.g., data system experts) and distinguished educators that have exceptional records of managing change at a school and district level. These technical experts and distinguished educators will report directly to the Reform Team Director. This support is an essential part of our plan as it will ensure that the initial steps in our Reform Plan are implemented with fidelity and produce results at the school and classroom level. Another example of intensive, technical support is in the area of school turnaround. An emphasis of our approach to intervening in the lowest-performing schools is to provide Turnaround Specialists, who are experts based in the Recovery School District, to support RSD-run, charter, and High-Performance Schools Initiative (HPSI) schools particularly early on in the implementation of the intervention. These Turnaround Specialists or Teams can share the proven best practice elements of turnaround based on experiences in the largest turnaround setting in America. As mentioned at the beginning of this section, these early results are critical to ensure that additional stakeholders buy-in to the reforms and align the political, financial and human capital resources necessary to scale and sustain them.

Per our plan, to provide support to other non-participating LEAs beyond R2T, these functional experts will become part of the regular support fabric of the LDOE and the cost will be assumed by the LDOE on completion of R2T. This makes the plan **financially sustainable**; however, the approach begs two questions. How will *the gains* from this support be sustained? And how will we support the remaining LEAs in adopting R2T's proven practices? If we cannot address these questions, we cannot transform our state. Part III provides our answer.

### **Part III: Providing expert facilitation to assist each district build their capacity to sustainably scale reforms**

We know that even the most effective LDOE imaginable coupled with the outstanding regional technical support cannot lead to the transformation we seek in all schools and classrooms throughout the state if we do not make dramatic permanent improvement in **districts' capacity**. Only then will gains from R2T be sustainable in Participating LEAs and transferrable to non-participants. To achieve this crucial goal, LDOE has already enlisted a globally respected education expert, Dr. Michael Fullan, to begin implementing a proven District Capacity Building process in our LEAs. In April, Dr. Fullan and his team will begin efforts to scale his proven approach in 15 districts. This will build off of work that he has already undertaken in a pilot LEA in Louisiana. The full rollout plan, including staffing and project management, methods of operation, impact in other districts and a detailed timeline for year one are included in [\[APPENDIX A11: Capacity Building Implementation Plan\]](#). The immediate goals of this process are to:

1. Work collaboratively with technical teams in the RESCs to build capacity of districts and schools to deliver the enhanced teaching and learning practices in our *Reform Plan*,
2. Provide a comprehensive professional learning process to develop knowledge and skills among district and school leaders,
3. Establish and develop **statewide teams** of District Capacity Leaders who will be able to sustain and extend the capacity gains across all schools,
4. Provide a prototype capacity-building strategy for 100 schools across multiple districts, and
5. Develop the capacity of the LDOE (specifically members of the Reform Team) and Participating LEAs to replicate this process in successive years with LEAs not participating in the initial cohort (**including those not involved in R2T**). The State will have built an incredible base of knowledge and information about which practices have been most effectiveness and can provide human and online tools to support their implementation.

The last goal is especially crucial to statewide transformation. We believe that non-participating and/or Involved LEAs will leverage these networks to drive statewide impact for two reasons. First, our Participating LEAs will demonstrate unprecedented

results that most non-participants will want to achieve. Second, the value-added assessment of each and every educator and leader in Louisiana (see response to criteria D2) coupled with the distribution of this information to parents (see response to criteria C2) – will create a climate in which communities, led by parents, will **demand** improvement. And when this happens, our Reform Plan and these learning networks will be in place to assist, thus leading to statewide reform.

This process based on Dr. Fullan’s extensive work serves as the cornerstone to implement aggressive reforms in each of our assurances. We have worked with him on a design of **permanent District Capacity teams, principal learning networks, and school level leadership teams** [[APPENDIX A11: Capacity Building Implementation Plan](#)], we will enable broad and sustainable impact in two ways. First, we will build simple but extensive living service delivery chains that will extend from the LDOE to each LEA Superintendent’s office to individual classrooms that will facilitate the initial adoption of our aggressive Reform Plan and its associated professional development requirements. Second, each district will develop the expertise, the infrastructure (i.e., the network of relationships) and the **continuous improvement culture through professional learning strategies** to ensure that lessons learned via our initial functional support (delivered by technical experts) are sustainable long after the grant expires. These networks will endure and perpetually expand – eventually to include all district superintendents, principals and school leaders. The result will be a changed learning environment at a classroom level that will result in a collective district capacity to identify and implement reforms in a manner and a scale that even the finest state DOE operation could only hope to match. Based on funding by the LDOE, we are presently involved in a pilot with St. John the Baptist Parish, which Dr. Fullan is presently personally directing the execution of this precise design. St. John is also a Participating LEA with the full participation of its collective bargaining teachers’ union affiliated with the Louisiana Association of Educators (LAE) and unanimous support of its school board.

**(c) Providing effective and efficient operations and processes for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement;**

LDOE’s Finance and Administration Service Line has sufficient capacity to provide dedicated finance and budget support.

The Reform Team Director will be accountable for ensuring that this Department is properly coordinated to execute these functions in a timely and effective manner. A plan for piloting a streamlined process has been proposed [[APPENDIX A12: LDOE Proposed Streamlining Plan](#)]. Further, Participating LEAs have a direct line to the Reform Director who has the authority from the State Superintendent to use any appropriate means to oversee and resolve issues related to the grant. Naturally, this grant, like others will be subject to an internal audit process that is separate from grant administration. With respect to performance measure tracking – this function will be one of the core capacities of the LDOE going forward as described in our response to A2i(a). While the Reform Team Director will have ultimate responsibility for ensuring that functional teams track and report the R2T-mandated performance measures, it is clear that teams will fail to deliver their greater responsibility to drive our nine Priority Goals if tracking and using this information is not central to their daily operation.

**(d) Using the funds for this grant, as described in the State’s budget and accompanying budget narrative, to accomplish the State’s plans and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources so that they align with the State’s Race to the Top goals; and**

Louisiana’s R2T proposal requires \$314 million over four years as detailed in the budget. This grant will directly will serve approximately 325,000 students during the term of the grant and lay the groundwork for even broader reform. The funds from this grant supplement the state’s resources to more quickly deliver needed reforms and increase the achievement level of these and all Louisiana students – and it will drive tremendous impact. For example, based on our 2016 targets outlined in A1(iii) we anticipate that our high school graduation rate will reach 78 percent by 2016. In Louisiana, this means that an additional 5,500 students will graduate high school *each year* once reforms have fully taken hold. Another example: with R2T, we anticipate driving the percentage of our 8<sup>th</sup> graders performing on grade level in ELA to reach 81 percent. This means an additional 9,500 8<sup>th</sup> graders will perform on grade level each year. These accelerated results are transformative and extraordinarily cost effective given that our award is less than \$1,000 per participating student over the entire life of the grant.

While half of the \$314 million is directly dedicated to Participating LEAs, the state's portion has been allocated in the following manner:

- \$15M for state success factors
- \$13M for standards and assessments
- \$22M for new data systems (our aggressive data system plan has secured some funding for our needs elsewhere)
- \$86M for human capital initiatives
- \$21M for new turnaround initiatives.

Our Reform Plans and Budget Narrative outline exactly how this money will be used to accelerate our reforms. The R2T mandates reforms that are consistent with our existing Reform Plan; thus, we have already begun aligning our federal and state funding streams to these priorities. We have provided a detailed description of these extensive activities by source. For example, the 1003(g) School Improvement Grant (SIG) dollars enhanced by ARRA stimulus dollars provides a helpful funding stream to support intensive school turnaround. Louisiana is ahead of the curve in its ability to effectively use these funds for its turnaround efforts because it already directly intervenes in the lowest-performing schools through the Recovery School District. The SIG stream allows us to take our school turnaround to the next levels of low-performing schools, which may not have been possible given our existing capacity constraints. Thus, by investing SIG dollars in districts that participate in R2T and voluntarily wish to implement a rigorous school intervention model, we have a greater likelihood of success and permanent reform because these districts have an enhanced financial incentive complemented by Louisiana's RSD accountability takeover mechanism.

The Louisiana Participating LEA Partnership Agreement **requires Participating LEAs to align their funds with R2T initiatives.** However, this powerful condition was fully embraced by all state LEAs when LEAs agreed in writing in late spring 2009 to align regular and stimulus federal dollars (IDEA, Title I, Title II, Title IV, Title VI) to the four assurances through consolidated applications. Earlier, LEAs and the LDOE worked collaboratively to determine the kinds of targeted expenditures that would support best practices and meet the four assurances. An LDOE review of the consolidated applications submitted in the summer

of 2009 verified that the applications did follow the recommended actions and the four assurances. We are confident that this alignment will be successful for two reasons. First, the accountability that will result from public LEA targets against each of the nine Goals. And second, the fact that this accountability will come from families in the state due to our plans to give each parent a value-added analysis of the quality of their child's education (see Reform Plans C2 and D2).

**(e) Using the fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success; and**

Our Race to the Top application establishes goals for 2016 – two years beyond R2T funding. For this reason, the stakeholders that have signed our application and Partnership Agreements, from the Governor's office, to District Superintendent's to union officials, recognize that they are signing a public commitment that extends beyond Race to the Top. Nevertheless, our plans outlined in A2(i)(a-b) are implicitly designed to ensure that all stakeholders collaborate to continue activities that are proven effective.

Our strategy to use political and human capital resources to continue these reforms begins at the LDOE with the full alignment of the Department to drive our nine Priority Goals. The unyielding, aligned focus of the Superintendent, Initiative Team leaders and the SDU will ensure that effective activities are identified and prioritized at the state level. In addition, our adoption of a fee for service model at our RESCs will create an educational reform and best practices marketplace that will promote the most successful reforms and ensure only those that are proving impactful will be sustained. At the district level, Superintendents will have the same focus and accountability and have access to cost effective professional learning networks that will make discovery and dissemination of best practices (and continuous improvement of execution) easier than ever before. These networks will ensure that educators at the individual classroom level have immediate access and can rapidly learn what is producing results elsewhere. The rigor of our aligned evaluations at all levels – the State, the LEA office and the classroom (see CPMS in Section D2) will ensure that stakeholders are eager to commit the political and human capital to implement them. Further, the reforms themselves, such as reporting student achievement results, progress against publicly identified achievement targets, and teacher and leader effectiveness data, will demand continued results.

Financially, the same forces work in our favor at the state and the district levels. At the state level, we have ensured that the operation of our new infrastructure and support systems is sustainable even under the most challenging economic scenarios. Over the course of the grant, we will re-purpose or contract with 62 personnel to our department or regional service centers. At our historical annual 5 percent attrition rate at the Department we anticipate that we will have the ability to allocate 160 new open positions over four years. We are committed to rigorously assessing each role to determine if it contributes to reaching our nine Priority Goals and our statutory reporting requirements. If it does not, the position will be discontinued and reallocated to sustain proven activities in our Reform plan.

**(ii) Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of the statements or actions of support from— (10 points)**

**(a) The State’s teachers and principals, which include the State’s teachers’ unions or statewide teacher associations; and**

**(b) Other critical stakeholders, such as the State’s legislative leadership; charter school authorizers and State charter school membership associations (if applicable); other State and local leaders (e.g., business, community, civil rights, and education association leaders); Tribal schools; parent, student, and community organizations (e.g., parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education.**

Local, statewide, and national partners have committed to ensuring effective teachers and leaders serve in every classroom and school across Louisiana. Through the Race to the Top public outreach process, Louisiana and its Participating LEAs received hundreds of letters of support from a diverse group of stakeholders committing their organizations to be actively involved in implementing specific reforms proposed in the *Louisiana Education Reform Plan* [[APPENDIX A13: Stakeholder Letters of Support](#)]. In fact, every LEA received letters of support from their municipal leadership, local newspaper, business and/or other community groups to support their individual implementation and Final Scope of Work plans.

From statewide union groups, such as the Louisiana Federation of Teachers (LFT) partnering with the state to design a

performance-driven compensation system, to historic community and civil rights organizations, such as the Louisiana NAACP committing to provide school-level turnaround assistance, Louisiana is experiencing a convergence of will and action to support dramatic reform across the state's educational landscape.

The examples below show the support these groups are willing to contribute to advance our *Reform Plan*. We will leverage this support on both an LEA and statewide basis through the function of the Reform Team. The Reform Team will identify specific statewide forums and provide facilitation support for LEAs to incorporate the support of local, state, and national organizations. Stakeholders will be incorporated into State and local feedback loops, reform initiative partnerships, and technical assistance and support such as organizational management advice and financial giving. This comprehensive approach will contribute to our success.

**Teacher and Principal Stakeholders** – Teachers and leaders currently serving in Participating LEA schools will be the front line of support for the effective implementation of the *Louisiana Education Reform Plan* activities and initiatives. The Louisiana Federation of Teachers (LFT), the state's largest teachers' union representing more than 20,000 teachers, stated its goal is to ensure "every classroom in Louisiana has an effective teacher." Along with other teacher organizations such as the Associated Professional Educators of Louisiana (APEL), LFT has committed to work collaboratively with the state to develop new systems to evaluate teachers based on student growth in academic achievement and reward those teachers that are effective.

In fact, Louisiana is experiencing an unprecedented level of cooperation and collaboration with its teacher representative groups. As noted in a recent *Wall Street Journal* Letter to the Editor by American Federation of Teachers (AFT) president Randi Weingarten, "that's why teachers in Louisiana and Ohio, who were involved in the [Race to the Top] application process and treated as full partners, have been supportive of their states' applications." While we are excited by the support and cooperation of two of the state's teacher representative organizations, we have yet to get full endorsement of the Louisiana Association of Educators (LAE). Although state leadership has not yet endorsed Louisiana's Race to the Top application, several local affiliates of the LAE, including one collective bargaining district, St. John the Baptist Parish, signed the Agreement and committed to supporting the implementation of all elements of the *Reform Plan*. We will continue to invite the LAE's participation as we prepare

Final Scope of Work plans at the state and local levels.

The Louisiana Association of Principals, representing more than 1,100 of the 2,200 principals statewide, have committed to “work with the Louisiana Department of Education to design a performance-driven tenure notification system,” where school leaders play an active role in the successful development of young teachers.

**Other Critical Stakeholders** – Support will be required from all levels of stakeholders (e.g., from local community and faith groups to state political and business leaders) beyond the school building, to effect a bold statewide reform movement guided by the implementation of the *Louisiana Education Reform Plan*. The Reform Team will lead facilitation and integration of stakeholder efforts and encourage local replication through the following:

- *Involve **Business Community** in Best Practice Teams Evaluating Reform Activities and Advising Districts on Staffing and Human Capital Management (i.e., Compensation Models):* More than two dozen chamber of commerce organizations pledged to assist LEAs implement reform activities with fidelity and, more importantly, leverage local, private resources to sustain reform and spur innovation. For example, the Baton Rouge Chamber of Commerce pledged to “continue to find ways to support Louisiana’s education system to ensure that it implements Race to the Top in the most effective way possible.”
- *Incentivize **Charter Schools** to Incubate New Charters and Expand Implementation and Study of Innovative Education Best Practices and Models:* The Louisiana Association of Charter Schools and more than 50 successful charter operators in the state have committed to “guide the incubation and scaling up of other high-performing charter schools and networks throughout the state.”
- *Engage **Civil Rights Groups** in School Turnaround Activities (i.e., Response to Intervention):* The Louisiana NAACP is primarily concerned about helping the state and its Participating LEAs “be able to identify students who are at risk, and respond to those children with the most effective tools. [The NAACP] supports the Louisiana Department of Education’s Response to Intervention to empower schools with information to help at-risk students.” The 100 Black Men organization of Louisiana pledged to encourage effective teachers to teach in high need schools. “Too many of our rural and intercity

students, in Louisiana, have not had the opportunities and resources available to other students in the state. We pledge to support Race to the Top reforms that create incentives for education leaders willing to work in high-poverty schools. We plan to collaborate with the Louisiana Department of Education to find ways to ensure there is equitable distribution of effective staff and resources in low-income communities so that all students have a fair opportunity to learn.”

- *Share Data with **Community Stakeholders** and Invite External Review of Best Practices and Critique of Reform Plan Implementation:* The Council for a Better Louisiana (CABL) has been a state leader in attracting private dollars and shining the spotlight on programs for at-risk kids, adopted technology, and new teacher quality policies. Through R2T, we will leverage CABL’s commitment to use its statewide influence and bully pulpit to “take advantage of every opportunity to increase effective teachers, put into place strong school leadership and require proven practices and programs.”
- *Share Best Practice Ideas and Data with **Higher Education Institutions** and Partner to Ensure Only Effective Practices are Taught to Education Candidates:* Playing a critical role in the preparation of potentially effective and highly effective teachers and leaders, Louisiana colleges and universities, such as Louisiana State University, have pledged to “continually reflect and adjust courses in order to increase the effectiveness of our teachers as measured by Louisiana’s Value-Added Assessment of Teacher Preparation.” We will collaborate with all universities to fulfill their commitment to receive and incorporate into their continual improvement processes data about how well their graduates performed as teachers.
- *Involve **Legislative Leadership** in Statewide Committees of Study for State and District Refinement, Promotion, and Sustainability of Reform Best Practices:* Louisiana Senate President Joel Chaisson pledged to “find ways to support Louisiana’s education system to ensure that it implements Race to the Top in the most effective ways possible.” Further, a majority of members of both the House and Senate Education Committees pledged to “assist local education authorities sustain successful Race to the Top reforms.”
- *Build Collaborative Network of **Non-Profit Organizations** to Collectively Engage in Coordinate Best Practice Reforms:* Over the last decade, New Orleans has benefited from the rise of educational non-profit organizations. Louisiana, particularly New Orleans, has the ability to effectively embrace these organizations and leverage their capacity and previous efforts to advance our reform agenda even faster. Based on the existing commitment of organizations like Teach

For America, the Broad Foundation, New Leaders for New Schools, The New Teacher Project, and the Charter Schools Growth Fund, to name a few, the State will facilitate their continued individual and collective impact on our reform efforts. One such group, New Schools for New Orleans (NSNO), has committed to “provide guidance and support to the state’s charter schools and support the state in developing policies that support the existence and growth of existing and new high-performance charter schools and charter management organizations.”

**(A)(3) Demonstrating significant progress in raising achievement and closing gaps (30 points)**

The extent to which the State has demonstrated its ability to—

- (i) Make progress over the past several years in each of the four education reform areas, and used its ARRA and other Federal and State funding to pursue such reforms; (5 points)
- (ii) Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to — (25 points)
  - (a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;
  - (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; and
  - (c) Increasing high school graduation rates.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (A)(3)(ii):

- NAEP and ESEA results since at least 2003. Include in the Appendix all the data requested in the criterion as a resource for

peer reviewers for each year in which a test was given or data was collected. Note that this data will be used for reference only and can be in raw format. In the narrative, provide the analysis of this data and any tables or graphs that best support the narrative.

*Recommended maximum response length: Six pages*

**(i) Make progress over the past several years in each of the four education reform areas, and used its ARRA and other Federal and State funding to pursue such reforms; (5 points)**

**I. Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy**

Louisiana has a cutting edge accountability system that has driven substantial improvement in educational achievement over the past decade. Louisiana's system has been recognized as one of the top 10 among states in terms of quality (American Federation of Teachers, 2008). Louisiana was also one of just two states to receive the highest quality rating of "A" for its standards and accountability policies in 2006 (Editorial Projects in Education Research Center, 2006).

The backbone of the state's accountability model is the standards-based assessment system instituted in 1999, following the development of LDOE's rigorous K-12 content standards for mathematics, English language arts, science, social studies, foreign languages and the arts. Since that point, the Louisiana Educational Assessment Program (LEAP) and the Graduation Exit Examination (GEE) have provided standards based assessments for grades 4, 8, 10 and 11. Subsequently, End-of-Course tests for high school students and the iLEAP, an expansion of the LEAP program to other grades (3, 5, 6, 7, and 9) were added. Louisiana has received an "A" and ranked first, second, or third for assessment, accountability and standards in K-12 classrooms every year the Quality Counts report has been published. (*Education Week*, 2007) Assessment results are released annually, and the data are used to inform individual school performance, district performance and overall state performance.

Louisiana has developed tools to support these standards and assessments, including the *Louisiana Comprehensive Curriculum*, which provides best practices for teaching the standards, and EAGLE (Enhanced Assessment of Grade-Level Expectations), an online formative assessment tool. EAGLE is designed for teachers to create their own tests containing items that are aligned to Grade-Level Expectations (GLEs) and Comprehensive Curriculum in order to support their instructional goals and identify students' academic strengths and weaknesses.

## **II. Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction**

The Data Quality Campaign 2009 recently identified Louisiana as one of only 11 states with all 10 Essential Elements of a high-quality longitudinal data system (LDS). Louisiana is currently implementing a federal Institute of Education Sciences (IES) grant to improve the accessibility and utility of its longitudinal data through a centralized storage solution. Louisiana's LDS gives the state the ability to link a rich mixture of student and teacher data at the classroom level. In fall 2009, LDOE submitted an IES grant proposal for a P-20 longitudinal data warehouse that will link student data across multiple state agencies. This could prove to be an invaluable tool, informing systemic policy decisions that impact a broad array of social and policy issues, including education.

Louisiana has leveraged our statewide administrative data capacity to improve teaching, learning, and educational decision making in three ways. First, Louisiana was the first state to link student achievement data to teacher preparation programs. Using data from the LDS, the Louisiana Board of Regents and Louisiana State University researchers built a value-added system that now informs the public and higher education institutions about the impact new teachers have on their students' achievement. These data are already being used to target improvements in teacher preparation [\[APPENDIX A2: 2009 Value-Added Report\]](#). Second, these data have been used as part of the value added assessment that is integral to the Teacher Advancement Program (TAP). TAP is a model developed by the National Institute for Excellence in Teaching to attract, support, develop, and retain great teachers and, ultimately, improve student achievement. Fifty-six schools were involved in TAP in the 2008-09 school year, and 66 are participating in 2009-10. Results from the 2007-08 school year show more than half of participating schools improving at a rate well above the expected full-year growth, and initial analyses of subsequent years show continued and accelerated improvement. Third, these data are the core enabling resource that permits the development of the statewide value-added assessment model for teachers and schools that began development using state general funds in the fall of 2009. That initiative is proceeding according to schedule and will deploy pilot test sites this school year and next, putting value added results in the hands teachers and educational leaders statewide during the 2011-2012 school year.

### **III. Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most**

Quality assessment and data systems in and of themselves do not increase student achievement. Research consistently shows that teachers are the most important factors in a student's education (Council of Chief State School Officers, 2009; Darling-Hammond et al, 2009; Heck, 2009, Sanders and Rivers, 1996). Louisiana has consistently focused on increasing the effectiveness of its teaching force. In fact, in 2009 *Education Week's* EPE Research Center rated Louisiana 6<sup>th</sup> in the country for its programs to improve teachers and instructional quality.

In order to expand the statewide pool of high-quality teachers, LDOE has supported the establishment of numerous alternative certification programs, all the while ensuring the equitable distribution of high-quality teachers. The New Teacher Project (TNTP) and Teach For America (TFA) have been at the core of these efforts. Each year these organizations provide more than 500 new teachers to low-income and high-minority communities throughout the state. The state's value-added study has shown that these new teachers produce student achievement gains comparable to those of veteran teachers initially and generally stronger than experienced teachers once they have completed their training (Noell & Gansle, 2009; Noell, Gansle, Patt, & Schafer, 2009).

One in three New Orleans public school students are taught by a TFA corps member or alumni, and Louisiana has the highest per-capita number of corps members in the country. TNTP's Teach NOLA program has teachers placed in 91 percent of New Orleans schools; and more than 400 TNTP math, science, special education, early childhood and foreign language teachers have served the children of New Orleans over the past five years. This unprecedented infusion of talent has been a driving force in the marked growth in student achievement seen throughout New Orleans. The reconstructive nature of New Orleans' school system has facilitated an ideal testing ground, and successes from these teacher certification programs have been expanded to Baton Rouge and Shreveport and are leading to further plans for expansion to even more areas throughout the state.

In addition to providing access to quality teachers through alternative certification programs, Louisiana has long recognized the importance of supporting the growth and development of teachers throughout their careers. TAP, described above, is a comprehensive program of professional development that incorporates performance pay as one of four key components. Equally

important components are multiple career paths; ongoing, applied professional development; and instructionally focused accountability. Louisiana has TAP schools throughout the state that serve greater proportions of low-income and minority students than the average Louisiana public school. In 2008-09, TAP school students in Louisiana were approximately 87 percent non-white, and 87 percent eligible to receive free or reduced lunch. This same year, 92 percent of the schools demonstrated student growth of at least one year, and 77 percent demonstrated more than one year of growth (SAS EVAAS, North Carolina).

Since 2007, The Louisiana School Turnaround Specialist (LSTS) Program has recruited high-potential principals to build a cadre of school leaders prepared to turnaround chronically underperforming schools. Schools with an Academically Unacceptable Status (AUS) or Academic Assistance Status (AA) are eligible to participate in the program. The LSTS Program utilizes best practices from education and business to strengthen the organizational and instructional leadership skills of currently certified and experienced principals through rigorous selection criteria, significant integrated field-based experiences, relevant coursework, and strong coordination with local schools and districts.

ARRA and other Federal and State funding were used to support this reform area in the following ways:

- Provide incentives to entice effective teachers to work in low performing schools
- Provide incentives for teachers who get National Board Certification and Add-on certifications in critical areas
- Establish a community of continuous professional development through a process of mentoring and collaboration (i.e. TAP, Ensuring Literacy and Numeracy for All)
- Recruit and retain teacher through traditional, alternative and non-traditional programs
- Tuition assistance for teachers to get certified in critical shortage areas

#### **IV. Turning around lowest-achieving schools**

Through the establishment of the Recovery School District (RSD) in 2003, the Louisiana Legislature effectively stated that school districts with persistently low-performing schools would lose their right to operate those schools [[APPENDIX A14: RSD Legislation RS 17:1990](#)]. After four years of low-performance, the state-administered school district has the opportunity to take control of these schools and implement transformative turnaround. This unique model of state intervention allows Louisiana to pilot

and test aggressive methods for improving instruction, combining data-driven curriculum and instructional reforms with a longer school day and longer school year.

One turnaround model used extensively in RSD and throughout Louisiana is the charter school. Stanford University's Center for Research on Education Outcomes (Center for Research on Education Outcomes, 2009) reported that charter schools in Louisiana perform significantly better than their traditional public school peers. The report found that low-income students in charter schools made larger and more positive academic gains than their counterparts in traditional public schools. African American charter school students reported significantly better gains in reading and math. These results are important given the high numbers of low-income and high-minority schools throughout the state. The success of charter schools speaks directly to the state's comprehensive and purposeful charter approval and renewal process. Louisiana currently has 77 charter schools and adds new ones each year.

ARRA and other Federal and State funding were used to support these reforms in the following ways:

- District Superintendents signed an assurance pledging ARRA funds would be spent to advance the four specific reform areas; also, Districts that uphold this commitment may be eligible for additional awards should the LDOE receive dollars under the 'Race to the Top' Federal Stimulus Package.
- District E-grants for the consolidated Title I and Individuals with Disabilities Education Act (IDEA) funds stipulated implementation of these reforms based on LEA needs.

**(ii) Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to — (25 points)**

**(a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;**

Since NAEP scores have been reported, Louisiana has demonstrated success in increasing student achievement in mathematics and in 4<sup>th</sup> grade reading [[APPENDIX A15: NCES NAEP Sub-Group Data Report](#)] As reported by the Institute for Education Sciences (2009a; 2009b) and the Editorial Projects in Education Research Center (2006):

- Louisiana was one of seven states that consistently outpaced the nation in improvement in NAEP math scores between 1992 and 2005 (EPE Research Center).
- In 4<sup>th</sup> grade reading, **six percent more** students scored *Basic* or *Above* in 2007 than in 1992 (IES).
- In 4<sup>th</sup> grade math, **33 percent more** students scored *Basic* or *Above* in 2009 than in 1992 (IES).
- In 8<sup>th</sup> grade math, **25 percent more** students scored *Basic* or *Above* in 2009 than in 1992 (IES).

Louisiana students, especially those in the RSD, have made considerable improvement on the criterion referenced, ESEA-compliant LEAP tests (LEAP, iLEAP, and GEE). For example:

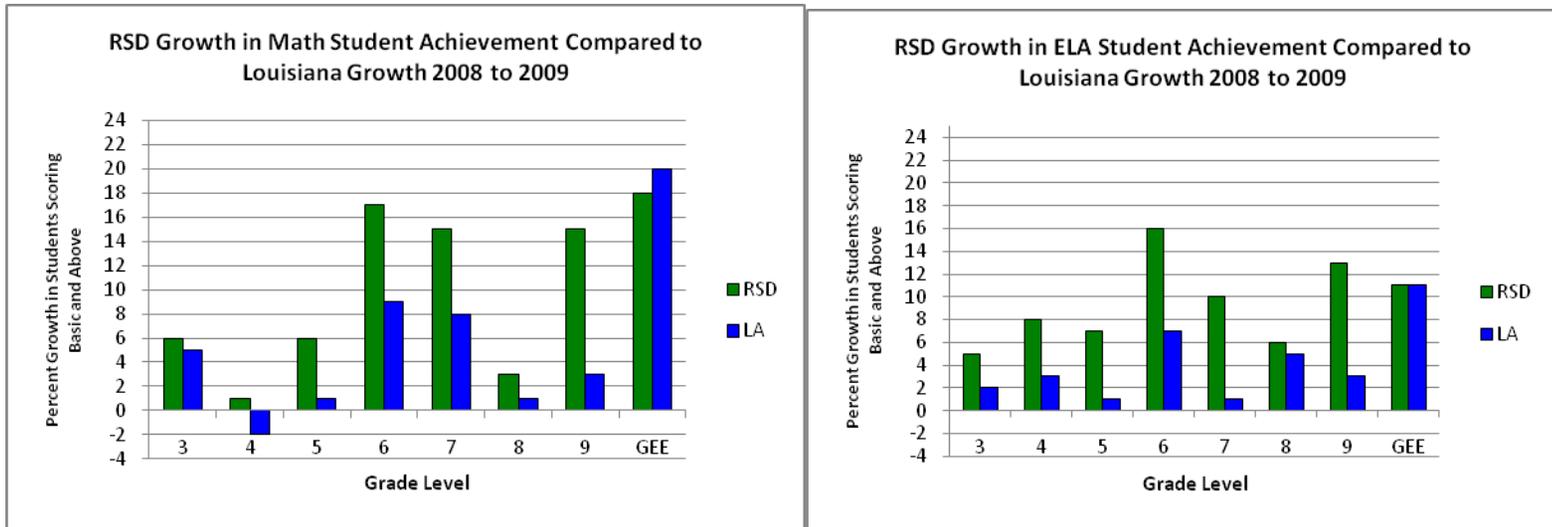
- In 4<sup>th</sup> grade English/Language Arts, **14 percent more students** scored *Basic*<sup>1</sup> or *Above* in 2008 than in 2000.
- In 8<sup>th</sup> grade English/Language Arts, **three percent more students** scored *Basic* or *Above* in 2008 than in 2000.
- In 4<sup>th</sup> grade math, **19 percent more students** scored *Basic* or *Above* in 2008 than in 2000.
- In 8<sup>th</sup> grade math, **10 percent more students** scored *Basic* or *Above* in 2008 than in 2000.

Driving much of the most recent increases in student achievement has been the state’s school turnaround effort. RSD showed significant growth in student achievement from 2008 to 2009.

RECOVERY SCHOOL DISTRICT								
LEAP, iLEAP & GEE Increase in Percentage of Students Scoring Basic or Above by Content Area 2008-2009								
Grade	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10/11 <sup>th</sup>
ELA	5	8	7	16	10	6	13	11
Math	6	1	6	17	15	3	15	18
Science	12	11	3	10	13	4	N/A	6
Social Studies	6	9	5	16	13	2	N/A	10

<sup>1</sup> In Louisiana, the LEAP and iLEAP “Basic” achievement level is comparable to the NAEP “Proficient” achievement level.

RSD LEAP results most often surpassed the state average increases. This is particularly important as RSD schools have significantly higher proportions of low-income and minority students than non-RSD schools. The following graphs show how RSD fared between 2008 and 2009 compared to the state in math and English.



**(b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; and**

Although any gap is unacceptable and Louisiana NAEP scores remain below the national averages, Louisiana has produced a reduction in achievement gaps among low-income and minority students in nearly all grades and subjects.

- Louisiana is the only state in which the gap between African-American and white students has narrowed significantly in both 4<sup>th</sup> grade reading and 8<sup>th</sup> grade math NAEP tests. (Education Trust, 2009)
- The gap between African American and white students in 4<sup>th</sup> grade reading was **reduced by 12 points** from 1998 to 2007.
- The gap between African American and white students in 8<sup>th</sup> grade math **shrank by 11 points** from 1998 to 2007.

- The gap between students' eligible and those not eligible for the National School Lunch Program in 4<sup>th</sup> grade reading was **reduced by seven points** from 1998 to 2007.
- There was **no significant gap** between Hispanic and white students in 4<sup>th</sup> grade reading in 2007.
- The average scale score for students with disabilities increased from 168 in 1998 to 181 in 2007.
- There is **no general trend** in gender differences on NAEP.

LEAP scores also improved for minority students, although a gap similar to national trends does persist between African-American and white students. Males lag 8-10 percentage points behind females in the percent of students scoring *Basic* or *Above* on LEAP. However, there has been success in closing the racial and economic gap:

- The gap between African American and white students in percent scoring *Basic* or *Above* in 8<sup>th</sup> grade ELA was reduced from 38 percentage points in 2003 to 28 in 2008.
- The gap between African-American and white students in percent scoring *Basic* or *Above* on 8<sup>th</sup> grade Math was reduced from 41 percentage points in 2003 to 34 percentage points in 2008.
- The percentage of students who participate in the federal free/reduced lunch program who scored *Basic* and above in 4<sup>th</sup> grade reading was 31 percentage points below non-participating students in 2003, but the gap had narrowed to 26 points in 2008.
- The percentage of students who participate in the federal free/reduced lunch program who scored *Basic* and above in 4<sup>th</sup> grade math was 24 percentage points below non-participating students in 1996, but the gap had narrowed to 22 points in 2009.

**(c) Increasing high school graduation rates.**

Louisiana's cohort graduation rate has steadily increased over the years for which the relevant data are available. Using historic data, Louisiana first calculated a cohort graduation rate for 2001 and found that only 61.3 percent of students graduated on time based on the NGA definition. By 2006, reporting of the cohort graduation rate had become an official routine and the rate had improved to 65.9 percent. Between 2006 and 2009 there has been an additional modest increase to 66.6 percent, which

represents an increase of 5.3 percentage points since 2001. This equates to an average increase of two-thirds of a percentage point per year in high school graduation rate during the period of 2001 to 2009.

Louisiana has made a substantial commitment of ARRA funds to improving the high school graduation rate as evidenced by:

- Implementing Jobs for America's Graduates (JAG) programs, where students are helped to graduate from high school through a mentoring process and training in soft skills as well as supporting the graduate as they pursue postsecondary education and or a high quality job/career.
- Increasing Literacy and Numeracy through the State's High School Redesign Initiative including: the Adolescent Literacy Plan, designed to prepare our adolescents for the demands of higher education, employment, and effective citizenship in the new global economy; and the Striving Readers grant, designed to support intervention programs in middle and high schools with high populations of low-income students.
- Expanded Career and Technical Education (CTE) offerings for students pursuing high-skill, high-demand, high-wage 21<sup>st</sup> century careers.

To improve the percent of students graduating on-time, Louisiana established the 9<sup>th</sup> Grade Initiative. The Initiative supports schools in implementing reforms that better provide students with the personal attention they need to have a successful initial year of high school, earn an on-time promotion to 10<sup>th</sup> grade, and be prepared for continued success in grades 10 and beyond. Early results show a nearly 6 percent gain in the promotion rate from 9<sup>th</sup> to 10<sup>th</sup> grade and a halving of the 9<sup>th</sup> grade dropout rate.

**9<sup>th</sup> Grade Statewide High School Initiative 2006 to 2009**

<b>Category</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-09*</b>
9 <sup>th</sup> -10 <sup>th</sup> Grade Promotion Rate	82.0%	87.7%	90.0%
9 <sup>th</sup> Grade Dropout Rate	3.4%	1.6%	1.2%
9 <sup>th</sup> Grade Attendance Rate	92.3%	92.7%	93.2%
9 <sup>th</sup> Grade Students failing one or more courses	29.1%	24.6%	25.3%
9 <sup>th</sup> Grade Students Suspended	27.7%	24.9%	20.8%
9 <sup>th</sup> Grade Students Expelled	1.7%	1.1%	1.4%
9 <sup>th</sup> Grade Students Scoring Basic or Above ELA iLEAP	57.9%	62.7%	66.3%
9 <sup>th</sup> Grade Students Scoring Basic or Above on Math iLEAP	58.1%	59.5%	65.8%

\*2008-09 data was obtained from participating schools through their annual report submitted to LDOE.

Louisiana's approach and results prove it is on the right trajectory -- and well on its way to succeed. We have demonstrated that the reforms implemented over the past 10 years increase student achievement, close the achievement gap, and increase high school graduate rates.

**(B) Standards and Assessments (70 total points)**

**State Reform Conditions Criteria**

**(B)(1) Developing and adopting common standards (40 points)**

The extent to which the State has demonstrated its commitment to adopting a common set of high-quality standards, evidenced by (as set forth in Appendix B)—

(i) The State's participation in a consortium of States that— (20 points)

- (a) Is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation; and
- (b) Includes a significant number of States; and

(ii) — (20 points)

- (a) For Phase 1 applications, the State's high-quality plan demonstrating its commitment to and progress toward adopting a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State, and to implementing the standards thereafter in a well-planned way; or
- (b) For Phase 2 applications, the State's adoption of a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State in a high-quality plan toward which the State has made significant progress, and its commitment to implementing the standards thereafter in a well-planned way.<sup>3</sup>

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer*

<sup>3</sup>Phase 2 applicants addressing selection criterion (B)(1)(ii) may amend their June 1, 2010 application submission through August 2, 2010 by submitting evidence of adopting common standards after June 1, 2010.

*reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (B)(1)(i):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a standards consortium.
- A copy of the final standards or, if the standards are not yet final, a copy of the draft standards and anticipated date for completing the standards.
- Documentation that the standards are or will be internationally benchmarked and that, when well-implemented, will help to ensure that students are prepared for college and careers.
- The number of States participating in the standards consortium and the list of these States.

Evidence for (B)(1)(ii):

For Phase 1 applicants:

- A description of the legal process in the State for adopting standards, and the State's plan, current progress, and timeframe for adoption.

For Phase 2 applicants:

- Evidence that the State has adopted the standards. Or, if the State has not yet adopted the standards, a description of the legal process in the State for adopting standards and the State's plan, current progress, and timeframe for adoption.

*Recommended maximum response length: Two pages*

**(i) The State’s participation in a consortium of States that— (20 points)**

- (a) Is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation; and**
- (b) Includes a significant number of States; and**

On May 14, 2009, Louisiana Governor Bobby Jindal and State Superintendent Paul Pastorek signed the Memorandum of Agreement with the Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) to participate in the Common Core State Standards Initiative (CCSSI) [\[APPENDIX B1: CCSSI MOA\]](#). Louisiana joins 48 states and three territories [\[APPENDIX B2: CCSSI List of States and Territories\]](#) in developing and adopting 100 percent of the common core standards in English language arts (ELA) and math for grades K-12, which will: (1) provide a unified framework of rigorous content and skills that all students should learn each year from kindergarten through high school graduation; and (2) align with college and work expectations and international benchmarks. CCSSI has released draft college and career readiness standards and is developing draft K-12 standards [\[APPENDIX B3: CCSSI ELA Draft K-12 Standards;](#) [APPENDIX B4: CCSSI Math Draft K-12 Standards\]](#). Louisiana has four representatives on the K-12 common core work groups in ELA and math.

The Louisiana Department of Education (LDOE) will utilize Race to the Top (R2T) funding to implement a high-quality plan for the adoption and rollout of 100 percent of the common core standards. By August 2, 2010 the Louisiana Board of Elementary and Secondary Education (BESE) will adopt the common standards. Additionally, LDOE will engage in a systemic process that includes: 1) a comprehensive review of the common core standards; 2) the study and implementation of additional Louisiana standards proved necessary based on evidence of what is required for college and career success; and 3) the dissemination of 100 percent of the common core standards. Louisiana is well poised to adopt, deploy, implement, and support common standards based on our demonstrated success developing, disseminating, and providing professional development for curricular materials and assessments associated with our Grade Level Expectations (GLEs). Louisiana’s GLEs represent our existing statewide

curricular standards that will ultimately be superseded by the common standards.

CCSSI follows recommendations stated in “Benchmarking for Success: Ensuring U.S. Students Receive a World-Class Education,” (NGA Center, 2008), which reveals striking similarities among the math and science standards in top-performing nations, along with stark differences between those world-class expectations and the standards adopted by most U.S. states. Each draft common core standard is supported by evidence from standards documents from high-performing states and nations, student performance data, academic and organizational research, frameworks for assessments, and results of surveys of post-secondary instructors and employers. This demonstrates that the standards are internationally benchmarked and, when well-implemented, will ensure that students are prepared for college and careers. [\[APPENDIX B5: CCSSI International Benchmarking and the Common Core\]](#)

**(ii) — (20 points)**

**(a) For Phase 1 applications, the State’s high-quality plan demonstrating its commitment to and progress toward adopting a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State, and to implementing the standards thereafter in a well-planned way; or**

Within one month of the standards release, WestEd (an organization currently under contract with LDOE to coordinate the standards revision process) will: 1) develop a crosswalk between the common core standards and the Louisiana GLEs for transition planning; 2) make recommendations to adjust the current existing summative and formative testing blueprints based on the crosswalk; and 3) determine additional Louisiana standards (up to 15 percent as judged necessary) and develop grade/course-level standards for pre-K and for science and social studies (aligned with the common core standards, where appropriate).

In May 2010, LDOE will convene a Standards Revision Committee to review and verify the crosswalk and recommendations. LDOE will follow the legal process BESE has established for adopting standards in Louisiana Administrative Code, Title 28, Part I, Chapter 13, §1303, Part CXV, Bulletin 741—Louisiana Handbook for School Administrators and Louisiana Revised Statute [\[APPENDIX B6: Legal Process for Adopting Standards\]](#). BESE is scheduled to meet in June 2010, at which

time LDOE will make recommendations for the adoption of the common core standards. BESE will make a motion to adopt the common core standards for ELA and math with implementation to occur within three years.

Between July 2010 and January 2011, LDOE content committees, WestEd and LDOE staff, will develop pre-K standards as well as grade/course-level standards for science and social studies aligned with the common core standards, where appropriate. In this way, we will accelerate the implementation of the common core by extending the expectations beyond math and ELA K-12 to pre-K, social studies and science. During this same time period, LDOE will hold an open RFP to develop, print and distribute standards posters and handbooks as well as other form of multimedia.

The final steps in this process will take place between May 2011 and April 2014. During this time, LDOE will administer a professional development program based on job-embedded and modeling best practices. The common core standards professional development will be conducted in coordination with the professional development associated with using data to drive instruction.

**(B)(2) Developing and implementing common, high-quality assessments (10 points)**

The extent to which the State has demonstrated its commitment to improving the quality of its assessments, evidenced by (as set forth in Appendix B) the State's participation in a consortium of States that—

- (i) Is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium's common set of K-12 standards (as defined in this notice); and
- (ii) Includes a significant number of States.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (B)(2):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a consortium that intends to

develop high-quality assessments (as defined in this notice) aligned with the consortium’s common set of K-12 standards; or documentation that the State’s consortium has applied, or intends to apply, for a grant through the separate Race to the Top Assessment Program (to be described in a subsequent notice); or other evidence of the State’s plan to develop and adopt common, high-quality assessments (as defined in this notice).

- The number of States participating in the assessment consortium and the list of these States.

*Recommended maximum response length: One page*

Louisiana has committed, via January 12, 2010 BESE action, to participate in the development of high-quality assessments with a consortium of 16 states (plus the District of Columbia) that includes: Arizona, District of Columbia, Florida, Georgia, Illinois, Indiana, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, New Jersey, New York, North Carolina, Pennsylvania, South Carolina, and Tennessee. The Memorandum of Agreement [[APPENDIX B7: Assessment Consortium MOA](#)] states the consortium’s intent is to execute a shared vision for common assessments that are internationally-benchmarked, build toward college and career readiness, measure a common core of standards, utilize technology for efficiency of delivery and scoring, and are cost efficient. An outcome of this shared vision will be a proposal for the federal Race to the Top Assessment competition in 2010 to develop and implement common, high-quality assessments aligned with the common core standards.

Louisiana has further committed to participate in a *second* consortium, led by Achieve, that will commit to pursuing the development and implementation of summative assessments that are aligned to the common core standards, that can be used within states as part of statewide assessment systems, and that will enable comparability of results across a maximum number of (26) states plus the District of Columbia. Participating states include: Alabama, Arizona, Arkansas, California, Delaware, District of Columbia, Florida, Georgia, Hawaii, Illinois, Indiana, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, New Hampshire, New Mexico, North Carolina, Ohio, Oklahoma, Pennsylvania, Rhode Island, Tennessee, Utah, and Wisconsin. A letter of confirmation is attached as [[APPENDIX B8: Achieve Assessment Consortium Confirmation](#)].

In the consortia, Louisiana will take a lead role in ensuring that the design and implementation of the common assessment fulfills our core goals of supporting student achievement and improving teacher effectiveness. To support our strategy, summative assessment results will be available within two weeks of test administration so they can be used to inform decisions about students and also to aid in the effective evaluation of teachers and schools. The tests will be vertically scaled to provide a clear picture of

annual student growth. We aim to extend the blueprint of the K-12 common assessment quickly to science and social studies so that we can ensure that we have a richer view of student progress and the effectiveness of teachers can be measured more reliably. We will also evaluate and implement developmentally-appropriate measures of progress for pre-K aligned to the common core to ensure students are on track at the earliest ages. We are firmly committed to the consortia and the rigorous timeline for adopting core assessments.

### **Reform Plan Criteria**

#### **(B)(3) Supporting the transition to enhanced standards and high-quality assessments (20 points)**

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards. State or LEA activities might, for example, include: developing a rollout plan for the standards together with all of their supporting components; in cooperation with the State's institutions of higher education, aligning high school exit criteria and college entrance requirements with the new standards and assessments; developing or acquiring, disseminating, and implementing high-quality instructional materials and assessments (including, for example, formative and interim assessments (both as defined in this notice)); developing or acquiring and delivering high-quality professional development to support the transition to new standards and assessments; and engaging in other strategies that translate the standards and information from assessments into classroom practice for all students, including high-need students (as defined in this notice).

*The State shall provide its plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length: Eight pages*

The Louisiana Education Reform Plan (Reform Plan) supports the statewide adoption and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments tied to the standards. Louisiana's standards and assessment system is within the top 10 in the country (Achieve, Inc.,

2007; Editorial Projects in Education Research Center, 2007; The American Federation of Teachers, 2008). However, Louisiana has learned that high quality standards and assessments alone are not enough to raise student achievement by significant levels. Research demonstrates that an aligned system of standards, assessments and curriculum improve student performance only if professional development is an integral part of that system (Briars & Resnick 2000; La Marca, Redfield, & Winter, 2000; Lauer, Snow, Martin-Glenn, Van Buhler, Stoutmeyer, & Snow-Renner, 2005).

### **(B)(3) GOALS**

The *Reform Plan* includes a comprehensive approach to implementing enhanced standards and high-quality assessments that has been broken down into 5 goals:

- Implement internationally-benchmarked common standards and high-quality assessments aligned to the standards to advance college and career readiness
- Extend the college and career expectations to science and social studies aligned with the common core standards
- Enhance the *Louisiana Comprehensive Curriculum* so that it is aligned to the new standards and assessments, including the development of a literacy and STEM-rich comprehensive curriculum for grades pre-K-12
- Develop and deliver high-quality, sustained research-based professional learning that will equip teachers with the content knowledge and pedagogical skills required to deliver the comprehensive curriculum and to analyze and use assessment data effectively
- Expand the Advanced Placement (AP) program for all Participating LEAs to increase rigor in high school and prepare students, especially poor and minority students, for entry-level college coursework expectations

These goals will be supported by the LDOE College and Career Ready Policy, which was developed in collaboration with the BOR, Bill and Melinda Gates Foundation, Achieve, and Ed Counsel – and adopted by BESE on January 12, 2010. Achieving these goals will require bold changes in our education policies and practices. However, through our experience, we have proven that we have the capacity, support, and leadership to promote bold changes and move best-in-class policies from development to enactment

to implementation. We are able to take these steps while maintaining a focus on evaluation, continuous improvement, sustainability and results.

To drive and inform state and local policy change in this area, we will amend our systems of standards, assessments, and accountability to align with college- and career-ready expectations for all students. We will adopt common core standards that are higher, clearer and fewer; internationally benchmarked; aligned with college- and career readiness; and promote both rigorous knowledge and the application of knowledge through higher-order skills. We will also adopt an aligned assessment system for measuring progress against the common standards that includes more valid summative assessments, and we will ensure that the common assessment system returns results with sufficient speed (within two weeks) to analyze results, determine teacher effectiveness, and take action to improve learning. We will integrate assessment results (including End of Course Testing) with teacher grading and reporting of grades to provide parents, students, and educators with a comprehensive picture of performance based on the standards. And we will build the capacity of LEAs to provide electronic portfolios for gathering assessment and grading data, and other student work.

Our Enhanced Assessment of Grade-Level Expectations (EAGLE), an online assessment for the four content areas, will be re-tooled to provide diagnostically useful data on the growth towards core mastery at least four times per school year in both tested and non-tested grades, and include formative components for daily and weekly assessment, practice, and feedback [\[APPENDIX B9: EAGLE\]](#). These enhancements will also include computer-adaptive features. Further, our *Comprehensive Curriculum* will be redesigned to focus on the common standards. Revisions will be made to ensure the model courses, instructional materials, and syllabi resources align not only with the common standards but with college-ready curriculum. These resources will be easily accessed through an online portal for use by districts, schools, and educators. The timeline below details the roll-out plan of the new common standards and assessments.

Additionally, we will raise awareness of the transition to the common standards by developing a communications plan that incorporates a marketing strategy for all stakeholders. The message will convey what the standards are, how they've improved, and how they will benefit students. LEAs will provide stakeholders with tactile experience using the new standards through various professional learning methods (see section D5). The *Teaching Improvement Cycle* (see section D5) will be used to help teachers

and their leaders, reflect on the use of the standards and assessments and their impact on student learning. The cycle enables practitioners to intervene to ensure that the standards and assessments are being used effectively. We will use Content Experts to advance teacher knowledge and use of the standards and assessments; but then, expand the network of teacher experts with the objective to have a Standards Content Expert Teacher in every school.

To accomplish the R2T goal of increasing college enrollment and the number of students who complete at least a year's worth of college credit, Louisiana will engage our community stakeholders with demonstrated experience. They will work with high school students in Participating LEAs where the graduation rate is sub-par to understand the importance of completing high school and attending and *completing* college. These groups, with the assistance of qualified vendors where necessary, will provide students with the individualized attention and planning resources tied to the common standards and assessments to successfully transition from high school to an institution of higher learning within two years or less of graduating from high school.

Finally, our accountability measures will be adjusted to align with college- and career-readiness expectations. Our school performance cut score for entrance into the Recovery School District (RSD) will increase from 60 to 75 (see section E2), and our value-added system used to judge teacher effectiveness will be expanded to incentivize high performance and more validly identify performance gaps.

**(B)(3) KEY ACTIVITIES/TIMELINE**

The *Louisiana Education Reform Plan* contains 7 key activities that will advance the transition to enhanced standards and high-quality assessments.

<b>Key Activity</b>	<b>Supporting Evidence</b>	<b>Action</b>	<b>Start Date</b>	<b>End Date</b>
Embed in the universities' and alternative teacher preparation curriculum the common core standards and Louisiana's newly aligned <i>Comprehensive</i>	Assurance from the Board of Regents to incorporate new standards and curriculum into pre-service programs	Develop matrices for the common core standards in English and mathematics to identify changes to teacher preparation curriculum.	July 2010	Dec. 2010

<p>Curriculum with accompanying assessments and instructional tools.</p>		<p>Revise and complete alignment matrices to support the transition from current standards for English/language arts and mathematics; develop alignment matrices for state standards for science and social studies.</p>	<p>Feb. 2011</p>	<p>July 2011</p>
		<p>Submit matrices and requests to change curriculum to the BOR and LDOE.</p>	<p>July 2011</p>	<p>Sep. 2011</p>
		<p>Attain approval from university curriculum committees to change the curriculum.</p>	<p>Oct. 2011</p>	<p>June 2012</p>
		<p>Implement changes to teacher preparation curriculum.</p>	<p>July 2012</p>	<p>Ongoing</p>
<p>Revise the <i>Louisiana Comprehensive Curriculum</i> based on the common core standards with greater emphasis on Literacy and Numeracy, postsecondary and workforce readiness, “21st century skills,” and STEM.</p>	<p>Curriculum that is clearly aligned with standards and assessments can increase student achievement and help to overcome the usual predictors of socioeconomic status, gender, race, and teacher quality variables that often create gaps in achievement (Wishnick, 1989). This alignment is a powerful indicator of academic achievement (Cohen, 1987) and can focus classroom activities and ensure a depth of coverage that will help students achieve mastery (Schmidt et al., 2001)</p> <p>The Louisiana Math Science Partnership (MSP) is the only</p>	<p>Present the College and Career Readiness Policy to BESE; BESE adopts the policy.</p>	<p>Jan. 2010</p>	<p>Jan. 2010</p>
		<p>Develop a crosswalk between the common core standards and the Louisiana GLEs for transition planning</p>	<p>April 2010</p>	<p>May 2010</p>
		<p>Convene ELA and math committees to review/verify the common standards; determine additional Louisiana standards (15 percent as judged necessary).</p>	<p>May 2010</p>	<p>May 2010</p>
		<p>Present to BESE the motion to adopt and <b>implement 100 percent of the common standards</b> for ELA and math; BESE adopts motion.</p>	<p>June 2010</p>	<p>June 2010</p>

<p>professional development currently provided on the comprehensive curriculum. The program has had a positive impact on student achievement in almost all grades and in all subjects. The percentage of students who scored at proficient or above is 9%-13% higher among participants than nonparticipants among regular education elementary school students and 12%-29% higher among special education middle school and high school students. <b>[APPENDIX B10: Math Science Partnership 2007 – 2008 Report]</b></p>	Align state science and social studies standards to the common core standards.	June 2010	Oct. 2010
	Adjust existing formative and summative assessments to align with 100 percent of the common core standards and Louisiana standards (15 percent as judged necessary).	July 2010	Jan. 2013
	Recruit and hire a mathematics coordinator to work with the mathematics standards, curriculum and PD development. (LDOE currently has coordinators for ELA, science and social studies).	July 2010	July 2010
	Develop and release RFP to develop, print and distribute GLE posters and handbooks as well as other multimedia during year two (2011 – 2012).	July 2010	Aug. 2010
	Present to BESE the motion to adopt and implement the science and social studies standards (aligned to the common standards).	Oct. 2010	Oct. 2010
	Revise the <i>Comprehensive Curriculum</i> , organizing the common standards (and additional state standards as judged necessary) so they form the basis for units of instruction; establish contracts with course developers, content area literacy strategy experts; develop curriculum guides that are	Jan. 2011	May 2012

		aligned to grade/course-level standards for grades pre-K-12, to include best practice/research-based methods and integrating literacy strategies, technology and Response to Intervention (RTI).		
Develop and provide research-based and grade/subject specific professional development to support the transition to the new pre-K-12 <i>Comprehensive Curriculum</i> and EAGLE, a state-managed, benchmark and formative assessment tool that includes various types of test items aligned with content standards. This will include development of additional instructional resources addressed in C3 action plan (e.g. online tutorials, enhanced scope and sequence documents) and student learning tools (e.g. model practice tests) that support academic achievement against the newly adopted international benchmarked standards Professional development will emphasize STEM content and pedagogy.	An aligned system of standards, assessments and curriculum will improve student performance only if professional development is aligned with and an integral part of that system. (Briars & Resnick, 2000)	Recruit and hire five regional teams of four content area experts (one each for ELA, math, science and social studies) to provide the extensive PD to the teachers in the Participating LEAs.	June 2010	July 2010
	Sustained professional development increases teacher effectiveness and classroom instruction in such a way as to increase achievement of low-achieving students. (Haycock, K., 1998)	Hold an open RFP to solicit a vendor/contractor that will assist with the development and implementation of professional development modules aligned with the common standards and additional Louisiana standards (15 percent as judged necessary), which will be delivered by content area experts. The work will begin in May 2011 and continue in years three and four.	July 2010	June 2011
		Plan and develop with PD vendor the 12 courses to be presented during year 3 (2012-13).	May 2011	June 2012
		Develop and deliver PD for revised CC aligned with the common standards and any additional Louisiana standards (30 PD workshops/12 courses	June 2012 June 2013 June 2014	April 2013  April 2014

		each year). PD will be job-embedded and include modeling and mentoring.		April 2016
<p>Expand the current End-of-Course (EOC) summative assessments in high school to determine post-secondary readiness. Louisiana will work to provide the infrastructure and technology necessary to support multiple EOC tests.</p> <p>(EOC assessments for Algebra I, Geometry and English II have already been developed and implemented)</p>	<p>End-of-course exams are an effective measure to determine student's college readiness as they can be carefully geared to identified standards and expectations for what will be taught in a college course. (Conley, D. 2007).</p> <p>End-of-course exams align directly to curriculum standards and courses students need to take for graduation and serve as a way to ensure consistency and rigor in classrooms within and across states, so that all students are exposed to a rigorous curriculum. (Pearson Education, Inc. 2007). EOC assessments maintain consistent curricular expectations and ensure a common quality standard, enable more in-depth assessment of the curriculum; and students understand that their engagement in coursework matters. (Education Commission of the States, 2008). EOC assessments are considered more rigorous. (College and Career Readiness Policy Report, 2009)</p>	<p>Complete the replacement of the Graduate Exit Exam with the EOC test aligned with the common core standards. Develop new EOC tests, aligned with the common core standards, which can be used for college entrance or college placement (e.g., algebra II, chemistry). Implement the biology EOC test and test item development and field-testing for English III.</p>	July 2010	June 2011
		<p>Implement the English III EOC test and begin item development and field-testing for American history.</p>	July 2011	June 2012
		<p>Implement the American history EOC test.</p>	July 2012	June 2013
		<p>Develop new EOC tests that will be used for college entrance or college placement (e.g., algebra II, chemistry).</p>	July 2011	June 2015

<p>Increase Advanced Placement (AP) courses offered to students in traditional settings and via the Louisiana Virtual School (LVS); and provide corresponding professional development.</p> <p>Students in Participating LEAs will be required to take the AP exam for these respective courses.</p> <p>This comprehensive AP initiative will include intense teacher training, money for supplies, technical support from LVS, policies that mandate high schools add ONE AP course per year for four years, and money to pay for student exams. Teachers will use assessment data to identify students who have potential to benefit from AP, especially minority students.)</p>	<p>Participation in AP courses successfully prepares more students, especially minority student populations and females, for success in STEM disciplines (Gonzalez, E. O'Connor, K., &amp; Miles, J., 2000).</p>	<p>During year one, the AP coordinator will recruit schools or universities in each region of the state to be College Board-approved training sites for AP and pre-AP teachers; partner with College Board to train the instructors for these sites.</p>	<p>April 2010</p>	<p>June 2011</p>
	<p>Students who take AP courses and score 3 or above on the exams are more likely to perform well in college and earn a degree, regardless of race, gender or socio-economic status (Wakelyn, 2009; Willingham and Morris, 1986)</p>	<p>Provide AP courses through the LVS AP Academy (for schools lacking in resources). These virtual offerings will be filled with the best of interactive and quality online coursework; maintain 100 seats for each of four years.</p>	<p>July 2010</p>	<p>June 2014</p>
	<p>Students who participate in AP math and science outperform students in these subject areas from nearly all other nations (Gonzalez, E. O'Connor, K., &amp; Miles, J., 2000) <a href="#">[APPENDIX B11: AP International Ranking Chart]</a></p>	<p>Seek legislation to procure state funds for AP test fees for students taking AP courses</p>	<p>Feb. 2011</p>	<p>June 2011</p>
		<p>Provide training for 200 teachers of pre-AP and AP courses at training sites around the state. Require every high school to offer at least one AP course beginning in 2011-2012.</p>	<p>July 2011</p>	<p>June 2012</p>
		<p>Increase the number of AP courses offered each year until every school is offering at least four AP courses.</p>	<p>July 2011</p>	<p>June 2014</p>
		<p>Increase the course offerings (e.g., engineering course), professional development, and franchise courses provided by Louisiana AP Academy.</p>	<p>July 2011</p>	<p>June 2012</p>

		Provide training for 400 teachers of pre-AP and AP courses at training sites around the state.	June 2012	Aug. 2012
		Provide training for 600 teachers of pre-AP and AP courses at training sites around the state and maintain the 100 seats for AP at LVS (State-funded training will continue for several years to build the capacity of schools to offer AP and pre-AP courses.)	June 2013	Aug. 2014
Support accelerated early learning by implementing a developmentally appropriate <b>pre-K curriculum that aligns with the common standards</b> and focuses on research-based approaches and all areas of development, especially on the early language, cognitive, and pre-reading skills that prepare children for continued school success.	Early learning guidelines for infants and toddlers, which focus attention on the learning and development that takes place during the infant-toddler period, serve as a basis for infant-toddler policy initiatives, and provide a foundation or “starting point” for professional development (Scott-Little, C., Kagan, S.L., Frelow, V.S., & Reid, J., 2008). Louisiana early learning guidelines include: - <i>LA Early Learning Standards at</i> - LA pre-K Program Guidelines - Early Childhood Approaches to Learning - LA pre-K and K Portfolio Assessment Guide	Align the pre-K standards with the common core standards.	July 2010	July 2010
		Present to BESE the motion to adopt and implement the revised pre-K standards aligned with the common core standards. BESE adopts motion.	Aug. 2010	Aug. 2010
		Adjust the pre-K <i>Comprehensive Curriculum</i> to ensure alignment with the common core standards; include the best practice/research-based methods.	Aug. 2010	Jan. 2011
Participate in consortia of states to develop common high-quality assessments that align with the common core standards. By no later than	<b>[APPENDIX B7 and B8 – SIGNED Assessment Consortium MOA and Achieve Confirmation]</b>	Join consortia of states that are working jointly to develop and implement common, high-quality assessments aligned with the common standards. <b>Race to the</b>	Jan. 2010	Jan. 2013

<p>the adoption of these new assessments, LDOE commits to providing summative assessment data to districts within two weeks of the completion of the tests.</p>	<p>Louisiana currently administers online EOC tests and returns students' scores within 48 hours.</p>	<p><b>Top funds will not be used to create summative assessments.</b>  In particular, Louisiana will:</p> <ul style="list-style-type: none"> <li>• Initiate development of subject area, and grade-level, and End-of-Course assessments (stated in B2)</li> <li>• Develop test designs and performance level descriptions; define the characteristics of a technology platform that would include item bank with formative, interim, and summative layers that captures item statistics/characteristics</li> <li>• Release an RFP for platform and evaluate submissions</li> <li>• Recruit test items from NAEP, TIMSS, and PISA for the item bank</li> <li>• Build common summative assessments using shared selected-response and short answer test items</li> <li>• Work with consortia to apply for funds through the Race to the Top assessment competition to develop summative assessments</li> </ul>		
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		Louisiana will supplement common assessments with additional items measuring additional content (stated in B2).	Jan. 2010	Ongoing
		Louisiana will continue to develop summative assessments to include additional grade levels and subject areas, including those not currently tested. These assessments will include computer-adaptive assessments, expanding Louisiana's large base of currently computer-adaptive assessments.	Jan. 2012	Ongoing

**Responsible Parties**

Scott Norton – Assistant Superintendent, Office of Student and School Performance, LDOE

Jill Slack – Director, Literacy and Numeracy Initiative, LDOE

Nancy Beben – Director, Division of Curriculum Standards, LDOE

Carolyn Sessions – Standards and Curriculum Projects Coordinator, LDOE

Debbie Schum – Executive Director, High School Redesign, LDOE

Jeanne Burns – Associate Director of Teacher Education Initiatives, Louisiana Board of Regents

Jean May-Brett – Director, Louisiana Math-Science Partnership, LDOE

<b>Performance Measures</b> Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Number of educators trained as facilitators to redeliver professional development on the Comprehensive Curriculum	0	360	360	540	540
Number of teachers attending PD on the Comprehensive Curriculum	22	4000	4000	4000	4000
Percentage of schools offering four or more AP courses		15%	25%	50%	100%
Percent of high school graduating cohort earning three or more on at least one AP exam	3.7%	4%	8%	12%	15%

**(C) Data Systems to Support Instruction (47 total points)**

**State Reform Conditions Criteria**

**(C)(1) Fully implementing a statewide longitudinal data system (24 points – 2 points per America COMPETES element)**

The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice).

*In the text box below, the State shall describe which elements of the America COMPETES Act (as defined in this notice) are currently included in its statewide longitudinal data system.*

Evidence:

- Documentation for each of the America COMPETES Act elements (as defined in this notice) that is included in the State’s statewide longitudinal data system.

*Recommended maximum response length: Two pages*

Louisiana’s longitudinal data system (LDS) fulfills and fully implements all criteria identified in the 12 elements of the America COMPETES Act. Additionally, Louisiana is one of 11 states that have all 10 Essential Elements of a high-quality LDS (Data Quality Campaign, 2009). Meeting the elements will enable Louisiana to move rapidly towards the data integration and infrastructure investments outlined in sections C2 and C3, as our state seeks to ensure every child is taught by an effective teacher and every teacher is supported by an effective leader.

America COMPETES Element	Included in Louisiana's LDS
<p><b>(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system.</b></p> <p><i>NOTE: Louisiana has all the data elements needed to create an LDS; however, this data is stored in separate information systems. Generated IDs are incorporated into primary data systems such as the Student Information System and testing files. Generated IDs are used in the majority of these systems. The centralized LDS being deployed now will attach system generated IDs to all student data.</i></p>	√
<p><b>(2) Student-level enrollment, demographic, and program participation information.</b></p> <p><i>NOTE: Student information systems are maintained at the LEA. State law mandates collection of student information from the LEAs via a prescribed interface schedule.</i></p>	√
<p><b>(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs.</b></p> <p><i>NOTE: The Louisiana Department of Education (LDOE) works closely with higher education through the Board of Regents to exchange data on students outside the P-12 system <a href="#">[APPENDIX C1: Multi-Agency P20 Data System Collaborative Agreement]</a>.</i></p>	√
<p><b>(4) The capacity to communicate with higher education data systems.</b></p> <p><i>NOTE: See #4</i></p>	√
<p><b>(5) A State data audit system assessing data quality, validity, and reliability.</b></p> <p><i>NOTE: Louisiana has diagnostic checks in its primary data collection systems that validate against attendance, exit codes, free and reduced lunch, and all other main elements. Systems are audited by legislative auditors.</i></p>	√
<p><b>(6) Yearly state assessment records of individual students.</b></p> <p><i>NOTE: The LDOE contracts with third-party testing companies for the official state tests. The vendors provide student level assessment records to the LDOE, districts and parents or guardians.</i></p>	√

<p><b>(7) Information on students not tested, by grade and subject.</b>  <i>NOTE: The testing vendors provide this student information to both the LDOE and the LEAs directly.</i></p>	√
<p><b>(8) A teacher identifier system with the ability to match teachers to students.</b>  <i>NOTE: Currently, Louisiana has an October 1<sup>st</sup> data collection schedule that allows matching between teachers, students, and courses.</i></p>	√
<p><b>(9) Student-level transcript information, including on courses completed and grades earned.</b>  <i>NOTE: Louisiana's Student Transcript System currently collects all transcript information, including college and vocational information for grades 9-12.</i></p>	√
<p><b>(10) Student-level college readiness test scores.</b>  <i>NOTE: Louisiana collects college readiness test scores (ACT data).</i></p>	√
<p><b>(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework.</b>  <i>NOTE: See #3</i></p>	√
<p><b>(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education, including whether students enroll in remedial coursework.</b>  <i>NOTE: See #3</i></p>	√

**Reform Plan Criteria**

**(C)(2) Accessing and using State data (5 points)**

The extent to which the State has a high-quality plan to ensure that data from the State's statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (e.g., parents, students, teachers, principals, LEA

leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.<sup>4</sup>

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length: Two pages*

Our status as a national leader in the use of information to improve instruction (Editorial Projects in Education Research Center, 2009) demonstrates we share the beliefs of Arne Duncan, Secretary of the US Department of Education, when he remarked at the Fourth Annual Institute for Educational Sciences Research Conference in June 2009, “I am a deep believer in the power of data to drive our decisions. Data gives us the roadmap to reform. It tells us where we are, where we need to go, and who is most at risk”.

Louisiana ranked second among 50 states in how we measure education progress (Blum, 2009) and is one of two states that have the ability to reliably link student performance to individual teachers and leaders (Anderson, 2009). The effectiveness of teachers matters because there is a significant body of evidence indicating that among all school resources, teachers have the greatest impact on student achievement (Goldhaber, 2006). A robust longitudinal data system is essential to schools’ and districts’ monitoring the effectiveness of their teaching staff and its impact on student performance (Data Quality Campaign, 2009).

Louisiana’s LDS currently informs school, district, and state performance as it relates to student achievement; college-readiness; and will provide a critical information feed into our Instructional Improvement System (described in section C3) and our Human Capital Information System (described below and in section D2). Race to the Top will not only allow us to increase access to these data, but also increase the type of data that is collected.

One of the most recent uses of LDS data has come through the state’s **Value-Added Teacher Preparation Program Assessment Model (TPPAM)**, an example of our state’s demonstrated capacity to link student performance data to teacher

<sup>4</sup> Successful applicants that receive Race to the Top grant awards will need to comply with the Family Educational Rights and Privacy Act (FERPA), including 34 CFR Part 99, as well as State and local requirements regarding privacy.

effectiveness to inform decisions regarding educational policy and programs. TPPAM assesses the average effect of new teachers from teacher preparation programs on students' educational attainment taking student, class, and school factors into account [[APPENDIX A2: 2009 Value-Added Report](#)].

Louisiana's **Value-Added Assessment Initiative for Schools and Teachers** will compare students' performance on the current year's summative assessment (LEAP or iLEAP) with scores for prior years, incorporating critical factors such as student disabilities. The results for all students, teachers, and schools in tested grades will be combined to identify classes, schools, and educational programs where student achievement is unusually strong or weak. This initiative is being led by Dr. George Noell, a recognized national leader in value-added assessment. These results will give educators objective data that can guide decisions regarding instruction, professional development, school improvement initiatives, and personnel assignments. The **Curriculum Verification and Results Reporting Portal (CVRP)** lies at the heart of Louisiana's Value-Added Assessment Initiative for Schools and Teachers. CVRP is a web-based portal that allows teachers and principals to verify that teacher-student links are accurate prior to the data being used in analyses examining achievement outcomes [[APPENDIX C2: CVRP Overview and Screen Shots](#)]. After analyses have been completed, teacher-student achievement outcome reports will be placed in CVRP for teacher, principal and superintendent access. The reports display, via a user code, a teacher's teacher-student achievement outcome for *each* content area and, if applicable, results for specific student groups, e.g., high-achieving, low-achieving, students with disabilities, English language learners, etc. Eventually, the functionalities offered through CVRP will be folded into the more comprehensive Human Capital Information System (HCIS; described in section D2). Louisiana is piloting CVRP in 16 schools from 11 different LEAs this winter. A second pilot, testing CVRP in 20 LEAs, is slated to begin Spring 2010. Statewide access to value-added assessment data on teachers is expected to be available for all LEAs in 2012.

**The Human Capital Information System (HCIS)** will be built over the next couple of years as the repository of the vast amount of human capital data that will be collected as the *Louisiana Education Reform Plan* is implemented. This includes storing existing human capital data like certification and value-added effects, as well as newly-collected teacher evaluation, placement, distribution, promotion, and compensation data, etc. HCIS will be accessed through the same interface as the Instructional Improvement System (IIS; described in section C3), so that teachers, leaders, administrators, and all other relevant stakeholders will

have real-time access to teacher effectiveness data and can clearly see the links between that effectiveness and student achievement. These data will also guide the execution of the Comprehensive Performance Management System (CPMS) outlined in section D2.

The **Annual Student Progress Report** produced by LDOE will, for the first time, give key stakeholders access to data from our LDS in a clear and concise way. The Progress Report will use important student indicators (attendance, achievement, discipline records, etc.) to let parents, teachers, and school leaders know whether a student is on-track or at-risk for meeting major milestones (promotion, graduation, grade-level expectations, etc.).

Teachers, leaders, administrators, researchers and other stakeholders will have unprecedented access to this and other data through the linked HCIS and IIS. LDOE is also eager to share this information with researchers and relevant stakeholders to identify practices that are most effective in educating *ALL* students, particularly those practices that are effective in closing the achievement gap. This is further evidenced through our willingness to partner with numerous state agencies in the creation of a **P-20 LDS**.

### **(C)(2) GOALS**

To increase access to and use of statewide longitudinal data, the *Louisiana Education Reform Plan* will:

- Increase the timely exchange and integration of multi-system P-20 LDS data within LDOE and among statewide agencies
- Strengthen the link between student achievement data and teacher effectiveness through continued use of the Value-Added Teacher Preparation Program Assessment Model and the Value-Added Assessment Initiative for Schools and Teachers
- Consolidate statewide human capital data into one central repository (HCIS)
- Create an information reporting mechanism to provide users with highly accessible, clear information to facilitate instructional, intervention, program evaluation and policy decisions (e.g., CVRP reports; HCIS reports; and the Annual Student Progress Reports).

**(C)(2) KEY ACTIVITIES/TIMELINE**

The *Louisiana Education Reform Plan* contains 4 key activities:

Key Activity	Action	Start Date	End Date
Expand and adapt P-20 LDS to integrate existing LDOE systems with external state agency data <a href="#">[APPENDIX C1: Multi-Agency P20 Data Systems Collaborative Agreement]</a>	Create a centralized longitudinal data repository linking new and existing student, teacher and school data currently housed in multi-systems; Test the various system access tools to be used by LEAs, researchers and other parties to gain access to the data.	Jan. 2010	Dec. 2011
	Increase the timeliness of P-20 data exchanged and reported with agencies outside of LDOE.	June 2010	Aug. 2012 and ongoing
Complete testing and full-scale implementation of the Curriculum Verification and Reporting Portal (CVRP) used to provide a value-added index for each teacher	Complete current 16-school pilot roll-out of CVRP providing value-added index for teachers.	Sep. 2009	July 2010
	Conduct pilot of CVRP with 15-20 Participating LEAs.	Aug. 2010	July 2011
	Conduct full-scale roll-out of CVRP across the state.	Aug. 2011	July 2012
Design a reporting mechanism where key stakeholders can access LDS data and information	Develop analytic models to predict student success.	June 2010	Oct. 2010
	Design web-based portal for key stakeholders to access student information.	Aug. 2010	Dec. 2010
	Develop features and format of Annual Student Progress Report that can be distributed to parents.	Oct. 2010	Jan. 2011
	Provide training and technical support to key stakeholders using the web-based reporting portal.	Mar. 2011	Ongoing
	Disseminate and continuously improve the Annual Student Progress Report.	Annually	Ongoing
Integrate human capital data into a comprehensive HCIS to gather data on vacancies, recruitment, selection, staffing, educator effectiveness, formative and summative assessment of educator performance, compensation, retention, promotion, tenure and	Specify high-level requirements for HCIS; identify gaps between requirements and current IT systems; issue RFP and secure proposals.	April 2010	June 2010
	Link HCIS with CPMS and its feeder CVRP model to enable individual teachers the capability to analyze their value-added score from which they can address the specific needs of students in their class based on growth data.	June 2010	Ongoing

release. Monitor and track data to ensure equitable distribution of effective staff and alignment between effectiveness and LEA actions including analysis of data in relation to learning environment indices.	Select HCIS vendor(s); confirm user requirements, design information system, build information system aligned to other human capital work.	June 2010	June 2011
	Build HCIS components, e.g., usage specifications, reporting requirements, division of responsibilities, protocols, etc.	June 2010	June 2011
	Create reporting requirements and provide training.	April 2011	June 2011
	Pilot data system with participating LEA(s); adjust from pilot.	Sep. 2011	April 2012
	Test and refine data system.	April 2012	June 2012
	Launch data system in all participating LEAs; provide training, maintenance support.	Sep. 2012	Ongoing
	Disseminate HCIS data, e.g., data on retention rates and release rates for highest and lowest performing teachers; no. of students reached by each teacher; distribution of highly effective teachers to high priority schools; and trends regarding staff performance over time.	June 2013	Ongoing
	LDOE will create monitoring and support activities based on analysis of HCIS outputs; i.e., correlation between student outcomes and evaluation data, mutual consent hiring, tenure decisions, compensation reform.	June 2012	Ongoing

**RESPONSIBLE PARTIES**

George Noell – Executive Director, Strategic Research and Analysis, LDOE

Jacob Landry – Special Advisor to the Superintendent, LDOE

<p><b>Performance Measures</b> Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.</p>	<p>Actual Data: Baseline (Current school year or most recent)</p>	<p>End of SY 2010-2011</p>	<p>End of SY 2011-2012</p>	<p>End of SY 2012-2013</p>	<p>End of SY 2013-2014</p>
<p>Statewide LDS which includes all elements in the America COMPETES Act (PL-110-69)</p>	<p>All data elements are in place. Design for a singular, centralized integrated LDS containing data from multiple systems and agencies is in design stage.</p>	<p>50% or more of the State's targeted longitudinal data will be loaded and available to internal users.</p>	<p>100% percent of the State's longitudinal data will be loaded and accessible.</p>	<p>LDS will be fully operational. Accessibility and performance benchmarks will have been set; continuous system improvement throughout the year.</p>	<p>On-going, continuous improvement to the reporting capacity based on user need.</p>
<p>Provide stakeholders' access to interagency P-20 data in the state's LDS e.g., longitudinal data from educational, social service, corrections, health, and workforce systems</p>	<p>Data exists in all identified systems; centralized repository does not exist; system in design.</p>	<p>Select vendor; complete design; begin building centralized system; pilot test system in select participating</p>	<p>Conduct full-scale systems roll-out in participating LEAs.</p>	<p>Complete roll-out for all LEAs.</p>	

		LEAs.			
<p>Provide access to student level information for all students returning to public school from the previous year</p> <p>(The reporting tool will allow users access to: attendance, school changing, discipline, disability, and test performance. An annual student progress report will contextualize the information to help parents and educators understand how likely students with similar data in the past have been able to achieve major proximal educational milestones.)</p>	Current system lacks the inter-connectivity.	Provide data access and Annual Student Reports for 90 percent of all returning public school students in Participating LEAs.	Provide data access and Annual Student Reports for 100 percent of all returning public school students in Participating LEAs.	Provide data access and Annual Student Reports for 100 percent of all returning public school students in all LEAs.	
See Section D2 for performance measures associated with the implementation of the Human Capital Information System (HCIS).					

**(C)(3) Using data to improve instruction (18 points)**

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan to—

- (i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;
- (ii) Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and
- (iii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of

instructional materials, strategies, and approaches for educating different types of students (e.g., students with disabilities, English language learners, students whose achievement is well below or above grade level).

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note the location where the attachment can be found.*

*Recommended maximum response length: Five pages*

**(i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;**

Ensuring effective teachers in every classroom requires both data about teachers and data for teachers. The combination of these two data sets can prove to be invaluable at improving instruction and academic outcomes for students, and continually increasing teacher effectiveness. Although our LDS is a powerful tool that informs many areas of work statewide, we recognize that it does not provide the type of data needed to inform instruction on a week-by-week, month-by-month basis. If teachers have the information that helps them confidently identify the root of educational challenges and monitor student progress, they can more readily adjust course and meet the specific needs of their students.

Research demonstrates that dual implementation and alignment of a benchmark system and Response to Intervention (RTI) increase teacher and leader effectiveness and improve decision-making (Callendar, 2007). The Recovery School District (RSD) and our network of High-Poverty High-Performing (HPHP) schools are exemplars at providing teachers with on-site support, timely reports, analytic tools, and planning teams to inform instructional decisions. Yet surveys of other schools and LEAs throughout the state indicate that there is a lack of uniformity and quality among the various Instructional Improvement Systems (IIS) implemented. The *Louisiana Education Reform Plan* calls for significant upgrades to EAGLE, our online formative assessment tool. New functionalities will include a benchmark system, aligned with common core and state standards and our *Comprehensive Curriculum*, and online formative assessments. Participating LEAs have agreed to implement an IIS that includes benchmarking and formative

assessments, though they retain the option of purchasing one from a pre-qualified (by LDOE) vendor. The State's goal, however, is to build EAGLE to a level of functionality that rivals what is offered elsewhere. Providing access to all LEAs could dramatically reduce instructional costs statewide.

The rich formative assessment data collected through EAGLE and other qualified systems, along with information from the multitude of other statewide data systems, will feed into a 21<sup>st</sup> Century IIS that will provide teachers with rapid access to achievement data. Analyzing these data is often the most difficult component of the instructional improvement continuum, which is why Louisiana's system will include an interface that uses technology to chart trajectories of student achievement, draws conclusions on outcomes, and recommends specific student and standard-centered interventions. A social networking component of the system will allow teachers to share resources such as unit and lesson plans, videos of effective teaching, and specific feedback on student achievement results.

Louisiana's IIS will integrate seamlessly with HCIS (described in Section C2) to provide teachers with frequently-updated effectiveness information, allowing them to more readily identify areas of instructional weakness and opportunities for professional development. This interface will use technology to draw conclusions about teacher needs based on evaluation and student achievement data and will provide concrete recommendations for professional development related to those needs [\[APPENDIX C3: HCIS Teacher\]](#). HCIS will provide teachers with more data on their own effectiveness than they've ever had; and it will show them specific opportunities for improvement. In the same vein, leaders and administrators will be able to access this effectiveness data in a revolutionary way [\[APPENDIX C4: HCIS Administrator\]](#).

Each of these systems will significantly enhance the ability of school, district, and state leaders to monitor student achievement and teacher effectiveness in individual classrooms and schools [\[APPENDIX C5: HCIS\\_IIS Administrator\]](#), and will give School Support and Recovery Teams (described in section E2) more powerful tools for monitoring progress and identifying the needs of those schools in turnaround [\[APPENDIX C6: HCIS\\_IIS Turnaround\]](#). It would also allow state administrators to quickly access information relative to a school's or LEA's progress toward the nine state outcome goals. Through Race to the Top, Louisiana would become a trailblazer in the combination and availability of useable data – to this date, *no* state has attempted to design such a comprehensive system.

**(ii) Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and**

Evidence from RSD and our HPHP schools shows us is that establishing a professional culture rooted in data analysis requires a substantial amount of coaching and professional development. Additionally, although one hallmark of our IIS will be its intuitiveness and ease-of-use, we estimate that some level of technical professional development will be necessary.

Job-embedded professional development is essential to the effective implementation of IIS and HCIS. Participating LEAs have agreed to provide this, which generally includes opportunities during the school day for teachers to reflect on student achievement data and collaborate to adjust and improve their instructional practices based on the data. To do this, LDOE will train Participating LEAs to incorporate the use of EAGLE, IIS and HCIS in the *Teaching Improvement Cycle* (described in Section D5). This includes training LEAs on using IIS to drive Response to Intervention (RTI) – the practice of providing high-quality instruction and intervention matched to student needs, using learning rate over time, and reviewing levels of performance to make important educational decisions regarding practice and policy.

Training will begin with the creation of a common scope and sequence – a schedule of assessed standards and assessment calendar, which includes time for planning what to teach, administering assessments, analyzing data, implementing instructional action plans and reflecting upon re-taught skills for Participating LEAs that take part in the initial pilot. LDOE will then train support leaders at a 1:7 coach to school ratio. These coaches would then be responsible for the training and implementation of the common scope and sequence at the schools falling under their purview. Technical training will be provided simultaneously to ensure that all relevant stakeholders have the ability to access all functionalities of EAGLE and IIS.

**(ii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with**

**which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (e.g., students with disabilities, English language learners, students whose achievement is well below or above grade level).**

The systems integration described above [[APPENDIX C7: Race to the Top LDS\\_HCIS Systems Map](#)] and their related reports, will have a transformative effect on our state's educational system by significantly increasing access to and use of student, teacher, and leader data in the evaluation of state, district and school policies, programs and professional development. Louisiana's ability to link student test data to individual teachers makes this data set incredibly rich. LDOE is eager to work collaboratively with researchers and other stakeholders to identify practices and policies that are most effective in educating *ALL* students, particularly those practices that are effective in closing the achievement gap.

### **(C)(3) GOALS**

Louisiana seeks to ensure that teachers and leaders have access to and use the types of data they need to continually increase effectiveness and drive instruction by:

- Providing Participating LEAs with an enhanced benchmark system that includes formative assessments
- Building an instructional improvement system that utilizes technology to help teachers and leaders analyze student achievement data and make decisions to drive instruction
- Integrating IIS with the HCIS so that teachers and leaders clearly see the link between student achievement and teacher effectiveness, and can use data to drive increases in both
- Providing training and support to teachers and leaders that permits analysis of student achievement data and successful implementation of RTI
- Providing technical professional development on the use of EAGLE, IIS and HCIS to ensure Participating LEAs utilize all of their capabilities

**(C)(3) KEY ACTIVITIES/TIMELINE**

The *Louisiana Education Reform Plan* contains 4 key activities which will advance the use of data to improve instruction:

Key Activities	Supporting Evidence	Actions	Start Date	End Date
Expand the existing LDOE EAGLE test item system to include additional benchmark assessment capabilities aligned to the new standards and, for LEAs interested in using another benchmark system, pre-qualify other high-quality benchmark vendors. Approved benchmark systems must have the capacity to a) measure mastery of recently taught skills and concepts b) compare the results to those of other students/schools taking the same set of assessments, c) easily conduct assessments that are designed to be administered during a regular school day and class time and provide immediate feedback.	Benchmarking is one of the most effective tools utilized at the local level to provide educators with resources needed to improve instruction. A survey of LEAs revealed that there were numerous assessments in use throughout the state.  Expansion of the EAGLE benchmark system across the state will allow data to be compared and assessed statewide and integrated into the centralized P-20 LDS. All of this data will be available to researchers.	Align current EAGLE items with the common core standards. (An organization currently under contract will perform these duties.)	June 2010	Dec. 2010
		Annually develop additional EAGLE test items to measure the new standards.	July 2010	Dec. 2013
		Develop all accompanying EAGLE test materials (e.g., test forms, reference sheets, and manuals) for administration of benchmark assessments, adding courses and/or grade levels each year. A minimum of six test forms will be constructed for each grade/subject. Accommodated test forms (e.g., read aloud, large print) will be developed for all subjects per LDOE policy to assist and support high-needs students.	Jan. 2011	June 2014
		Use EAGLE benchmark system to determine criteria to pre-qualify other benchmark systems to ensure a consistent state model.	July 2010	Oct. 2010
		Pre-qualify other benchmark systems based on criteria.	Feb. 2011	On-going
		Develop EAGLE project-based tasks and related materials to enhance student higher-order thinking skills, organization and communication skills, and teamwork skills. Tasks may include research projects, hands-on tasks such as science experiments, compositions on current issues/topics, etc. An online	July 2010	Feb. 2014

		communication function will be developed to help students receive instruction and assistance from teachers, parents, or experts.		
		Develop online functions that allow districts and schools to administer EAGLE benchmark assessments, which include a secure browser and online functions that provide a secure environment for test administrations (four to six times during a school year). The online functions will allow districts to assign tests to schools and collect data. The contractor will also develop online functions that allow teachers to enter daily or weekly instructional objectives/targets (e.g., GLEs), that help teachers track their instructional coverage, and that provide recommendations to teachers for instructional improvement.	Mar. 2011	June 2011
		Develop instructional resources that align with new standards and curriculum. Teachers may use the resources to improve their instruction that meet student needs based on student performance on benchmark tests.	May 2011	May 2014
		Conduct hands-on training workshops to districts and schools. The hands-on workshop will inform participants on how to use the EAGLE benchmark system, how to apply the best practices of benchmark/formative assessments, and how to interpret test results. The primary audience will be district and school test coordinators and teachers.	June 2011	June 2014

Build an IIS that integrates formative assessment data from EAGLE and other qualified vendors, other data from the statewide LDS, and integrates seamlessly with HCIS.		Hold an open RFP to find a vendor to build the IIS.	July 2010	Sep. 2010
		Design, develop and test IIS.	Oct. 2010	July 2011
		Pilot IIS with select Participating LEAs.	Aug. 2011	Aug. 2012
		Roll IIS out to all Participating LEAs.	Aug. 2012	Aug. 2013
		Conduct hands-on training workshops to districts and schools. The hands-on workshop will inform teachers, school leaders and administrators on how to use IIS. Align IIS trainings with training on EAGLE where applicable.	Aug. 2011	Aug. 2014
		Make IIS available to all LEAs statewide.	Aug. 2014	Aug. 2015
Provide training and on-site support for the implementation of RTI. With RTI, schools can identify students at-risk for poor outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on students' responsiveness. Once the IIS is developed, it will become central to RTI delivery.	The emphasis of RTI is to provide early intervention and targeted instruction for at-risk students. Numerous studies demonstrate that an RTI framework can benefit students by addressing academic difficulties in an individualized and timely way (Mellard, Byrd, Johnson, Tollefson, and Boesche, 2004).	Review Louisiana's RTI technical assistance plan.	Jan. 2010	Mar. 2010
		Develop a centralized portal on LDOE website to store current and future RTI resources to facilitate information sharing with educators and researchers	April 2010	
		Conduct RTI Needs Assessment of selected Participating LEAs; analyze results.	July 2010	
		Develop and disseminate RTI framework to Participating LEAs; including: activities, policies, roles/responsibilities, definitions, parental roles and guidance on how to sustain impact.	July 2010	
		Develop a professional development plan to support RTI implementation.	July 2010	Aug. 2010
		Implement RTI with select group of Participating LEAs. Districts selected will vary in size and geography.	Aug. 2010	Aug. 2011
		Create partnerships with Higher-Ed and alternative teacher preparation programs to incorporate RTI into pre-service curriculum.	Jan. 2011	Dec. 2011

		Implement RTI in remaining Participating LEAS.	April 2011	On-going
<p>Develop teachers' and leaders' capacity to use IIS to analyze and adjust practice based on achievement data.</p> <p>(Use <i>Teaching Improvement Cycle</i> described in Section D5)</p>	<p>Effective teaching requires using data to inform instruction (Allington and Johnston, 2000; Ladson-Billings, 1994; Pressley et al. 2001; Ruddell, 1995; Taylor, Pearson, Clark and Walpole, 1999). Planned use of data is a key characteristic of schools with high student achievement (Snipes, J., Doolittle, F., and Herlihy, C., 2002).</p>	<ul style="list-style-type: none"> <li>• Release RFP to solicit &amp; select vendor to develop &amp; implement professional development.</li> <li>• Identify small group of Participating LEAs to receive P.D; Pilot group will vary in size and geography.</li> </ul>	May 2010	July 2010
		Create common scope and sequence – a schedule of assessed standards and assessment calendar, which includes time for planning what to teach, administering assessments, analyzing data, implementing instructional action plans and reflecting upon re-taught skills.	Aug. 2010	
		Identify school leadership teams of 4+ educators: lead, logistics head and content area leaders.	Aug. 2010	
		Recruit and train LEA support leaders at a 1:7 coach to school ratio.	Sep. 2010	
		Organize six intra-LEA meetings to train school/instructional leaders on the data driven instructional process.	Oct. 2010	June 2011
		Organize three individual school meetings to assess the implementation of the data driven instructional process, based on a set of predetermined performance rubrics.	Aug. 2010	June 2011
		Continue program in existing Participating LEAs, but with slightly less support. Implement full support program in remaining Participating LEAs.	July 2011	On-going

		Continue training on using and analyzing data incorporating newly implemented IIS.	Aug. 2011	On-going
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**RESPONSIBLE PARTIES**

Nancy Beben – Director, Division of Curriculum Standards, LDOE  
 Fen Chou – Education Research Analyst Manager, LDOE  
 Jacob Landry – Special Advisor to the Superintendent, LDOE  
 Diana Jones – Coordinator, Response to Intervention, LDOE

<b>Performance Measures</b> Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Number of Log-ins to EAGLE	350,000	750,000	1.1 M	1.5M	2M
Number of Completed Tests by Students	220,000	470,000	670,000	970,000	1.2M
Number of Test Forms for Benchmark Assessments	0	30	80	130	180
Percentage of Participating LEAs adopting the state's IIS	0	0	20%	60%	80%
Percentage of Participating LEAs implementing RTI	0	10%	30%	65%	100%
Percentage of participating LEAs providing professional development on data-driven instruction	0	10%	30%	65%	100%

**(D) Great Teachers and Leaders (138 total points)**

**State Reform Conditions Criteria**

**(D)(1) Providing high-quality pathways for aspiring teachers and principals (21 points)**

The extent to which the State has—

- (i) Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;
- (ii) Alternative routes to certification (as defined in this notice) that are in use; and
- (iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (D)(1)(i), regarding alternative routes to certification for both teachers and principals:

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents, including information on the elements of the State's alternative routes (as described in the alternative route to certification definition in this notice).

Evidence for (D)(1)(ii), regarding alternative routes to certification for both teachers and principals:

- A list of the alternative certification programs operating in the State under the State's alternative routes to certification (as defined in this notice), and for each:
  - The elements of the program (as described in the alternative routes to certification definition in this notice).
  - The number of teachers and principals that successfully completed each program in the previous academic year.
  - The total number of teachers and principals certified statewide in the previous academic year.

*Recommended maximum response length: Two pages*

**(i) Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;**

Louisiana’s policies are ideal for expanding alternative certification pathways. Not only do we authorize high-quality alternative pathways but we monitor those pathways with a first in the nation measurement system. Since its founding in 1999, the Louisiana Blue Ribbon Commission for Educational Excellence recommendations have resulted in the successful creation of new certification structures for teachers and educational leaders and the redesign of all teacher preparation and educational leadership programs in the state. Specifically, the efforts of the Commission and other reformers resulted in legislation expanding certification pathways for teachers and leaders as follows:

State Policy or Statute	Title	Description
Title 28, Bulletin 746, § 231; 235; 237	<i>Alternate Teacher Preparation Programs</i>	Identifies three alternative teacher preparation programs including: <ul style="list-style-type: none"> <li>• Practitioner Teacher Alternative Path: allows intensive coursework with full-time teaching (programs offered at five Louisiana colleges/universities and private providers); Elements of the program are at: <a href="https://www.teachlouisiana.net/pathways.asp?PageID=83">https://www.teachlouisiana.net/pathways.asp?PageID=83</a>.</li> <li>• Master’s Degree Program: Includes pathway to M.Ed. or M.A.T. (programs offered at eight Louisiana colleges/universities); Elements of the program are at: <a href="https://www.teachlouisiana.net/pathways.asp?PageID=14">https://www.teachlouisiana.net/pathways.asp?PageID=14</a> .</li> <li>• Certification only: Flexibility in delivery for those who don’t elect for a degreed program (programs offered at 16 Louisiana colleges/universities); Elements of the program are at: <a href="https://www.teachlouisiana.net/pathways.asp?PageID=15">https://www.teachlouisiana.net/pathways.asp?PageID=15</a>.</li> </ul>
Title 28, Bulletin 746, § 705	<i>Educational Leader Certificate Level 1</i>	Provides pathways for teachers to obtain and Educational Leader Certificate Level 1. The Educational Leader Level 1 license is an entry-level license for individuals seeking to qualify for school and/or district leadership positions (e.g., assistant principals, principals, parish or city supervisors of instruction, supervisors of child welfare and attendance, special education supervisors, or comparable school/ district leader positions). <ul style="list-style-type: none"> <li>• Master’s Degree Path: hold or be eligible for valid teaching certificate, educational leadership graduate degree, and pass the SLLA</li> </ul>

		<ul style="list-style-type: none"> <li>• Alternative Path 1: hold or be eligible for valid teaching certificate, graduate degree, individualized program of educational leadership, and pass the School Leaders Licensure Exam (SLLA)</li> <li>• Alternative Path 2: hold or be eligible for valid teaching certificate, graduate degree, 240+ hours of leadership experience, and pass the SLLA</li> <li>• Alternative Path 3: hold or be eligible for valid teacher certificate, rigorous screening by approved provider, educational leader practitioner/ residency preparation program and pass the SLLA <ul style="list-style-type: none"> <li>• Leader Preparation – first summer</li> <li>• Principal residency and support – second year</li> <li>• Leader preparation – second summer</li> <li>• Practitioner Leader performance review—mid-year and end of program</li> <li>• Ongoing support – second and third year</li> </ul> </li> </ul>
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Also, Louisiana embraces and facilitates highly-effective alternative certification preparation programs beyond traditional higher education institutions, including The New Teacher Project and New Leaders for New Schools. A thorough report by the Louisiana BOR, *Value-Added Assessment of Teacher Preparation in Louisiana: 2005-2006 To 2007-2008: Background & New Results*, outlines the effectiveness of several of Louisiana's certification programs and addresses in detail the successes of these alternative certification preparation programs [[APPENDIX A2: 2009 Value-Added Report](#)]. The shows that new teachers from alternative preparation programs are as effective as or more effective than new teachers generally and are comparable to veteran teachers in some cases. In the two instances of weakly performing alternative programs, corrective actions are in place. Louisiana's alternative certification providers are selective in accepting candidates, provide supervised, school-based experiences and ongoing support, adapt and limit coursework to complement school-based experiences, and award the same level of certification that traditional preparation programs award (Bulletin 746, Chapter 2).

**(ii) Alternative routes to certification (as defined in this notice) that are in use;**

**Practitioner Teacher Alternate Certification Program: Program Elements**

Summer Teaching Preparation— 12 credit hours (or equivalent 180 contact hours) for Grades PK-3; 9 credit hours (or equivalent

135 contact hours) for Grades 1-5, 4-8, 6-12, All-level K-12 and Mild/Moderate Special Education

- Field-based experiences in school setting while completing summer program requirements. Universities may offer the courses at undergraduate or graduate levels.
- Summer coursework differs by certification area:

Grades PK-3, 1-5, 4-8,6-12	All-level programs	Special Education Mild/Moderate
Instruction in child or adolescent development or psychology, the diverse learner, classroom management/organization, assessment, instructional design/strategies	Instruction in child AND adolescent psychology plus other required regular education coursework (listed left)	Instruction in special needs of the mild-moderate exceptional child, classroom management, behavioral management, assessment and evaluation, methods/materials for mild-moderate exceptional children, vocational and transition services for students with disabilities

**Master's Degree Alternate Certification Program: Program Elements**

- Knowledge of the Learner and the Learning Environment (15 credit hours)

Grades PK-3, 1-5, 4-8, 6-12	All-level programs	Special Education Mild/Moderate
Instruction in child or adolescent development or psychology, the diverse learner, classroom management/organization, assessment, instructional design/strategies	Instruction in child AND adolescent psychology plus other required regular education coursework (listed left)	Instruction in special needs of the mild-moderate exceptional child, classroom management, behavioral management, assessment and evaluation, methods/materials for mild-moderate exceptional children, vocational and transition services for students with disabilities

<b>Early Interventionist Birth to 5 Years</b>	<b>Significant Disabilities 1-12</b>	<b>Hearing Impaired K-12</b>	<b>Visual Impairments Blind K-12</b>
Instruction in child development or psychology, foundations in early childhood education and early intervention, teaming, physical and medical management, understanding and working with families, communication and literacy in early intervention	Instruction in assessment and evaluation, communication strategies, behavior support, collaborative techniques and family partnerships, physical support, health and safety, special education law, characteristics of individuals with significant disabilities (listed left)	Instruction in assessment and evaluation, special needs of students with disabilities, transition, instructional strategies and planning in the content area, instructional strategies in literacy, education law, special education law, and school structure, technology in schools, diversity in schools	Instruction in educational implications of low vision and blindness, orientation and mobility for the classroom teacher, assessment/evaluation techniques, including functional vision evaluation and reading media assessment, assistive technology for the visually impaired, education law, special education law, school structure, transition

- Methodology and Teaching (12 to 15 credit hours)—Includes methods courses and field experiences. NOTE: For All-level K-12 areas (art, dance, foreign language, health and physical education, and music), experiences should be provided across grades K-12. For Special Education areas: course work and field/clinical experiences should be specific to the needs of the exceptionality.
- Student Teaching or Internship (6 to 9 credit hours)

**Non-Master's/Certification-Only Alternate Certification Program: Program Elements**

- Knowledge of the Learner and the Learning Environment (12 credit hours)

<b>Grades PK-3, 1-5, 4-8, 6-12</b>	<b>All-level programs</b>	<b>Special Education Mild/Moderate</b>
Instruction in child or adolescent development or psychology, the diverse learner, classroom management/organization, assessment,	Instruction in child AND adolescent psychology plus other required regular education coursework (listed left)	Instruction in special needs of the mild-moderate exceptional child, classroom management, behavioral management, assessment and evaluation,

instructional design/strategies		methods/materials for mild-moderate exceptional children, vocational and transition services for students with disabilities
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<b>Early Interventionist Birth to Five Years</b>	<b>Significant Disabilities 1-12</b>	<b>Hearing Impaired K-12</b>	<b>Visual Impairments/Blind K-12</b>
Instruction in child development or psychology, foundations in early childhood education and early intervention, teaming, physical and medical management, understanding and working with families, communication and literacy in early intervention	Instruction in assessment and evaluation, communication strategies, behavior support, collaborative techniques and family partnerships, physical support, health and safety, special education law, characteristics of individuals with significant disabilities	Instruction in assessment and evaluation, special needs of students with disabilities, transition, instructional strategies and planning in the content area, instructional strategies in literacy, education law, special education law, and school structure, technology in schools, diversity in schools	Instruction in educational implications of low vision and blindness, and mobility for the classroom teacher, assessment/evaluation techniques, including functional vision evaluation and reading media assessment, assistive technology for the visually impaired, education law, special education law, school structure, transition

- Methodology and Teaching (6 hours)—Methods courses to include case studies and field experiences. NOTE: For All-level K-12 areas (art, dance, foreign language, health and physical education, and music), experiences should be provided across grades K-12. For Special Education areas: course work and field/clinical experiences should be specific to the needs of the exceptionality.
- Internship or Student Teaching (6 hours)
- Prescriptive Plan (1-9 hours)—specific to candidates who demonstrate areas of need. The prescriptive plan can be pre-

planned courses for specific programs, or individualized courses (not to exceed 9 hours).

In the chart below, checkmarks indicate which alternative teacher certification program, as defined above, are offered at each institution of higher education or private provider.

<b>Teacher Preparation Program</b>	<b>Practitioner Teacher Program</b>	<b>Master's Degree Program</b>	<b>Certification-Only Program</b>	<b>2007- 2008* Alternate Route Completers</b>	<b>2007-2008 Traditional Route Completers</b>
Centenary College		√	√	14	0
Grambling State University	√			17	29
Louisiana College	√		√	69	16
Louisiana Practitioner Teacher Program (New Teacher Project)- <b>Non-traditional provider</b>	√			180	0
Louisiana Resource Center for Educators Certification Solutions – <b>Non-traditional provider</b>	√			222	0
Louisiana State Department of Education ** <b>Non-traditional provider</b>	√			71	0
Louisiana State University – Shreveport			√	29	60
Louisiana State University – Alexandria			√	0	22
Louisiana State University – Baton Rouge		√	√	15	267
Louisiana Tech University		√	√	64	77
McNeese State University		√	√	63	129
Nicholls State University			√	33	90
Northwestern State University	√	√	√	51	50
Our Lady Holy Cross College			√	33	26
Southeastern Louisiana University		√	√	57	156
Southern University - New Orleans			√	0	0
Southern University - A & M College			√	37	34
Tulane University			√	0	0

University Of LA at Lafayette			√	92	210
University Of LA at Monroe		√		20	66
University Of New Orleans	√	√	√	69	54
Xavier University Of LA	√	√		0	0
<b>TOTALS</b>				<b>1,136</b>	<b>1,286</b>

\* 2007-08 represents the most recent year data available. According to the Schedule for Title II Reports, data on Louisiana's traditional and alternate route completers for the 2008-09 academic year is currently being reported to Educational Testing Services by the IHEs and program providers. Data for the 2008-09 academic will be available in May 2010, once it has been verified by the IHEs/program providers and by the Louisiana Department of Education.

**TOTAL NUMBER OF TEACHER CERTIFICATES ISSUED:**

<b>July 2007- June 2008</b>	
<b>Total:</b>	<b>11,310</b>

<b>July 2008- June 2009</b>	
<b>Total:</b>	<b>10,964</b>

Louisiana offers four pathways to attain certification in Educational Leadership, a traditional Master's Degree in Educational Leadership, as well as three alternative routes. In the chart below, checkmarks indicate which Educational Leadership certification program, as defined above, is offered at each institution of higher education or private provider. Note that, as described in Section D (1) (i) above, alternate pathway 2 requires a Master's degree in Education plus 240 documented clock hours of school and/or district level leadership experiences. Since that route does not require the individual to go through a formalized program, it is not included in the table below.

<b>Educational Leadership Program</b>	<b>Master's Degree Program in Educational Leadership</b>	<b>Alternate Pathway 1 (Master's Degree in any field and an individualized plan of study)</b>	<b>Alternate Pathway 3 (Educational Leader Practitioner Residency Program)</b>
<b>Advance Innovative Education - Non-traditional provider</b>			√
Grambling State University	√		
Louisiana State University – Shreveport	√	√	
Louisiana State University – Baton Rouge	√		
Louisiana Tech University	√	√	
McNeese State University	√	√	
<b>New Leaders for New Schools - Non-traditional provider</b>			√
Nicholls State University	√		
Northwestern State University	√	√	
Our Lady Holy Cross College	√	√	
Southeastern Louisiana University	√		
Southern University - A & M College	√		
<b>The School Leadership Center of Greater New Orleans - Non-traditional provider</b>			√
University Of LA at Lafayette	√		
University Of LA at Monroe	√	√	
University Of New Orleans	√		
Xavier University Of LA	√		

**NOTE:** LDOE collects data on the total number of Educational Leadership Certificates issued each year. However, this data is not disaggregated by program provider at this time. Aggregated data for the previous two years is provided below.

**TOTAL NUMBER OF PRINCIPAL ENDORSEMENTS ISSUED:**

July 2007 – June 2008	
Total:	1,136

July 2008- June 2009	
Total:	1,214

**(iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.**

Currently, the TEACH Louisiana website is a statewide tool for matching teachers and leaders to areas of shortage. The system is a statewide portal for LEAs to advertise available positions and to communicate to the Louisiana Department of Education (LDOE) what shortages are currently being experienced. LDOE monitors teacher and leadership vacancies centrally through TEACH Louisiana and assists LEAs with teacher and leader placements.

In addition to supplying candidates through Teach Louisiana, LDOE expands recruitment and preparation options to meet LEA or state teacher and leader shortages in a variety of ways. In some cases, LDOE funds expanded leader and teacher preparation programs in identified high needs areas and specialties. For example, when school leader turnaround expertise was identified as a shortage area, Louisiana launched six Louisiana School Turnaround Specialist programs at local universities. Based on teacher shortages, LDOE recently launched and funded The New Teacher Project to recruit and prepare teachers in Shreveport and Baton Rouge, and Louisiana created a “Math for Professionals” certification option to identify additional math teachers and respond to a statewide math teacher shortage. Finally, the School Leadership Center of Greater New Orleans was recently accredited as an alternative route to principal certification.

LDOE, through its turnaround arm the Recovery School District (RSD), monitors, evaluates, and identifies areas of teacher and principal shortage and prepares educators to fill these shortages. RSD’s human capital projects have focused on tracking vacancies and creating a talent pipeline into RSD schools through recruitment, selection, placement and staffing supports. RSD

has built a talent pipeline through nationwide recruitment, targeting the most highly regarded certification providers, attracting nationally-recognized alternative certification providers to the area, aggressively recruiting nationally and locally through online and print job postings and job fairs to creating a massive pool of applicants. Applicants are then rigorously and efficiently screened to create a large selection of high quality potential employees for each RSD-affiliated school. After several years of focused efforts in these areas, RSD has a strong talent pipeline, focused on filling shortages at its schools which are, by definition, all high need and hard to staff. Last year, RSD had more than 13,000 applicants for statewide vacancies and screened that pool to 764 top prospects (at a highly competitive conversion rate of approximately five percent) for referral to high-poverty, high-minority, and often hard to staff schools based on reported vacancies. Success with the development and management of the RSD pipeline has been so significant that LDOE has decided to bring this function to the state level and launch the program statewide.

The success of RSD's talent pipeline has allowed RSD to shift focus towards effectiveness management. The pipeline model refined by RSD is an accessible best practice that can be scaled statewide and then will preemptively provide the supply of talent necessary to implement rigorous effectiveness management and measurement. Race to the Top funds, if awarded, will be used to significantly grow the current process for monitoring, evaluating and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.

### **Reform Plan Criteria**

#### **(D)(2) Improving teacher and principal effectiveness based on performance** *(58 points)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice)—

(i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; *(5 points)*

(ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; *(15 points)*

(iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; (10 points) and

(iv) Use these evaluations, at a minimum, to inform decisions regarding— (28 points)

- (a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;
- (b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;
- (c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and
- (d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length: Ten pages*

The reality is that school districts broadly fail to distinguish great teaching from good, good from fair, and fair from poor. When teacher evaluation records are examined, nearly every teacher is rated good or great, even at schools where student achievement is exceptionally low. Despite uniformly positive evaluation ratings, teachers and administrators both recognize ineffective teaching in their schools (Weisberg, Sexton, Mulhern & Keeling, 2009).

Acknowledging that teachers and leaders are our greatest assets, Louisiana intends to create the best statewide systems in

the nation for measuring and acting on evidence of teacher effectiveness. A Comprehensive Performance Management System (CPMS) will be designed to evaluate all teachers and leaders fairly, rigorously and accurately. Believing that educators should be evaluated based on their ability to fulfill their core responsibility as professionals – delivering instruction that helps students learn and succeed (Weisberg, Sexton, Mulhern & Keeling, 2009), **Louisiana’s CPMS goes beyond the requirements of Race to the Top, which asks states to place “significant” weight on evidence of student achievement, and will instead make evidence of student achievement the predominant evaluating factor.** By signing the Partnership Agreement, the Participating LEAs have agreed to adopt this system and to use it to inform all decisions including compensation, promotion, release and the obtainment of tenure. The broad adoption of this evaluation system will completely change the type of human capital data that is available to teachers, parents and schools and the teacher effectiveness data produced by this system will provide Louisiana with a mechanism to continuously evaluate and adjust all practices associated with the *Louisiana Education Reform Plan*.

Louisiana’s current policies and statutes are supportive of the implementation of CPMS based on value-added data: performance evaluation procedures can be redeveloped, our certification policy provides for most teachers to be recertified every five years, failure to perform satisfactorily on the seven Louisiana Components of Effective teaching can result in termination, and principals and tenured teachers can be terminated for incompetence. The conditions created by these policies and statutes ensure that Louisiana will be the first state to implement a performance-driven teacher and leader evaluation system.

**(i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student**

Louisiana has already proven its capacity to make these changes by leading the nation in reliably linking student performance to all individual teachers in tested grades and subjects. Section B3 describes the comprehensive approach to implementing enhanced standards and high-quality assessments prioritized in the *Louisiana’s Education Reform Plan*. Combining current quality practices in standards and assessment for measuring student achievement and the plans to expand those, and drawing upon the success of Louisiana’s Value-Added Teacher Preparation Program Assessment Model (Washington Post,

12/13/09), Louisiana is completing development of a model to calculate the value-added impact for every teacher in every tested grade or subject throughout the state. Also in 2009, Louisiana created a Curriculum Verification and Reporting Portal (CVRP), a web-based system through which every teacher in grades K-9 will be able to log-on and view aggregate value-added data and individual student summative assessment results for every student they teach. CVRP is currently being piloted; it will be expanded to all Participating LEAs in Fall 2010. By the end of the 2010-2011 school year, all teachers in tested subjects grades 3-9 will be able to access value-added data to assess their own effectiveness. In Fall 2011, the Louisiana Value-Added Initiative will extend the reporting capabilities of the system to include producing value-added measures for principals based on the academic achievement of the students in their school. **Ultimately, by spring 2012, every school leader and their supervisors in Louisiana will have access to a value-added result for their school.**

To ensure that all teachers in Louisiana can be evaluated using value-added data, Louisiana will design an assessment aligned to the common core standards, in currently non-tested grades and subjects. In parallel with the roll out of CVRP in grades 3-9, Louisiana will create objective, validated and comparable measures of student learning in non-tested grades. To accomplish this, principals and other evaluating administrators will audit teachers' goals and standards for the year by ensuring that each teacher has identified defensible "priority standards" that represent core, vertical and tested curricular objectives needed to advance students' critical skills. To support and hold accountable this school-based system, the district itself will also conduct random audits of teacher/principal/evaluator assessment of student learning. Louisiana will monitor these measures by comparing the distribution curve for teacher effectiveness in non-tested grades against the value-added distribution curve. As value-added data becomes available in non-tested grades and subjects, Louisiana will further refine the measures of student learning in non-tested grades by validating the value-added data against the informal measures.

- (ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; (15 points)**

**(a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor**

Louisiana will establish a Comprehensive Performance Management System (CPMS) to evaluate teachers, leaders and support staff that includes evaluation rubrics, training tools, norming activities and standardized inputs designed to measure, report and act upon teacher and principal effectiveness data. Believing that it is unacceptable to allow poor instruction to persist over time, the foundational element of CPMS is that 50 percent of teacher and leader effectiveness will be determined using value-added student achievement data. The remaining 50 percent will be determined by a combination of other academic achievement factors including supervisor observations, assessment based on performance rubrics, external observations, 360 degree feedback, and a learning environment index that identifies impediments to teacher effectiveness. Additionally, principal effectiveness measures will include the recruitment, retention and development of effective teachers. CPMS will include a minimum of four rating categories ranging from “expert” (teachers with more than 1.5 years of annual student growth and receiving the highest qualitative ratings), to “ineffective” (teachers with less than 1 year of student growth and receiving poor qualitative ratings).

**(b) are designed and developed with teacher and principal involvement**

Louisiana’s continued dedication to include teachers and principals in the CPMS design process has resulted in the endorsement of the *Louisiana Education Reform Plan* by the Louisiana Association of School Principals, Louisiana Association of Educators, and Association of Professional Educators of Louisiana. The state will host a number of design sessions in locations throughout the participating districts to solicit input from district administrators, principals and teachers regarding the teacher effectiveness evaluation and the tools used to implement it.

In recognition of Louisiana’s commitment to stakeholder involvement on January 12, 2010, Randi Weingarten, the president of the American Federation of Teachers, wrote to *The Wall Street Journal* stating: “For the record, classroom educators support school improvement efforts that are backed by research, developed with their input, and focused on helping kids learn. That’s why

teachers in Louisiana and Ohio, who were involved in the [Race to the Top] application process and treated as full partners, have been supportive of their states' applications." [\[APPENDIX D1: We Teachers are Right to be Wary\]](#)

- (iii) **Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; (10 points)**

With CPMS, Participating LEAs will be required to conduct annual evaluations for probationary and tenured teachers and will require that feedback is turned around within 48 hours. Formative evaluation will require a 24-hour turnaround. All features of CPMS are designed to provide constructive and actionable feedback on performance. To enable this process, LDOE is developing the Human Capital Information system (HCIS; described in section C2). HCIS is designed to provide evaluative feedback and student growth data (by individual, class, and school) accessible through one web-based platform [\[APPENDIX C3: HCIS Teacher\]](#). During HCIS development, teachers will be able to access value-added data through the CVRP (described in section C2) beginning in the fall of 2010.

CPMS will first be piloted in 1 LEA and several charter schools. Based on the pilot and the feedback from teachers and principals, the system will be adjusted and refined before roll-out in all Participating LEAs. LDOE will provide intensive support for CPMS implementation to Participating LEAs through training and consulting including readiness assessments, technical assistance, monitoring and feedback both during implementation and ongoing.

# CPMS Implementation and Impact: Creating a culture of performance in every school

## School-Wide Level: Build and Maintain Culture That is Primarily Focused on Increasing Student Learning

### School-Wide Leadership

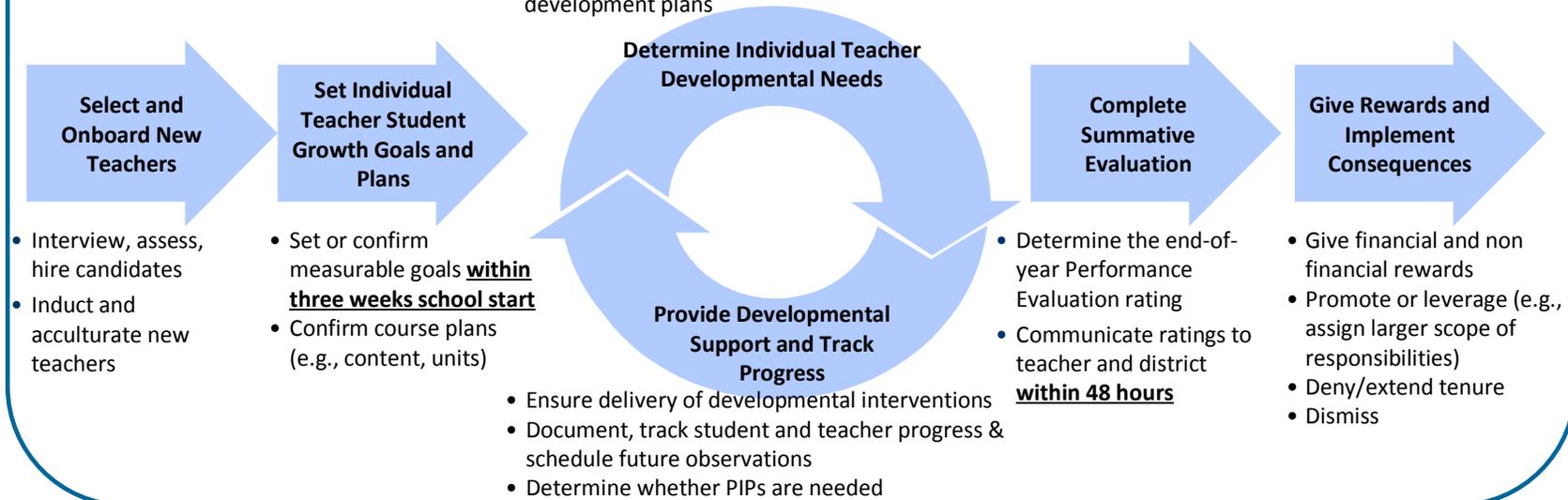
- Set vision of school
- Invest staff into working smarter and harder to achieve student outcomes
- Establish and model cultural norms (e.g., focus on student learning, respectful, developmental, and results-driven relationships)

### School-Wide Management

- Set school goals that meet or exceed district expectations
- Prioritize, plan, and execute school-wide initiatives
- Strategically place teachers to optimize student outcomes
- Schedule classes to allow time and space for collaboration
- Provide necessary resources
- Enforce safety and discipline policies
- Evaluate school-wide performance and continuously make improvements (e.g., refine curriculum, priorities, policies)

## Individual Level: Performance Manage Each Teacher

- Formally, informally examine performance and provide formative feedback **within 24 hours**
- Prescribe and adjust developmental interventions and write and adjust individual development plans



**(iv) Use these evaluations, at a minimum, to inform decisions regarding— (28 points)**

**(a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;**

Through the use of CPMS, teachers and administrators will be required to align professional development activities to areas of weakness as identified in their evaluations and observations. One way that this will be supported is through the use of HCIS. When teachers and leaders log-on to HCIS to receive their evaluation feedback, they will be connected to professional learning activities aligned to the identified strengths and weaknesses in their formative and summative performance data (described in sections C2 and C3).

Professional Learning Networks, discussed in detail in section A2, will serve as a method for supporting a culture shift among LEAs in approaching professional development and improving teacher effectiveness through the use of data. The Professional Learning Networks will serve two primary purposes, 1) improving the ability to use data to improve student performance and 2) supporting the facilitation of peer-to-peer networks to make it easy for teachers and leaders to see and learn from their success.

Louisiana's current induction support system, the Louisiana Teacher Assistance and Assessment Program (LaTAAP) will be enhanced by implementation of CPMS. Specifically, CPMS will indicate areas of weakness and align new teachers to induction activities and trainings designed to increase the academic achievement growth of their students.

**(b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;**

Traditionally, public education defines teacher quality largely in terms of the credentials that teachers have earned, rather than on the basis of the quality of the work they do in their classrooms or the results their students achieve (Toch & Rothman, 2008). Often when states authorize across-the-board pay increases in equal percentages to all teachers regardless of contribution, they

create an incentive for the lowest contributors to remain in the profession and send the discouraging message that the highest contributors are no more valuable than those contributing the least (Hassel, E. & Hassel, B. 2007). Louisiana's Participating LEAs have agreed to use the link between student outcomes and educators to inform all human capital decisions –professional development, tenure, promotion and additional responsibilities, retention and release; and to shift to performance-based compensation

The *Louisiana Education Reform Plan* dictates that decisions on promotion and retention must be based on effectiveness. To accomplish this, The Louisiana Blue Ribbon Commission for Educational Excellence (BRC), funded through a competitive grant from National Governors Association, is charged with developing a sustainable and comprehensive teacher compensation system and action plan that will enhance teacher effectiveness. While specific policy recommendations have not been finalized, BRC is exploring policy; and by Spring 2010, the Commission will make recommendations regarding performance based pay compensation models to Governor Bobby Jindal and the state Board of Elementary and Secondary (BESE). Participating LEAs have agreed to use teacher effectiveness as a significant factor when awarding promotions and prioritizing retention, including during surplusings. The policy recommendations of BRC will be implemented by participating LEAs through the Partnership Agreement.

**(c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and**

Current state statutes in Louisiana make tenure a passive process, with teacher tenure granted automatically upon eligibility; however, the structure of CPMS will ensure that obtaining tenure is a meaningful and active process in every school for every teacher, and doing so will increase respect for and the value of tenure. In order to increase the rigor behind tenure decisions, Participating LEAs are required to implement a system for obtaining tenure that requires administrators to make clear and active *decisions* related to the obtainment of tenure by effective teachers and discontinuing employment of persistently ineffective teachers. Two things will help ensure that this happens: 1) The value-added evaluation data that is provided through CPMS will ensure that each administrator has the information needed to make evaluations decisions based specifically on student growth; 2) LDOE will

contract with a qualified vendor to build a tenure notification system that will integrate with HCIS. The tenure notification system will alert administrators of teachers' tenure dates and individual timelines for specific evaluative and observational steps that must be taken in order to ensure that the decisions related to teachers' effectiveness have been acted upon prior to the tenure date [\[APPENDIX D2: HCIS Tenure\]](#). **Our goal is to ensure that probationary teachers who are less effective than an average first year teacher will be dismissed instead of being awarded tenure in Participating LEAs.**

Teachers in Louisiana (other than those that received a lifetime certificate issued prior to 2002) are required to renew certification every five years and recertification occurs at the request of the district where a teacher is employed. Because the *Louisiana Education Reform Plan* ensures that ineffective teachers are not afforded the opportunity to teach and teachers need their LEA to apply for their recertification, ineffective teachers will not be certified.

Louisiana does not grant tenure to principals.

**(d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.**

Participating LEAs have agreed to act upon the results of teacher effectiveness ratings for both tenured and non-tenured teachers and to evaluate all teachers (tenured, probationary and non-probationary) annually using CPMS. Following evaluations, teachers and administrators will be provided with targeted professional development opportunities based specifically on their value-added summative and formative assessment data. Inconsistent and inadequate student growth will inform decisions on retention and release. By signing the Partnership Agreement, Participating LEAs have committed to take the necessary action to remove persistently ineffective teachers.

In order for principals to take action, they must be held accountable for the effectiveness of the teachers in their schools. Louisiana's CPMS will require that one principle measure of principal effectiveness will be the number of effective teachers in their building.

To ensure that the CPMS design process is fair and transparent, LDOE will continue the collaborative working relationship that it has created with Louisiana Association of Principals, Association of Professional Educators of Louisiana, Louisiana Federation of Teachers, and Louisiana Association of Educators throughout the Race to Top planning process.

Participating LEAs have also agreed to transition to a system in which administrators receive performance contracts. The contracts will outline specific expected outcomes for administrators that will be grounded in student outcomes and tailored to meet the needs of the individual administrator and the school where he or she serves. Successful transition from traditional contracts to performance-based contracts will ensure that retention of principals in Participating LEAs is entirely incumbent on their ability to improve student achievement at their school. CPMS will provide the lens through which school-wide student achievement is measured. LDOE plans to support Participating LEAs in this transition by providing sample performance contracts and consulting support to address any legal issues or principal concerns that may occur.

**(D)(2) GOALS**

Louisiana seeks to accomplish 3 goals to improve teacher and leader effectiveness based on performance:

1. Link student value-added achievement data to each educator in Louisiana who teaches assessed students
2. Rigorously evaluate the effectiveness of every teacher and principal based on student outcomes and provide frequent and substantive feedback to teachers to inform adjustments in practice
3. Adjust practice and policies and inform decisions regarding professional development, compensation, promotion, retention, tenure, certification and release based on comprehensive evaluation data.

**(D)(2) KEY ACTIVITIES/TIMELINE**

The Louisiana Reform Plan contains 9 key activities that will improve teacher and principal effectiveness based on performance.

Key Activities	Supporting Evidence	Actions	Start Date	End Date
<b>LINKING EDUCATORS TO STUDENT ACHIEVEMENT</b>				
Governor’s Office will pursue legislative changes to augment reforms to	<a href="#">[APPENDIX D3: State Assessment Table]</a> : Table showing which grade levels	Governor’s office leads legislation mandating the inclusion of student achievement data in teacher and	Jan. 2010	June 2010

educator effectiveness measures.	and subjects are strongly assessed through state assessments and which are weakly tested through other tests	principal evaluations.		
Refine measures of student learning in non-tested subjects and grade levels to allow LDOE and LEAs to gather student achievement data for all subjects and grade levels.		Refine measures of student learning in non-tested grades and subjects (K-2, 9th, 12th, etc). Train LEAs to use these student learning measures in non-tested grades.	May 2010	Aug 2010
		Implement CVRP in all schools in Louisiana which connects student achievement data in all tested grades and subjects to individual teachers.	Sept 2010	May 2011
		Collect data from CVRP and HCIS and support LEAs' use of data to impact: compensation, promotion, tenure, retention, support and release. LDOE will monitor the application of this data for refine practice.	June 2012	Ongoing
Create data capabilities to tie student learning outcomes to administrators at the school and district level in order to calculate value-added gains.		Conduct a small scale pilot at 20 schools in Participating LEAs of CVRP which connects student achievement data to individual school leaders.	Sept 2011	May 2012
		Implement CVRP for principals at all LEAs statewide which connects student achievement data to individual school leaders.	Sept 2012	May 2013
<b>RIGOROUSLY EVALUATE THE EFFECTIVENESS OF EVERY TEACHER AND PRINCIPAL BASED ON STUDENT OUTCOMES</b>				
Integrate human capital data into a comprehensive HCIS to gather data on vacancies, recruitment, selection, staffing, and educator effectiveness,		Specify high-level requirements for HCIS. Identify gaps between requirements and current IT systems. Issue RFP and secure proposals.	May 2010	June 2010
		Link HCIS its feeder CVRP to enable individual teachers the capability to	June 2010	Ongoing

formative and summative assessment of educator performance, compensation, retention, promotion, tenure and release. Monitor and track data to ensure equitable distribution of effective staff and alignment between effectiveness and LEA actions including analysis of data in relation to learning environment indices.		analyze their value-added score and their evaluation information from which they can address the specific needs of students in their class based on growth data.		
		Select HCIS vendor(s); confirm user requirements, design information system, build information system aligned to other human capital work.	July 2010	Aug. 2011
		Build HCIS components, e.g., usage specifications, reporting requirements, division of responsibilities, protocols, etc.	Aug 2010	June 2011
		Create reporting requirements and provide training	Aug 2011	June 2011
		Pilot data system with participating LEA(s); adjust from pilot.	April 2011	Aug. 2012
		Test and refine data system.	May 2012	Aug. 2012
		Launch data system in all participating LEAs; provide training, maintenance support.	Sept 2012	Ongoing
		LDOE will create monitoring and support activities based on analysis of HCIS outputs; i.e., correlation between student outcomes and evaluation data, mutual consent hiring, tenure decisions, compensation reform.	June 2013	Ongoing
	Disseminate HCIS data, e.g., data on retention rates and release rates for highest and lowest performing teachers; no. of students reached by each teacher; distribution of highly effective teachers to high priority schools; and trends regarding staff performance over time.	July 2013	Ongoing	
Working collaboratively with stakeholders, establish a tool within CPMS to	<i>The Widget Effect: Our National Failure to Acknowledge and Act on</i>	LDOE creates CPMS with key partners and vendors. Infrastructure includes: timely feedback to teachers and leaders;	April 2010	Aug. 2010

<p>evaluate <b>teachers, leaders and support staff</b>. CPMS will include: evaluation rubrics, training tools, norming activities and standardized inputs into state data systems that LEAs will use to measure and report teacher and principal effectiveness.</p> <p><i>Differences in Teacher Effectiveness</i> (Weisberg, D., Sexton, S., Mulhern, J., &amp; Keeling, D., 2009)</p> <p><i>Avoiding a Rush to Judgment: Teacher Evaluation and Teacher Quality</i> (Toch &amp; Rothman, 2008)</p> <p><i>School leadership that works: From research to results.</i> (Marzano, R. J., Waters, T., &amp; McNulty, B., 2005)</p> <p><i>Principal Effectiveness</i> (New Leaders for New Schools, 2009)</p> <p><b>[APPENDIX A2: 2009 Value-Added Report]</b></p>	<p>annual evaluations using CVRP value-added data highlighting the instructional effectiveness of teachers or overall effectiveness of leaders.</p>		
	<p>Create evaluation measures for assistant superintendents and superintendents who manage principals based on: quality of support provided to principals, qualitative assessment of proficiency on pre-defined leadership competencies; student achievement data.</p>	April 2010	May 2011
	<p>Conduct initial CPMS pilot for teachers. Develop LDOE capacity to implement CPMS through additional personnel and training.</p>	May 2010	May 2012
	<p>Expand CPMS to evaluate school leaders. Utilize student achievement data, ability to support and drive teacher effectiveness, 360 degree feedback, qualitative assessment of proficiency on pre-defined leadership competencies.</p>	May 2010	May 2014
	<p>Expand Louisiana TAP program.</p>	Aug. 2010	May 2014
	<p>LDOE and LEAs formulate key stakeholder engagement measures and refine CPMS based on input and prepare to implement system.</p>	Feb. 2011	Ongoing
	<p>Expand CPMS to include capability for capturing measures of effectiveness for school support staff, such as Secretaries, social workers, paraprofessionals, operations managers, custodial staff, speech therapists, etc</p>	Sept. 2011	April 2012
	<p>Provide consulting support to LEAs to implement broad-scale CPMS roll-out.</p>	Jan. 2012	Ongoing

		LDOE to get statewide stakeholder input on CPMS for principals to customize CPMS. LDOE will provide training and technical support to LEAs during system implementation.	April 2013	Ongoing
<b>USE EVALUATION DATA TO ADJUST PRACTICE AND POLICIES AND TO INFORM DECISIONS</b>				
Transition school administrators to performance contracts that are directly aligned to student achievement and improvements in teacher effectiveness.		Require participating LEAs to change to performance contracts for principals and provide sample contracts and technical assistance for the change.	Aug 2012	July 2015
Create a tenure notification system to inform district leaders of who is approaching tenure to ensure that high quality, performance-driven evaluations occur and that tenure is an active decision on the part of an LEA to reward teacher performance. Administrators and district leaders will be required to make recommendations to continue employment and grant tenure to allow every tenure-eligible teacher to obtain based on effectiveness measures. (D2(iv)c).		Create tools and templates to provide guidance to participating LEAs to reduce the transaction cost of tenure hearings.	July 2010	Ongoing

<p>Create LEA options for a performance-driven sustainable compensation system based on policy recommendations, with consideration to performance driven compensation systems that may already be in place. Examples include, but are not limited to:</p> <ol style="list-style-type: none"> <li>1. Maintain previous salary schedule but providing bonuses for performance.</li> <li>2. Create an " Opt-in" system, in which teachers can decide to maintain traditional step structure, or can enter a performance-based compensation system.</li> <li>3. Re-align salary structure to ensure that highly effective teachers and leaders are compensated at the highest rate and that effectiveness is weighted over degree and seniority in position.</li> <li>4. Create an LEA-designed compensation system to implement LEA-specific compensation reform.</li> <li>5. Assist LEAs in submitting Teacher Incentive Funds grants to supplement</li> </ol>	<p>"The Pros and Cons of Performance- Based Compensation" (Smylie, M.A., Allensworth, E., Greenberg, R.C., Harris, R., &amp; Solomon, L. &amp; Podgursky, M., 2001)</p> <p>Odden, A. &amp; C. Kelley. (1996). <i>Paying Teachers for What They Know and Do: New and Smarter Compensation Strategies to Improve Schools</i>. Thousand Oaks, CA: Corwin Press.</p>	<p>Louisiana Blue Ribbon Commission for Educational Excellence (funded by National Governors' Association) will produce a set of policy recommendations to reform the compensation model in Louisiana. These recommendations might include: limiting the percentage of salary that can be based on degree or seniority, pay for performance, incentives for difficult placements in high need schools or subject areas, pay for differentiated teaching placements.</p>	Nov 2009	April 2010
		<p>Through Blue Ribbon Commission, outreach conducted with: districts, teacher unions, charter schools and other stakeholders to get feedback on proposed compensation system.</p>	Nov 2009	April 2010
		<p>Create tools (such as financial models, implementation plans, salary handbooks and calculators) to implement several models for performance driven compensation based on recommendations from Blue Ribbon Commission for Educational Excellent and aligned with the state's CPMS.</p>	Oct 2010	March 2011
		<p>Provide model performance driven compensation systems to LEAs for Participating LEAs to select and implement the model that best suits their local context.</p>	May 2011	Ongoing
		<p>Provide PD and support to implement state-developed performance-based compensation system in participating LEAs.</p>	Sept 2011	Ongoing

performance incentives. Align performance-based compensation systems with CPMS.				
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**RESPONSIBLE PARTIES**

Elizabeth Shaw – Executive Director of Human Capital, LDOE  
 Andrew Vaughan – Director, Division of Teacher Certification and Quality, LDOE  
 Patrice Saucier – Director, Division of Professional Development, LDOE  
 Beth Gleason – Special Projects Manager, Louisiana Value-Added, LDOE  
 Karen Burke – Assistant Superintendent, Office of Quality Educators, LDOE

<b>Performance Measures</b> Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).		Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
<b>Criteria</b>	<b>General goals to be provided at time of application:</b>	<b>Baseline data and annual targets</b>				
(D)(2)(i)	Percentage of participating LEAs that measure student growth (as defined in this notice).	0	5 LEAs (% to be calculated when LEAs are chosen)	100%	100%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers.	0	5 LEAs	12 LEAs	100%	100%

(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals.	0	1 LEA	100%	100%	100%
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:	0	5 LEAs	100%	100%	100%
(D)(2)(iv)(a)	<ul style="list-style-type: none"> <li>Developing teachers and principals.</li> </ul>	0	1 LEA	100%	100%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> <li>Compensating teachers and principals.</li> </ul>	0	1 LEA	100%	100%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> <li>Promoting teachers and principals.</li> </ul>	0	1 LEA	100%	100%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> <li>Retaining effective teachers and principals.</li> </ul>	0	1 LEA	100%	100%	100%
(D)(2)(iv)(c)	<ul style="list-style-type: none"> <li>Granting tenure and/or full certification (where applicable) to teachers and principals.</li> </ul>	0	1 LEA	100%	100%	100%
(D)(2)(iv)(d)	<ul style="list-style-type: none"> <li>Removing ineffective tenured and untenured teachers and principals.</li> </ul>	0	1 LEA	100%	100%	100%
<p>Louisiana already measures student growth in all tested grade levels and subjects. Pilot testing to link student achievement levels to all teachers in tested subjects and grades initiated in 2009. The state, however, does not measure student growth as defined in this notice because the state's measures of student learning in non-tested grades are currently under development and not yet completed. When the pilot is completed and those measures have been developed (by Spring 2010), Louisiana will have that capability.</p> <p>The state will launch pilot programming for its qualifying evaluation system, the Comprehensive Performance Management System (CPMS), in years 2010-2011 and will use that data to inform development, promotions, compensation, retention, tenure, release. Full implementation of CPMS across all Participating LEAs will occur in 2011-2012 when CPMS will be rolled out in 100 percent of Participating LEAs.</p>						
<b>General data to be provided at time of application:</b>						
Total number of participating LEAs.		93				
Total number of principals in participating LEAs.		702				
Total number of teachers in participating LEAs.		20,982				
[Optional: Enter text here to clarify or explain any of the data]						

Criterion	Data to be requested of grantees in the future:	
(D)(2)(ii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems.	
(D)(2)(iii) <sup>5</sup>	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year.	
(D)(2)(iii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year.	
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year.	
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year.	
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year.	
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year.	
(D)(2)(iv)(d)	Number of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year.	

<sup>5</sup> Note that for some data elements there are likely to be data collection activities the State would do in order to provide aggregated data to the Department. For example, in Criteria (D)(2)(iii), States may want to ask each Participating LEA to report, for each rating category in its evaluation system, the definition of that category and the number of teachers and principals in the category. The State could then organize these two categories as effective and ineffective, for Department reporting purposes.

**(D)(3) Ensuring equitable distribution of effective teachers and principals** (25 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to—

(i) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in this notice) and are not served by ineffective teachers and principals at higher rates than other students; (15 points) and

(ii) Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA. (10 points)

Plans for (i) and (ii) may include, but are not limited to, the implementation of incentives and strategies in such areas as recruitment, compensation, teaching and learning environments, professional development, and human resources practices and processes.

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (D)(3)(i):

- Definitions of high-minority and low-minority schools as defined by the State for the purposes of the State’s Teacher Equity Plan.

*Recommended maximum response length: Three pages*

**(i) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior**

**actions and data, to ensure that students in high-poverty and/or high-minority schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in this notice) and are not served by ineffective teachers and principals at higher rates than other students; (15 points) and**

Louisiana needs highly effective teachers and school leaders in all schools, particularly in high-poverty and high-minority schools. Research indicates that collective teacher effectiveness, as an organizational property of schools, is positively associated with achievement levels (Heck, 2009). Creating a strong supply and equitable distribution of effective teachers and leaders are primary components of the *Louisiana Education Reform Plan*. Louisiana's plan to ensure that students in high-poverty and/or high-minority schools have equitable access to highly effective teachers and principals and are not served by ineffective teachers and principals at higher rates than other students includes three components:

1. Redefine educator evaluation and remove ineffective teachers by linking 50 percent of effectiveness measures to value-added student data.
2. Increase the supply of effective teachers and leaders available to high-poverty, high-minority schools via talent pipeline.
3. Provide intensive support to the state through Centralized Staffing Services, and to LEAs and schools through the Model Staffing Initiative, to increase our capacity to implement effective staffing and hiring techniques which ensure that high-poverty, high-minority schools are not served by ineffective teachers and principals at higher rates than other students.

**Process to ensure equitable distribution of effective teachers and leaders in high-poverty, high-minority schools**

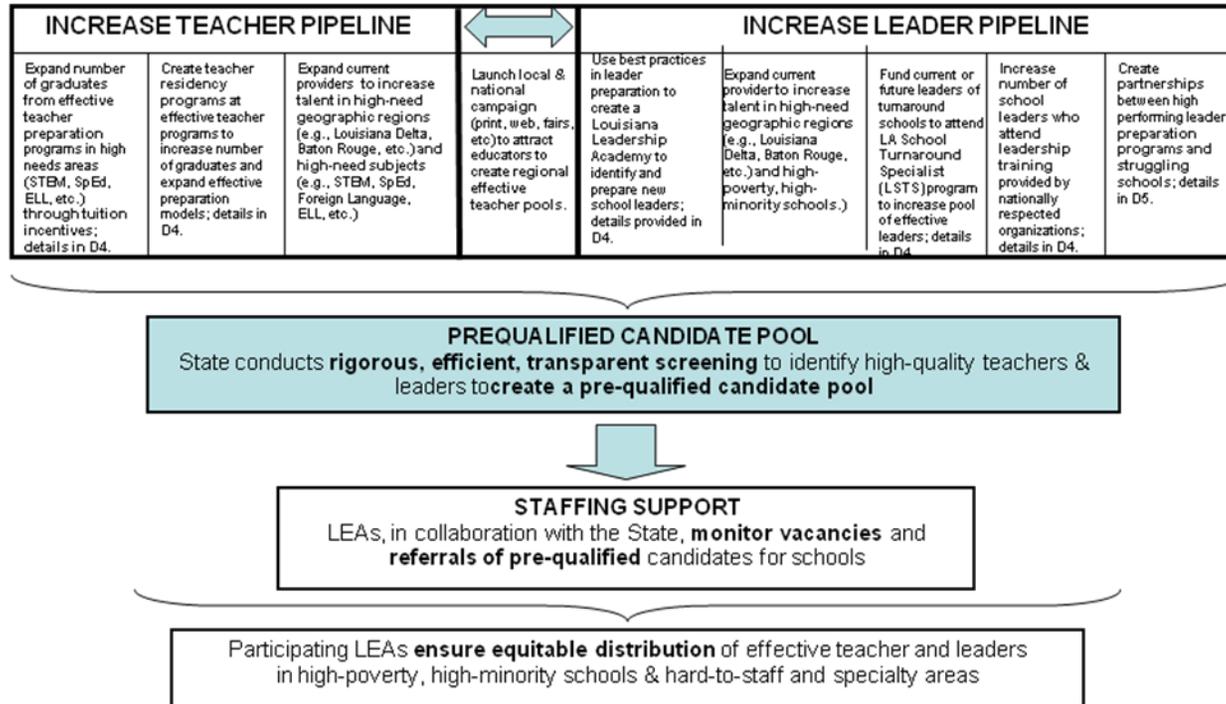
Louisiana will redefine educator evaluation by linking 50 percent of effectiveness measures to student achievement. This more rigorous measurement of teacher and leader effectiveness will provide Participating LEAs and their schools with the information needed to objectively identify persistently ineffective educators. Knowledge regarding the percentage of persistently

ineffective teachers and leaders within schools or districts will create increasing demand for high-quality educators across the state.

Through the Partnership Agreement, Participating LEAs have committed to remove persistently ineffective teachers and principals. LEA actions to remove ineffective teachers and leaders will be supported by data on value-added teacher/leader effectiveness. Continued inequity in the distribution of effective teachers and principals can result in a loss of Race to the Top funding.

Louisiana has demonstrated capacity in designing and implementing effective talent pipelines, as evidenced by the supply chain created by RSD. Through an aggressive recruitment campaign, partnerships with national recruiting partners, and rigorous screening, RSD in New Orleans received approximately 2,600 applications for 142 teaching vacancies in 2009, resulting in highly selective five percent applicant to-hire-ratio. In 2008, RSD expanded the talent supply chain for RSD schools located in 13 LEAs. Through RSD, the state successfully recruited 13,061 teacher applicants (8,096 certified); of these, 2,012 were screened to identify 764 high-quality candidates to refer to high-need schools **statewide**. LDOE and LEAs, working collaboratively, will continue to increase and improve the talent pipeline by using existing national recruitment, screening and training service partners to expand the supply of high-quality teacher and leader candidates. Additionally the *Louisiana Education Reform Plan* includes expanding the number graduates from effective teacher preparation program (based on evidence from our value-added assessment) placed in high-need areas through tuition incentives, creating teacher residency programs at universities with effective teacher preparation programs, launching a Louisiana Leadership Academy, creating partnerships between effective leader preparation programs and struggling schools, and staging a local and national marketing campaigns to attract qualified applicants. LDOE and LEA collaborative efforts to increase and improve the talent pipeline, particularly to high-poverty and high-minority schools, will ensure every student is taught by an effective teacher and every teacher is supported by an effective leader.

## Louisiana Human Capital Talent Pipeline



### Centralized Staffing Services

Even if the state successfully recruits and pre-screens a large pool of high-quality candidates through an expanded talent pipeline, prior RSD experience shows that high need LEAs and schools often do not know how to hire and place high-quality candidates. The lack of effective hiring and staffing techniques within high-need schools requires intensive support to ensure timely selection and equitable distribution of effective teachers and leaders. LDOE will use consultants from a nationally recognized provider to help develop its own capacity to:

1. Monitor LEA and school vacancies and teacher and leader placements using effectiveness measures

2. Ensure equitable distribution of effective teachers and leaders in high-poverty, high-minority schools
3. Provide consulting services to LEAs or schools who are experiencing problems with implementing effective staffing and hiring practices.

The infusion of technical assistance provided by the contractor will help LDOE, LEAs and schools implement and sustain practices that ensure equitable distribution of effective teachers and leaders in high-poverty, high-minority schools as well as in hard-to-place subjects or geographic locations.

### **Model Staffing Initiative (MSI)**

Model Staffing Initiative (MSI) provides principals with staff planning, vacancy forecasting, and technical workshops which support effective hiring and staffing techniques. MSI will be implemented using consultants from the same nationally recognized provider used for the Centralized Staffing Services. [\[APPENDIX D4: Model Staffing Initiative\]](#) These consultants will work with districts and schools to realign practices to support the identification and hiring of highly effective teachers. The initiative replicates the staffing practices and effective hiring techniques successfully used by RSD.

To further support placing high potential prospective teachers in high need areas, LDOE will launch nine MSIs to affect Participating LEA staffing practices. Each MSI will support 25-30 high-poverty, high-minority schools. An individual MSI could serve multiple LEAS, depending upon the size of the LEA. Consulting support will be provided over a four-year period, beginning 2010-11.

To leverage lessons learned from RSD, Participating LEAs will:

1. Provide the state with data on vacancies, applicants, hires, and teacher/leader effectiveness to assist the state in monitoring the supply, demand, and equitable distribution of effective teachers and leaders
2. Use MSI to train principals on effective hiring techniques which ensure that the lowest-performing schools have access to the highest-quality teachers
3. Provide principals with autonomy and authority to implement full site selection, eliminating the practice of forced placement

4. Provide recruitment and retention incentives to effective teachers and leaders to work in high-need schools, locations, assignments, and to high-poverty, high-minority schools

Taken together, these activities in our *Reform Plan* will significantly increase the supply of talent and improve equity in distribution of effective teachers and leaders throughout the state, particularly in the highest need schools.

**(ii) Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA. (10 points)**

In order for students to have high-quality learning gains year after year, *whole schools* must be led by effective principals with effective teachers across the school (New Leaders for New Schools, 2009). Participating LEAs, in collaboration with the state, will:

1. Conduct an analysis of the number and percentage of effective teachers teaching hard-to-staff subjects and specialty areas including STEM, Special Education, Foreign Language, and ELL to determine if the school(s) in Participating LEAs are equitably staffed
2. Use the Model Staffing Initiative to redistribute effective teachers in shortage areas
3. Increase the talent pipeline to identify and expand national partnerships to address teachers shortage areas, if needed
4. Strengthen the skills of teachers already working in high-needs subjects, through the *Teaching Improvement Cycle* (described in section D5)
5. Use incentives to keep effective and highly effective teachers teaching at the school or within the LEA
6. Increase the number of teachers graduating in high needs specialties from high-performing preparation programs (based on effect estimates detailed in D4) by providing financial incentives to those who commit to teach in high

needs schools

7. Increase numbers and expand geographical reach of nationally recognized teacher recruitment and preparation organizations (such as TNTP and TFA) specifically to provide teachers in hard-to-staff specialties such as STEM and special education

**(D)(3) GOALS**

Louisiana will ensure that every child is educated by an effective teacher and is in a school led by an effective principal by:

- Aligning state, LEA, and school resources to support equitable distribution of effective educators
- Increasing the total number of effective teachers available for placement, and
- Increasing the number of effective teachers and leaders in the highest need schools and/or hard-to-fill areas and specialties.

**(D)(3) KEY ACTIVITIES/TIMELINE**

The Louisiana Reform Plan contains 5 key activities to increase the supply and equitable distribution of effective teachers and school leaders. The specific criterion each key activity supports is identified in parentheses.

Key Activities	Supporting Evidence	Actions	Start Date	End Date
Utilize human capital data capability [described in detail in section (D)(2)] to gather data on vacancies, recruitment, selection, staffing, educator effectiveness, formative and summative assessment of educator performance, compensation, retention, promotion, tenure and release, with a particular	Sigler, D. & Kashyap, M. U. (2008). Article addresses need for cooperative systems that must be co-managed by districts and administration	LEAs use the Comprehensive Performance Management System (CPMS) to review effectiveness measures for teachers and leaders.	Oct. 2012	Ongoing
		Participating LEAs will report to the State with data on vacancies, applicants, hires, and educator effectiveness to ensure: -Equitable distribution -Incentivize retention in high-need schools,	June 2011	Sep. 2014

<p>focus on high-poverty and high-minority schools. Monitor and track data to ensure equitable distribution of effective staff and alignment between effectiveness and LEA actions including analysis of data in relation to learning environment indices. (D3i)</p>		<p>-Receive support and guidance from LDOE and MSI to implement effective hiring and staffing techniques.</p>		
<p>Create a pipeline of high-quality teachers and leaders through alternative and traditional recruiting and preparation partners that can be tapped to fill in gaps in the availability of effective teachers. Provide accompanying professional development regarding how to most effectively access and utilize the pipeline. (D3i-ii)</p>	<p>Decker, P.T., Mayer D. &amp; Glazerman, S. (2004) The Effects of Teach For America on Students: Findings from a National Evaluation.</p> <p><a href="#">[APPENDIX D5: RSD LA Recruitment Progress Report]</a></p> <p><a href="#">[APPENDIX A2: 2009 Value Added Report]</a></p>	<p>Expand recruitment efforts with national recruiting partners who have a track record of effective practice in Louisiana and maintain a focus on high needs subjects.</p>	<p>June 2010</p>	<p>Ongoing</p>
		<p>Conduct a statewide needs assessment for highly effective teachers, including tracking centrally-reported vacancies and fill-rates in participating LEAs.</p>	<p>June 2010</p>	<p>Ongoing</p>
		<p>Create regional highly effective teacher pools through the centralized talent pipeline to attract candidates from within and outside of Louisiana</p>	<p>June 2010</p>	<p>Ongoing</p>
		<p>Build LDOE's capacity to recruit and deploy high-quality, pre-screened candidates using the Centralized Staffing Services.</p>	<p>June 2010</p>	<p>Ongoing</p>
<p>LEAs provide incentives to teachers and principals to work in high need assignments, schools, geographies. (D3)</p>	<p>Louisiana has experienced success in financial incentives combined with TAP. Detailed in <a href="#">[APPENDIX D6: LA TAP Overview]</a></p>	<p>LEAs design and submit incentive plan</p>	<p>Oct. 2010</p>	<p>Jan. 2011</p>
		<p>LEAs implement incentive plan</p>	<p>April 2011</p>	<p>Ongoing</p>

<p>Create incentive programs (e.g., scholarships, signing bonuses) for individuals willing to attend teacher or leader preparation programs that receive the highest ranking and are willing to work in a high-poverty school for at least three years. (D3i-ii)</p>	<p>Clotfelter, C., Glennie, E., Vigdor, H. L. J. (2006) <i>Would Higher Salaries Keep Teachers in High-Poverty Schools?</i></p>	<p>Create partnerships between high-performing teacher preparation programs and teacher providers and low-performing schools and expand partnerships that already exist (for example: practitioner teacher program).</p>	<p>June 2010</p>	<p>Ongoing</p>
<p>Advocate funding for national partners with LA Legislature – provide data-supported advocacy to maintain and expand allocations to support teacher recruitment and placement services by national partners.</p>		<p>Pursue a legislative solution to fund continued support of national recruiting partners.</p>	<p>April 2010</p>	<p>June 2011</p>
<p>Fund external support (Model Staffing Initiative) for Participating LEAs to receive technical assistance on best practices in hiring, site selection and redistributive support, including: accurately identifying schools' needs, conducting high quality interviews, and ensuring appropriate placement. Provide training and support to LEAs and principals to build local capacity to implement site-based selection. Fund consulting for districts services to transition to site selection and support</p>	<p>Daly, T., Keeling, D., Grainger, R., &amp; Grundies, A. (2008). <i>Mutual Benefits: New York City's shift to mutual consent in teacher hiring.</i></p>	<p>Implement MSI to Participating LEAs to assist districts in shifting to mutual consent hiring and ensuring that the high-poverty, high-minority schools. Build LDOE capacity to support these practices in all LEAs.</p>	<p>June 2010</p>	<p>June 2015</p>
		<p>Mandate site selection in Participating LEAs per Partnership Agreement.</p>	<p>Sep. 2011</p>	<p>Ongoing</p>
		<p>Create partnerships between high-performing leader preparation programs and low-performing schools.</p>	<p>June 2011</p>	<p>Ongoing</p>
		<p>Utilize human capital information system for participating LEAs to report vacancies centrally and for the LDOE and LEAs to monitor distribution and retention of highly</p>	<p>June 2012</p>	<p>Ongoing</p>

hiring in high-poverty and high-minority schools within an LEA. (D3i-ii)		effective teachers to high-poverty, high-minority schools.		
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**RESPONSIBLE PARTIES**

[\[APPENDIX D5: Human Capital Staffing Plan\]](#) contains details regarding the parties responsible for implementing planned activities.

Elizabeth Shaw – Executive Director of Human Capital, LDOE

Andrew Vaughan – Director, Division of Teacher Certification and Quality, LDOE

Patrice Saucier – Director, Division of Professional Development, LDOE

Karen Burke – Assistant Superintendent, Office of Quality Educators, LDOE

Jeanne Burns – Associate Director of Teacher Education Initiatives, Louisiana Board of Regents

<b>Performance Measures for (D)(3)(i)</b>	Actual Data: Baseline (Current school year or	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
<i>Note: All information below is requested for Participating LEAs.</i>					
<b>General goals to be provided at time of application:</b>	<b>Baseline data and annual targets</b>				
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	n/a	8	10	13	18
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	n/a	10	11	14	18
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	n/a	25	23	18	12

Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	n/a	22	20	17	12
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	n/a	8	10	14	18
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	n/a	10	11	14	18
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	n/a	25	23	15	8
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	n/a	22	20	15	8
[Optional: Enter text here to clarify or explain any of the data]					
<b>General data to be provided at time of application:</b>					
Total number of schools that are high-poverty, high-minority, or both (as defined in this notice).	378				
Total number of schools that are low-poverty, low-minority, or both (as defined in this notice).	110				
Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice).	9,909				
Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice).	3,797				
Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice).	378				
Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice).	110				
[Optional: Enter text here to clarify or explain any of the data]					
<b>Data to be requested of grantees in the future:</b>					

Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.	
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.	
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.	
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.	

<b>Performance Measures for (D)(3)(ii)</b>	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
<i>Note: All information below is requested for Participating LEAs.</i>					
<b>General goals to be provided at time of application:</b>	<b>Baseline data and annual targets</b>				
Percentage of mathematics teachers who were evaluated as effective or better.	95*	93	85	77	88
Percentage of science teachers who were evaluated as effective or better.	95*	93	85	77	88
Percentage of special education teachers who were evaluated as effective or better.	95*	93	85	77	88
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.	95*	93	85	77	88

\* Based on estimates. Data is not available.

Currently, more than 95 percent of teachers in Louisiana are rated effective or highly effective based on local evaluation systems. Value-added data predicts that 23 percent of teachers are ineffective (less effective than the average first year teacher) See D2 and D5 for supports that will be provided to ineffective teachers. Once CPMS has been implemented rigorously, aligned to student achievement data, the data will match predictive results.

- CPMS will be implemented in one district and several charters in 2010-11. That this will result in a minimal impact in the number of teachers evaluated as effective in those LEAs and a minor ripple effect elsewhere (93 percent).
- CPMS will be implemented in all Participating LEAs in 2011-12 and will affect teachers evaluated as “effective” or better, but because it is new, it will not be implemented with rigor, and the numbers won’t fully reflect predictive results (85 percent).
- In 2012-13, a more rigorous holding LEAs and principals accountable for student outcomes and teacher effectiveness will result in more accurately rigorous evaluations of teacher effectiveness (77 percent).
- Once CPMS is fully operational and LEAs are aggressively remediating and removing ineffective teachers, the percentage of effective teachers will begin to rise quickly due to supports and interventions, and continue to rise past the life of the grant (88 percent).

<b>General data to be provided at time of application:</b>	
Total number of mathematics teachers.	1545
Total number of science teachers.	1270
Total number of special education teachers.	1254
Total number of teachers in language instruction educational programs.	2122

The numbers in the above table are Full Time Equivalents (FTE) based on data collected on October 1, 2009 and are derived by the following methodology.

All Louisiana public school systems are required to submit data, including job qualifications and current job assignments of all personnel into the Profile of Educational Personnel (PEP) system maintained by the Louisiana Department of Education. PEP data is compared with data in the Teacher Certification Management System (TCMS) to determine which individual course sections are taught by teachers holding standard or non-standard certification.

In order to determine the Full-Time Equivalent, the total number of course sections is divided by six. This reflects the typical seven-period day of most Louisiana schools, plus a planning period for the teacher. The resulting FTE determination meets the requirements of CFR Part 682.210 (q) (8) (viii) in that it defines FTE as not less than 30 hours per week and also counts teachers in shortage areas on a *pro rata* basis.

**Data to be requested of grantees in the future:**

Number of mathematics teachers in participating LEAs who were evaluated as effective or better in the prior academic year.

Number of science teachers in participating LEAs who were evaluated as effective or better in the prior academic year.

Number of special education teachers in participating LEAs who were evaluated as effective or better in the prior academic year.

Number of teachers in language instruction educational programs in participating LEAs who were evaluated as effective or better in the prior academic year.

**(D)(4) Improving the effectiveness of teacher and principal preparation programs (14 points)**

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

- (i) Link student achievement and student growth (both as defined in this notice) data to the students’ teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and

(ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length: One page*

**(i) Link student achievement and student growth (both as defined in this notice) data to the students' teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and**

Louisiana is the only state that uses value-added data to evaluate the effectiveness of its teacher preparation programs through its Value-Added Teacher Preparation Program Assessment Model (TPPAM). Through TPPAM, Louisiana links student performance to individual teachers and the programs that prepared them to determine their value-added rating based on their graduates' impact on student learning. LDOE, in partnership with BOR, has publicly reported value-added data since 2006 on all state approved public universities, private universities and private providers using the TPPAM [[APPENDIX A2: 2009 Value-Added Report](#)].

Louisiana not only leads the nation in gathering and reporting data on the effectiveness of its teacher preparation programs, but has shown tremendous will to hold schools of education accountable to graduate high-performing teachers through its strict Teacher Preparation Accountability System (TPAS). TPAS is a programmatic intervention plan for in low-performing teacher preparation programs. With the adoption of TPAS imminent, the President of the University of Louisiana at Lafayette in the fall of 2009 stopped admissions to non-Master alternative certification program to study the program to determine its future after TPPAM identified the program as low-performing. Coupled with TPAS, Louisiana's actions to hold teacher preparation programs accountable for student outcomes is unprecedented. There is a deep evidence base demonstrating that Louisiana has the

systems, the courage, and the capacity to improve teacher and principal preparation programs and the state has ambitious plans to further improve the effectiveness of these programs. Through Race to the Top, the *Louisiana Education Reform Plan* builds upon its success and best practices by defining, implementing and expanding existing corrective actions for programs that do *not* produce effective teachers and leaders, and by replicating the best programs to improve student achievement and close achievement gaps for all students.

The *Louisiana Education Reform Plan* will improve teacher and principal preparation by:

1. Expanding the Value-Added Teacher Preparation Program Assessment Model
2. Strengthening the Louisiana Teacher Preparation Accountability System
3. Creating a Louisiana Leader Preparation Accountability System that reports value-added ratings on principal preparation programs based on the impact of their graduates on student achievement and holds programs accountable
4. Continuing to strengthen relationships with Schools of Education, and make them partners in this reform

#### **Expanding the Value-Added Teacher Preparation Program Assessment Model (TPPAM)**

Race to the Top will allow the state to expand beyond the TPPAM system, reporting effect data on in-state universities and private providers, to begin reporting the effect estimates for approved out-of-state university programs that prepare Louisiana teachers in sufficient numbers. This will ensure availability of data on the quality of teacher preparation programs whose graduates work in Louisiana – not just those graduating from in-state programs.

Through this expanded data capability, Louisiana will use the value-added data for nationally-competitive out-of-state programs as a comparator to raise the bar on in-state teacher preparation programs and identify better practices from out-of-state programs which may improve in-state programs. The availability of data on out-of-state teacher preparation programs will also inform the teacher pipeline (described in section D3). As the state launches a national recruitment campaign to attract high quality teachers to Louisiana, recruiting efforts will be focused on out-of-state programs that produce the strongest results. We will also pursue enhanced data collection to assure accurate linkage of these out-of-state graduates to their preparation programs.

Under Race to the Top, Louisiana will further enhance the reporting capabilities of the TPPAM by developing and

implementing an electronic system that will provide teacher preparation programs with effect estimates for each of the individual grade spans (e.g., pre-K-3, 1-5, 4-8, 6-12, and special education). This enhancement will allow teacher preparation programs to receive more focused and actionable data on the performance of different sections of their program, and will also provide more detailed data to further focus accountability. We will also examine the possibility of providing teacher preparation providers with effect breakdowns along the lines that will be used in Teacher-Student Achievement Outcome Reports such as results for high-achieving students, for students with disabilities, and for English language learners.

### **Strengthening the Louisiana Teacher Preparation Accountability System**

Studies have shown that, in some cases, new Louisiana teachers are performing as well or even better than more-experienced peers after going through the redesigned teacher-preparation programs (Blum, 2009). This demonstrates that the data gathered through our accountability system, and resulting enhancements, such as the redesign of teacher preparation programs in recent years can improve teacher preparation (and by extension, student learning). The demonstrated success and the strong statement made by intervening in two low-performing teacher preparation programs speak to the power of the Louisiana Teacher Preparation Accountability System. Through the *Louisiana Education Reform Plan*, we will redesign its teacher preparation accountability system to:

1. When a preparation program receives a poor rating (Level 4 or 5), BOR and LDOE map out a *Programmatic Intervention Plan* to monitor that program [\[APPENDIX D6: Programmatic Intervention Plan\]](#). Additionally, the BOR and LDOE will provide more intensive assistance and monitoring on the intervention, and close programs that are proven unsuccessful at producing ineffective teachers.
2. Upgrade TPPAM to include differentiation between effect estimates by grade span and student population.
3. Further revise and refine the Teacher Preparation Accountability System to allow for delivery of targeted support and intervention differentiated by the tracks or certification areas within teacher preparation programs correlated to the grade spans.

### **Creating a Louisiana Leader Preparation Accountability System**

Louisiana's five years of experience developing the TPPAM system has strengthened the state's belief that the best way to improve educator preparation is to gather and report actionable data in aggregate on graduates' impact on student learning, and to use that data to inform interventions. LDOE, in partnership with BOR, will replicate and improve upon past experience to improve accountability for Educational Leader preparation programs in the state.

Through Race to the Top, the state will improve the quality of Louisiana's leader preparation programs by developing a measure, based on student achievement data, to assess leader preparation program effectiveness for which sufficient data exists. Once obtained, this measure will be used to build a full educational Leader Preparation Accountability System. The system will contain value-added results of principals' schools used to examine the effectiveness of in-state universities, out-of-state universities, and private providers that prepare educational leaders. Louisiana plans to pilot and implement this system during the four-year grant period. LDOE and BOR will use the data produced to inform the authorization, monitoring and evaluation of leader preparation programs. Programs that are producing highly effective leaders will be expanded. Persistently underperforming in-state programs - programs that are unable to graduate educational leaders that consistently improve student outcomes - will be closed. LDOE will also examine the effectiveness of charter preparation and charter leader programs as well, even if they are not certified.

#### **(ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).**

As outlined in section D2 of this application, Louisiana will increase rigor in measurement of teacher effectiveness and aggressively remove persistently low-performing teachers. This will create an increased demand for effective teachers. As outlined in section D3, Louisiana must increase the supply of effective teachers to meet this demand. Louisiana's strong knowledge of which preparation programs are graduating effective teachers and leaders will augment this effort. Through Race to

the Top, Louisiana will use its data-rich environment to expand effective teacher and leader preparation programs.

The *Louisiana Education Reform Plan* will expand effective **teacher** preparation programs by:

1. **Providing financial incentives to institutions and to program participants** who complete programs at university-based teacher preparation programs with Level 1 and Level 2 effect estimates based upon the Value-Added Teacher Preparation Assessment Model (Level 1 and 2 are the highest effect estimates) in areas of teacher shortages and agree to teach in districts with shortages. Over the grant period, Louisiana has budgeted 240 participants to receive incentives.
2. **Redesigning undergraduate teacher preparation programs** to create programs with 1-year full-time teaching residencies, attain approval of the programs, and implement the programs at three universities. LDOE will then use value-added data to assess the quality of these programs, and refine them to ensure that they are highly effective.
3. Recreating, through Accountability, the core elements of the most successful programs in less-accessible parts of the state.

The *Louisiana Education Reform Plan* will expand effective **leader** preparation programs by:

1. Designing the **Louisiana Leadership Academy** based on existing best practices in school leadership training (e.g., NYCDOE, NLNS, UK model, etc) and creating a robust and effective network of academies using universities and independent providers (e.g., New Leaders for New Schools). The academies will be established in multiple areas to ensure geographic proximity to eligible current or prospective leaders statewide. Selected candidates must meet certain pre-qualifying conditions and guidelines for continued enrollment in the Academy. A pilot will be launched in Summer 2011.
2. Using the **Leader Preparation Accountability System** to identify the most effective leader preparation programs and provide subsidies for high potential educators who commit to working in high-poverty, high-minority schools to attend those programs.
3. Funding a **Middle Leaders Program** to prepare selected candidates from high-poverty, high-minority schools to move up the ladder to higher-level and leadership positions and increase the number of strong candidates entering principal preparation programs. The initiative pays for program fees and logistical costs for three cohorts, yielding a total of 100

candidates.

4. Funding **high-potential candidates from leadership positions in high-poverty, high-minority schools to attend nationally recognized leadership training.**

### **Strengthening Coordination and Alignment with Schools of Education**

Race to the Top is an opportunity to galvanize the entire higher education community behind *the Louisiana Education Reform Plan*. It provides impetus to strengthen LDOE's already close relationship with the higher education community in Louisiana. The reform plan offers educators several new tools to successfully shift to data-driven instruction and fully implement the new standards, assessments, and curriculum (described in sections B and C). Educators must be prepared to use these new tools. LDOE will work closely with teacher and leader preparation programs (through BOR) to ensure that teachers and leaders graduate with a deep understanding and practical experience using data to drive instructional practice.

In collaboration with BOR, LDOE will create modules designed to simulate the types of data analysis and instructional refinements that are required to deliver true data-driven instruction. These modules will include case studies using student data. Teacher candidates will learn how to use tools (such as EAGLE, IIS, and HCIS) to access and analyze data, and then adjust their own instructional practices accordingly. After these course modules are developed, BOR will train universities and private providers to integrate the modules into their teacher and leader preparation programs.

### **(D)(4) GOALS**

Louisiana will ensure that every child is educated by an effective teacher and is in a school led by an effective principal by:

- Refining and expanding the work of LDOE and BOR to measure and publish the effectiveness of teacher and leader preparation programs based on student achievement data.
- Improving overall teacher and leader quality by planning data-driven, programmatic interventions in new candidate preparation programs that fail to consistently produce effective educators and expand those preparation programs that are most effective.

**(D)(4) KEY ACTIVITIES/TIMELINE**

To improve the effectiveness of teacher and leader preparation programs, Louisiana will undertake 2 key activities:

<b>Key Activity</b>	<b>Supporting Evidence</b>	<b>Action</b>	<b>Start Date</b>	<b>End Date</b>
<p><b>Improve teacher preparation programs</b>            Improve the quality of Louisiana’s teacher preparation programs to ensure that preparation programs which are producing highly effective staff are expanded and underperforming programs are limited, including launching pilots of new teacher preparation programs.</p>	<p>Levin, J. &amp; Quinn, M. (2003) <i>Missed Opportunities: How We Keep High-Quality Teachers Out of Urban Classrooms</i> .</p> <p><a href="#">[APPENDIX A2: 2009 Value Added Report]</a></p> <p><a href="#">[APPENDIX D7: LA School Turnaround Specialist Overview]</a></p> <p><a href="#">APPENDIX D8: LA School Turnaround Specialist Performance Measures]</a></p>	Publicly report the effect estimates for all state approved public universities, private universities, and private providers using the Value-Added Teacher Preparation Program Assessment Model (TPPAM).	April 2010	Ongoing
		Develop a system to report the effect estimates for all state approved out-of-state university programs that prepare teachers using TPPAM.	Sep. 2010	Ongoing
		BOR monitor the implementation of Programmatic Intervention Plans developed by public universities that attain a poor rating (Level 4 or Level 5) effect estimate on their TPPAM.		
		LDOE monitors the Programmatic Intervention Plans of private universities and private providers who attain a poor rating (Level 4 or Level 5) effect estimates.		
		Pilot the Revised Teacher Preparation Accountability System containing value-added results to examine the effectiveness of all in-state universities, out-of-state universities, and private providers that prepare teachers.	April 2010	Jun 2011

		Fully implement the Revised Teacher Preparation Accountability System containing value-added results to examine the effectiveness of all in-state universities, out-of-state universities, and private providers that prepare teachers.	Sep. 2011	Ongoing
		Develop and implement an electronic system that will provide teacher preparation programs with effect estimates for each of the individual grade spans (e.g., pre-K-3, 1-5, 4-8, 6-12, and special education).	Sep. 2010	May 2012
		Create modules that prepare teacher candidates to learn how to use EAGLE, IIS, and HCIS for practicing teachers and plan appropriate professional development to address needs identified through the modules.	Sep. 2010	April 2012
		Train universities and private providers to integrate the modules/simulations into their teacher preparation programs.	Sep. 2011	April 2013
		Expand university-based teacher preparation programs with Levels 1 and 2 effect estimates based upon the TPPAM (Levels 1 and 2 are the highest effect estimates) by providing financial incentives to institutions and to program participants who complete programs in areas of teacher shortages and agree to teach in	June 2010	Ongoing

		districts with shortages.		
		Redesign undergraduate teacher preparation programs to create programs with 1-year full-time teaching residencies, attain approval of the programs, and implement the programs at three universities.	June 2010	Sep. 2012
		Re-create the core elements of the most successful programs in less-accessible parts of the state.	June 2010	Ongoing
<p><b>Improve leader preparation programs</b>          Improve the quality of Louisiana's leader preparation programs by developing a measure, based on student achievement data, to assess program effectiveness. Use data to inform mechanisms to authorize, monitor and evaluate leader preparation programs to ensure that programs which are producing highly effective staff are expanded and underperforming programs are limited, including launching pilots of new leader preparation programs.</p>		Pilot an Educational Leadership Preparation Accountability System containing value-added results of principals' schools to examine the effectiveness of all in-state universities, out-of-state universities, and private providers that prepare educational leaders.	Sep. 2010	April 2012
		Fully implement an Educational Leadership Preparation Accountability System containing value-added results of principals' schools to examine the effectiveness of all in-state universities, out-of-state universities, and private providers that prepare educational leaders.	Sep. 2011	April 2012
		Supplement and strengthen existing monitoring and evaluation programs to incorporate student achievement data.	June 2010	Ongoing
<p>Create a robust and effective network of Louisiana Leadership Academies using universities and independent providers (e.g.,</p>		Design Louisiana Leadership Academy based on existing best practices in school leadership training (NYCDOE, NLNS, UK	June 2010	April 2011

NLNS). The academies will be established in multiples areas to ensure geographic proximity to eligible candidates statewide.		model, etc).		
		Open Louisiana Leadership Academy and begin training first cohort; and subsequent cohorts.	June 2011	Ongoing
Expand effective leader preparation programs.		Expand private providers of leader preparation programs.	June 2010	June 2013
		Fund high potential traditional educators to attend nationally-prominent leadership training.	June 2010	June 2013

**RESPONSIBLE PARTIES**

Elizabeth Shaw – Executive Director of Human Capital, LDOE

Andrew Vaughan – Director, Division of Teacher Certification and Quality, LDOE

Karen Burke – Assistant Superintendent, Office of Quality Educators, LDOE

Jeanne Burns – Associate Director of Teacher Education Initiatives, Louisiana Board of Regents

<b>Performance Measures</b>	Actual Data: Baseline (Current school year or most recent)	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
<b>General goals to be provided at time of application:</b>	<b>Baseline data and annual targets</b>				
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates’ students.	22%	70%	90%	95%	95%
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates’ students.	0%	0%	95%	95%	95%

<b>General data to be provided at time of application:</b>		
Total number of teacher credentialing programs in the State.	22	
Total number of principal credentialing programs in the State.	23	
Total number of teachers in the State.	46,887	
Total number of principals in the State.	1,358	
<b>Data to be requested of grantees in the future:</b>		
Number of teacher credentialing programs in the State for which the information (as described in the criterion) is publicly reported.		
Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.		
Number of principal credentialing programs in the State for which the information (as described in the criterion) is publicly reported.		
Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.		
Number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.		
Number of principals in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.		

**(D)(5) Providing effective support to teachers and principals (20 points)**

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for its participating LEAs (as defined in this notice) to—

- (i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example,

gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and

(ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice).

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length: Five pages*

**(i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and**

High-quality, relevant professional development is an essential component of the *Louisiana Education Reform Plan*. Continuous professional development that improves teacher outcomes, in turn, impacts student outcomes. Studies show that when teachers improve their teaching practices, student achievement also improves (Fishman, Marx, Best & Tal, 2003; Kamil, 2003; Guskey, 2000). Convergent evidence also demonstrates that the most meaningful professional development centers on a “teaching and learning” design – one based on the use of student data to inform teacher practice (Wheelan, 2005; Reeves, 2004;

Segall, 2004). Additionally, Louisiana's own experience in this area, as evidenced by the Recovery School District (RSD) and our High-Poverty High-Performing (HPHP) schools, shows us that establishing a professional culture rooted in data analysis requires a substantial amount of coaching and professional development.

Professional development, implemented by the Participating LEAs with assistance from LDOE, will improve their use of the processes, programs and systems proposed in the *Louisiana Education Reform Plan*. The professional learning strategies employed in the *Reform Plan* will be embedded into routine school and LEA practice. Louisiana recognizes that providing effective support to teachers and principals is a significant challenge. Historically, we have struggled to implement professional learning and supports well. That's why LDOE has already enlisted Dr. Michael Fullan, a globally respected education expert, to begin implementing a proven District Capacity Building process in our LEAs (described in section A2, part III).

The state's strong foundational tools elaborated on in sections B3 and C3 provide the high-quality infrastructure needed to support effective professional development by providing real-time and relevant data into the classroom. As has been demonstrated, Louisiana's standards, assessments, and accountability system are among the best in the country. The proposed Instructional Improvement System (described in section C3) provides teachers with rapid access to rich formative assessment data collected through EAGLE (see section B3) and other qualified systems, and teacher performance data through HCIS (described in D2), in a 21<sup>st</sup> Century platform. Race to the Top (R2T) funding will allow Louisiana to implement systems and processes that will make the state unrivaled in its ability to provide educators with actionable data on their own performance and their students' learning. To ensure successful capacity-building to use data well, LDOE will help LEAs and schools:

1. Implement **job-embedded professional development based on student outcomes** which includes coaching, induction, and common planning and collaboration time.
2. Use a **Teaching Improvement Cycle** for teachers to reflect on their teaching practices to improve instruction.
3. Provide **intensive and continual technical assistance** to schools to improve instructional programs and policies.
4. Implement relevant professional development tied to the common standards and core assessments, using appropriate methods [[APPENDIX D9: Professional Development Methods](#)].
5. **Create individualized professional development** plans for LEAs, schools, and teachers based on formative data for the

purposes of providing tailored and individualized support for teachers.

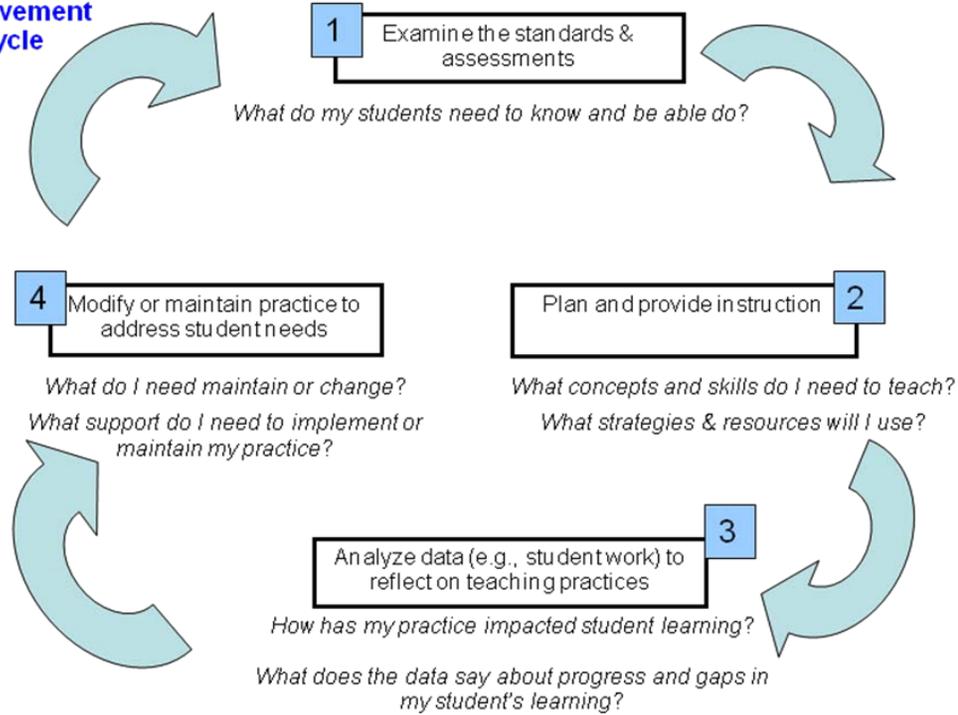
6. Fully implement the **Turnaround Specialist Program** which will train leaders to take over failing schools, providing tuition subsidies for current or future turnaround leaders annually.
7. Support principals by creating a mentor program between principals from **HHPH schools and principals from high-poverty high-minority low-performing schools**.
8. Implement an *enhanced* induction program, **Louisiana Teacher Assessment and Assistance Program** (La TAAP) designed to improve overall quality of support for new teachers, aligned to measures of teacher effectiveness.
9. Implement the **Teacher Advancement Program (TAP)**. This program will reach at least 30 more schools in Louisiana and fund additional TAP Master Teachers to support teachers and the expanded implementation of four key elements: ongoing professional growth, instructionally-focused accountability, performance-based compensation, and multiple career paths.
10. Implement the **Learning Agenda**, a principal effectiveness laboratory which will capture the key learnings about the principal actions, school practices, and policies that lead to improved student achievement in “breakthrough schools” to inform future improvements in principal practices.

Each of these supports will be used to advance a school-wide culture of continuous improvement.

### **Using Data to Build a Continuous Improvement Culture**

Participating LEAs, through the Partnership Agreement, will be required to structure the school day to increase the amount of job-embedded professional development and instructional coaching provided to teachers and leaders. The *Teaching Improvement Cycle*, based on a professional learning cycle by McElroy (2003) and a continuous improvement cycle by Frede (2005) will be used to assist teachers and leaders in using data to create and implement standards-based instruction.

## Teaching Improvement Cycle



Standards-based instruction means that every teacher, in every classroom, every day, through a continuous cycle, ensures students learn the common standards and benchmarks to proficiency. The *Teaching Improvement Cycle* describes the process (and critical questions) by which teachers will make professional instructional decisions and then act on those decisions. Regardless of content, course, or grade level, the cycle will remain constant. In the simplest of terms, the cycle answers critical questions as they relate to each step in the cycle.

To ensure effective use of the cycle, training sessions will introduce regional content experts (described in section B3) and school-level coaches, master teachers, and mentors to the cycle, the leadership roles that support the approach, and the contextual conditions necessary to implement the approach effectively. Participants will receive a guide and the ability to

implement and/or train teachers to implement the cycle. Teachers and leaders will then be provided with ongoing training, coaching, monitoring and feedback regarding the use of the cycle. Professional development will be aimed at improving new practices and making previous practices easier and/or more effective.

Implementation of the *Teaching Improvement Cycle* shifts the focus and resources away from traditional professional development to professional learning that addresses the way adults learn best (Darling-Hammond et al., 2009). The *Teaching Improvement Cycle* will be used to target and address the specific professional development needs of teachers and leaders.

**(ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice).**

Evaluations of professional development traditionally focus on what is characterized as the “happiness quotient” – an assessment of teacher reactions to a specific professional development activity immediately upon its completion. This will not be the case in Louisiana. We will incorporate evaluation within all aspects of professional development, moving to more substantive measures that consider professional development’s impact on teacher effectiveness, the school organization and, ultimately, student achievement.

The *Professional Development Logic Model* below will serve as an evaluation framework. It displays the sequence of actions that describe what the professional development *is* and *will do* – that is, how the *inputs* (methods and programs used) and *outputs* (processes and strategies taught and learned), lead to *outcomes* (impacts on teachers and students). This model will guide LDOE, LEAs, and schools to continuously modify and improve the quality and relevancy of methods used and the practices, strategies, programs or systems implemented. Adjustments will be made to ensure optimal results.

The design will include formative and summative questions, which focus on short and long term outcomes and each program’s specific goals and objectives. We will ask questions about results (e.g., Did teachers use the strategies? Did student work demonstrate evidence of teachers’ application of the strategies? Did student learning improve?) rather than about services,

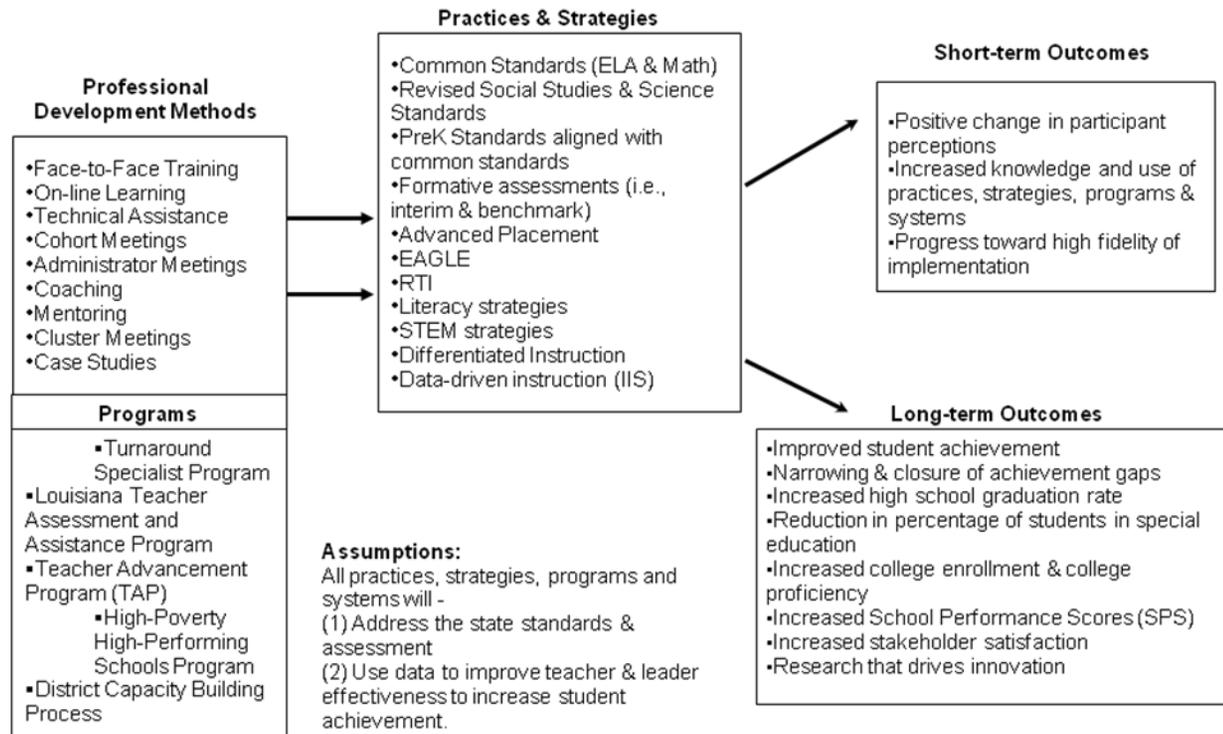
to measure impact rather than program delivery. Where appropriate, we will report the findings and recommendations in formats sensitive to the needs of multiple audiences. Finally, LDOE and LEAs will work together to ensure that programs that are not effectively resulting in an increase in student achievement do not continue.

**(D)(5) GOALS**

The *Louisiana Education Reform Plan* has 2 goals in providing effective supports to teachers and leaders to improve performance:

- Build capacity of the LEAs and schools to implement strong professional development which increases data-driven instruction.
- Measure, evaluate and continuously improve the effectiveness of professional development.

## Professional Development Logic Model for Teachers and Principals



**(D)(5) KEY ACTIVITIES/TIMELINE**

The *Louisiana Education Reform Plan* contains 7 key activities which will advance providing effective support to teachers and principals.

Key Activity	Supporting Evidence	Action	Start Date	End Date
Redesign and enhance the Louisiana Teacher Assessment and Assistance Program (La TAAP) to improve overall quality of induction support for teachers.	<ul style="list-style-type: none"> <li>▪ Wong (2004). <i>Induction programs keep new teachers teaching and improving.</i></li> <li>▪ Research supports that a good induction program, including mentoring, is more effective for keeping teachers on the job than better pay (Reed, D., Reuben, K., Barbour, E., 2006)</li> </ul>	Redesign La TAAP.	May 2010	Sep. 2010
		Implement La TAAP enhancements.	Sep. 2010	Ongoing
LEAs will develop and implement a professional development program for key LEA staff and school leadership teams to build capacity in schools to analyze student data and drive instructional practices. Professional development will emphasize how to use formative assessments to improve student achievement. LDOE will review and provide feedback on these plans.	<ul style="list-style-type: none"> <li>▪ Fink, E. &amp; Resnick, L. (2001). <i>Developing principals as instructional leaders.</i></li> </ul>	Provide support to individual LEAs to implement the new comprehensive curriculum and benchmarking tools, including providing LEAs and individual teachers support to effectively use formative assessment of student performance to inform instruction (described in C3).	June 2011	Ongoing
		Assist LEAs in creating a PD plan that is linked directly to staff performance data.	June 2011	Ongoing
Expand TAP in Louisiana.	<ul style="list-style-type: none"> <li>▪ <a href="#">[APPENDIX D10: LA TAAP Overview]</a></li> <li>▪ Desimone, L., Porter, A. C., Garet, M. S., Yoon, K.</li> </ul>	Expand TAP, including funding additional Executive Master Teachers to operate at the state level to provide additional	Sep. 2010	April 2014

	S. & Birman, B. F. (2002). <i>Effects of professional development on teacher's instruction: Results from a three-year longitudinal study.</i>	support on TAP the expanded implementation in TAP schools.		
Increase turnaround capacity in Louisiana by supporting existing Louisiana School Turnaround Specialist Program, including providing tuition subsidies for current or future leaders of turnaround schools in participating LEAs.	▪ Haynes, M. (2009). <i>State Strategies for Turning Around Low-Performing Schools.</i>	Fully implement Turnaround Specialist Program (modeled off of UVA program) and train those leaders to take over failing schools. Provide tuition subsidy for current or future turnaround leaders annually in Participating LEAs to attend program.	Sep. 2010	Sep. 2014
Create interactive case studies of effective leadership at High-Poverty High-Performing (HPPH) schools in Louisiana to use best practices and attributes of successful school leaders and use these case studies to inform support activities for school leaders, including establishing and funding a mentor program between leaders of HPPH schools and leaders of low-performing, high-poverty school leaders in participating LEAs.	▪ Kannapel, P.J., Clements, S.K. (2005). Inside the black box of high-performing high-poverty schools.	Create a mentor program for principals of HPPH schools within Louisiana to mentor principals in high priority schools.	Sep. 2010	Ongoing
		Create interactive case studies which outline best practices, key behaviors and attributes of successful leaders and use these best practices to inform evaluation and support systems for school leaders.	June 2010	April 2013
Measure effectiveness of professional development by gains in student achievement and staff effectiveness. Continuously revise professional development strategy to dedicate resources to programs with the most impact.		LDOE will have dedicated staff to analyze and evaluate human capital data, student achievement data and programs in this proposal and provide recommendations to LEAs and schools to adjust practices and	Jan. 2011	Ongoing

		programs accordingly.		
The state will fully fund, implement and evaluate a pilot group of LEAs to participate in formal district capacity building process.		As described in section A2, part III.	TBD	TBD

**RESPONSIBLE PARTIES**

See [\[APPENDIX D5: Human Capital Staffing Plan\]](#) for details regarding parties responsible for implementing planned activities.

Elizabeth Shaw – Executive Director of Human Capital, LDOE

Patrice Saucier – Director, Division of Professional Development, LDOE

Karen Burke – Assistant Superintendent, Office of Quality Educators, LDOE

Jeanne Burns – Associate Director of Teacher Education Initiatives, Louisiana Board of Regents

Jill Slack – Executive Director, Literacy and Numeracy Initiative, LDOE

<b>Performance Measures</b> Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Percentage increase of teachers moving from “effective” to “highly effective”				3%	3%

**(E) Turning Around the Lowest-Achieving Schools (50 total points)**

**State Reform Conditions Criteria**

**(E)(1) Intervening in the lowest-achieving schools and LEAs (10 points)**

The extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the State’s persistently lowest-achieving schools (as defined in this notice) and in LEAs that are in improvement or corrective action status.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (E)(1):

- A description of the State’s applicable laws, statutes, regulations, or other relevant legal documents.

*Recommended maximum response length: One page*

Louisiana is the only state that has created a separate statewide entity dedicated solely to actively taking over and turning around the lowest-achieving schools in the state. We have the authority to intervene directly in schools that are consistently performing below acceptable levels and remove them from LEA control and transfer them to the Recovery School District (RSD). RSD is a state-run unit dedicated to dramatically improving its portfolio of schools. This aggressive injection of bold action and innovation has led to the creation of an environment in New Orleans that provides the greatest amount of choice of any urban district in America, where families may choose from 37 RSD charter schools or 33 RSD run (i.e., turnaround) schools. Additionally, RSD has taken over the authority for schools in Baton Rouge and Shreveport.

RSD was created by the Louisiana Legislature in 2003 with the passage of **Revised Statute 17:1990 [APPENDIX A14: RSD Legislation RS 17:1990]** and R.S. 17:10.5 enacted by the Louisiana Legislature in 2003 **[APPENDIX E1: RSD Legislation RS 17:10.5]**. These statutes give the state, through RSD, extraordinary power to remove from local control any individual school that has been designated as a “failed school,” one that has remained in an academically unacceptable school (AUS) status for four

consecutive years and has not been corrected during that period by local authorities [\[Additional information on LDOE's Accountability System can be found on LDOE's website\]](#). What sets Louisiana apart is the fact that, rather than taking over entire school districts with all of their dysfunctions, central office bureaucracies, employees and restrictive collective bargaining agreements, RSD takes over individual *schools*, their employees, their students and their funding. This direct authority has enabled LDOE to intercede in more than five percent of the state's public schools and more than 90 percent of the schools in New Orleans.

The state's exercise of this takeover authority began in 2004, when RSD assumed control of five schools in Orleans Parish (New Orleans). After Hurricane Katrina in 2005, an additional 107 were transferred to RSD. In the aftermath of the hurricane many of those schools were closed because of lower enrollment and building damage. Today, RSD operates a total of 70 schools in New Orleans, 37 of which are now charter schools. In 2008, RSD expanded outside of New Orleans and took over five schools in the Baton Rouge area. In 2009, RSD took control over an additional four schools in Baton Rouge and two schools in Shreveport. RSD has also intervened in an additional 29 schools (mostly rural schools) in several LEAs outside of New Orleans pursuant to a detailed Memoranda of Understanding [\[APPENDIX E2: LEA Intervention MOU\]](#), which allows the parent LEA to operate the schools, while working collaboratively with RSD regarding the removal and replacement of any staff, review and approve the curriculum, and the allocation and use of financial and other resources.

RSD retains jurisdiction of each transferred school for not less than five years. At the end of that period, it submits a detailed status report to BESE, along with its recommendation that the school be either:

1. *Continued for an additional period under the RSD pursuant to its reported operational status; or*
2. *Continued under the RSD, with changes in its operational status, along with a description of the nature of such changes; or*
3. *Closed and the students reassigned to a higher performing school or schools; or*
4. *Returned to the local school system, but with proposed stipulations and conditions for the return.*

RSD gives individual schools the freedom to hire and fire staff based on performance; enables them to require longer school days and/or a longer school year; and requires the use of a data-driven instructional model that provides real-time feedback

on student learning. RSD embraces school choice for parents through a diverse set of alternative school management models including charter school providers and other private managers.

## Reform Plan Criteria

### **(E)(2) Turning around the lowest-achieving schools** (40 points)

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

(i) Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; and (5 points)

(ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools). (35 points)

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (E)(2) (please fill in table below):

- The State's historic performance on school turnaround, as evidenced by the total number of persistently lowest-achieving schools (as defined in this notice) that States or LEAs attempted to turn around in the last five years, the approach used, and the results and lessons learned to date.

*Recommended maximum response length: Eight pages*

- (i) Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; and (5 points)**

Louisiana started to aggressively identify its persistently lowest-achieving schools in 1999 with the creation of our state Accountability System (as authorized by Act 478 of 1997), which is now nationally recognized. The Accountability System measures the academic achievement of students in every school and converts that to a School Performance Score (SPS). Every school is given an SPS regardless of whether it is a Title 1 school, non-Title 1 school, or non-Title 1 eligible school [[APPENDIX E3: Louisiana School Performance Scores](#)]. Academic achievement accounts for 90 percent of an elementary SPS. (The remainder of the score is based on attendance.) Academic achievement accounts for 70 percent of a high school SPS. Our graduation index (weighing cohort graduation rate and other graduation factors) accounts for 30 percent. The SPS of a school is calculated each year and the resulting calculation leads to:

1. Labeling of schools (where the school is rated on an absolute value scale as well as on the basis of meeting growth targets – or not) and
2. Identification of the school as an Academically Unacceptable School (AUS), if applicable.

In 1999, if an SPS was below 30, the school was deemed an AUS. In 2003, the SPS bar was raised to 45. In 2005, the SPS bar was raised to 60. In 2010, the SPS bar was raised to 65, to be effective in 2011, and then to 75 to be effective in 2012. More than nine percent of the states' schools (elementary and high schools which were below 60) were identified as AUS, and because of persistent failure (four consecutive years) were placed in the RSD. RSD presently consists of 117 schools (out of nearly 1300 schools statewide), including 33 Recovery School District operated schools, 51 charters and 33 schools heavily controlled by RSD through an MOU with the LEA.

- (ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation**

**model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools). (35 points)**

The backbone of the state's plan to turnaround low-achieving schools has been and will continue to be RSD. RSD has used all of the four school intervention models (and even other strategies – see below). The results have been remarkable in its numbers of schools and geographic reach, as RSD extends not only to New Orleans, but also to Baton Rouge and Shreveport. The strategy of heavy reliance on charter schools grants immediate autonomy to the school leader, creates a whole new team of teaching staff, includes a strong connection to the community through a charter board and allows for creativity and the competitive and innovative spirit to thrive. The alternative strategy of RSD-run schools relies on similar concepts, including the formation of local advisory boards, the use of business-like human capital strategies, rapid replacement of ineffective teachers and leaders, as well as a strong curriculum and instruction model that is reviewed quarterly by national experts to determine if the academic achievement results are truly driven by a strong curriculum and instruction approach.

Results show significant growth in academic achievement regardless of which model has been used - charter (i.e., restart), RSD-run (i.e., turnaround) or closure. In the last two years, the academic achievement in RSD schools in New Orleans has increased in nearly every state tested area and increased at a rate that in nearly every tested area exceeds the state's growth average. Further, the growth of schools in RSD for three years or more have increased at rates significantly greater than the state average in 75 percent of elementary schools and 66 percent of high schools [\[APPENDIX A3: Growth in Recovery School District: New Orleans Schools 2007 to 2009\]](#). Some of the gains are dramatic. The 10<sup>th</sup> grade math proficiency rate has jumped from 22 percent to 40 percent, and the senior annual graduation rate from 64 percent to 81 percent. The 8<sup>th</sup> grade English language arts proficiency rate has grown from 26 percent to 32 percent. The existence of RSD may have influenced 29 schools to improve to no longer be deemed academically unacceptable. That number of schools moving out of AUS status is *unprecedented* in Louisiana history. We believe district's fear of "ceding" schools to RSD was a motivational element in many of the AUS schools that improved.

RSD is prepared to take on more schools as necessary – and will. However, in evaluating the academic performance of the 1,300 schools in the state, in addition to the 117 schools in RSD, the state still has approximately 300 schools where 50 percent or

more of the student population are below grade level. Because of the significant magnitude of the problem, the state must do more and more quickly. Two years ago, the state began to place schools under the supervision of the RSD, through a Memoranda of Understanding (described in section E1) where RSD oversees the LEA's operation of the chronically low-achieving schools without taking day-to-day operational responsibility from the LEA for the school. However, even with that approach, we believe we need to have more strategies to deal with the significant numbers of remaining schools needing aggressive support. Consequently, we have developed the following strategies to support LEAs in turning around schools using one of the four Race to the Top (R2T) models.

The *Louisiana Education Reform Plan* supports Participating LEAs in turning around persistently low-performing schools using six strategies:

- 1) **Keeping schools currently under RSD management in that management structure and pursuing one of the four intervention models in any schools that remain persistently low-achieving.** Because of RSD's strong track record of success, it is recommended that schools under direct RSD management and RSD charter schools will remain in the RSD during the grant period. Though gains in RSD overall are strong, a minority of RSD schools remain low-performing. RSD is committed to "restarting" dramatic reform in these schools through models such as "transformation" (enabling a charter operator to assume control of an existing school's early grades and expand into the later grades to take over the whole school over a short period of time), "conversion" (contracting the school's entire management to a proven charter operator), and other approaches consistent with the four R2T models.
- 2) **Creating the High-Performance Schools Initiative (HPSI) to support districts willing to create RSD-like conditions and fully implement one of the four interventions models in their struggling schools before state intervention is mandated.** While RSD has achieved extraordinary success, Louisiana's long-term plan to address struggling schools also involves building the capacity of willing districts to carry out successful turnarounds. To avoid state takeover, Participating LEAs with struggling schools are encouraged to enroll these schools in HPSI. To qualify for HPSI, LEAs must present to the state a clear, binding plan to implement RSD-like conditions in all HPSI schools, including the same flexibility and

autonomy to make decisions over staff, resources, and learning time that positively affect change. Only LEAs that meet LDOE's stringent criteria will be invited to participate. Participating LEAs that enroll in the HPSI can receive:

- Funding from the state's 1003(g) School Improvement Grants (SIG) funds in *addition* to their relative share of R2T funding
- Support to advance their school turnaround efforts
- Support from the state's School Recovery and Support Teams (defined below in the timeline)
- Help in streamlining planning, spending and reporting.
- Access to turn-around leaders and teachers

These LEAs and schools will be held to strict standards of execution and performance accountability. As a result, we believe HPSI will increase the number of LEAs implementing the best practices associated with successful school turnaround, including providing school choice through effective chartering, extending the school day and school year, structuring job-embedded professional development, using data to drive instruction, implementing managed curriculum, and providing schools and principals with decision-making authority to hire, retain and reward teachers and leaders based on performance.

**3) Continuing to bring schools into RSD when districts are unwilling or unable to fully implement dramatic strategies, or fail to do so successfully.** Louisiana will continue to bring schools into RSD under three circumstances:

(A) If Participating LEAs do not meet LDOE's strict criteria for establishing the conditions for successful turnaround, their struggling schools will jeopardize 1003(g) funding, and if chronically falling into AUS for four years, be subject to takeover by RSD.

(B) LDOE will develop a set of leading indicators and student achievement benchmarks for successful implementation of school turnaround. HPSI-enrolled schools will be monitored annually to determine their progress against the established benchmarks. Enrolled schools that fail to achieve the indicators and realize successful turnaround will jeopardize 1003(g) funding and if chronically falling into AUS for four years be placed into the RSD.

(C) Persistently struggling schools in non-participating LEAs will continue to be subject to RSD takeover.

- 4) **Creating strong pipelines of talented teachers, leaders, and school operators for struggling schools.** As described in sections D3 and D4, Louisiana will undertake an ambitious effort to fuel the supply of highly effective teachers and leaders for its schools, with a special emphasis on its HPSI and persistently low-achieving schools. LDOE will also make Model Staffing Initiative teams available to LEAs in HPSI to revamp and improve hiring and personnel systems to maximize the human capital available to schools in turnaround. Finally, Louisiana will build an ongoing supply of high-quality charter operators that will deliver consistent levels of outstanding performance by scaling up the incubation of CMOs to build significant charter turnaround capacity in the state.
- 5) **Using RSD as a research and development engine to drive innovation.** Because of RSD's success, Louisiana will document its policies and practices, share those widely with LEAs implementing turnarounds, and use RSD's lessons in negotiating commitments with LEAs under HPSI. In addition, Louisiana will continue to use RSD to test and refine new turnaround strategies, such as the "transformation" and "conversion" models described above, as well as developing and rolling out new approaches to attracting and retaining the best people and expanding the most outstanding school operators.
- 6) **Use of Memorandum of Understanding between RSD and LEA.** We are only in the second year of piloting this strategy. RSD has oversight and collaborates with the LEA to address leadership, teaching, curriculum and instruction and resource management. This strategy was used primarily in less populated (although some schools are in urban settings) where the RSD did not have immediate capacity to do the work in the geographic location or the ability to address local community cultural concerns. This approach enables RSD to extend its reach and resources to all areas of the state as it develops additional capacity.

**(E)(2) GOALS**

Louisiana seeks to ensure that its lowest-achieving schools better serve the educational needs of its children by:

- Implement one of the four R2T intervention models in each of the 80 schools by 2014.
- In 100 percent of those schools, either achieve annual benchmarks on the path to success or “restart” dramatic change using one of the four models
- Achieve success in 80 percent of the RSD schools that remain low-achieving; close RSD schools that continue to fall short.
- Through teacher and leader preparation programs, produce 500 teachers and 60 leaders to work in persistently low-achieving schools (described in sections D3 and D4)
- Through HPSI, equip 28 LEAs to successfully manage turnarounds beyond the term of the R2T grant

**(E)(2) KEY ACTIVITIES/TIMELINE**

The Louisiana Reform Plan contains 9 key activities which will advance turning around the lowest-achieving schools and LEAs.

Key Activity	Supporting Evidence	Action	Start Date	End Date
Identify persistently low-achieving schools according to R2T guidelines.	N/A	Analyze multiple years of state assessment data to identify most persistently low-achieving schools.	May 2010	Annual
Partner with districts to identify and place highly-effective leaders and staff in schools in which superintendents have decided to implement one of the four R2T turnaround interventions.	Many researchers agree that the impact of decisions made by individual teachers in the classroom is far greater than the impact of decisions made at the school level. (Marzano, R. 2003)  Effective teachers appear to demonstrate results with students of all achievement levels, regardless of heterogeneity in	Eliminate forced placement of teachers.	June 2010	Ongoing
		Implement mutual consent hiring at all turnaround schools, and where possible, without requiring that all displaced teachers at turnaround schools are reassigned elsewhere in the state.	June 2010	Ongoing
		Hire highly effective teachers and leaders through the state’s pipeline of high quality teachers and leaders.	June 2010	Ongoing

	<p>their classes (Sanders, W.L &amp; Horn, S.P.,1994)</p> <p>RSD schools' growth outperforms other schools in the state because the RSD places effective and highly effective teachers in low-performing schools. <b>[APPENDIX A3: Growth in Recovery School District: New Orleans Schools 2007-2009]</b>.</p> <p>Individual teachers have the largest single school effect on student performance. Documented experience also indicates that individual teachers in high-poverty schools can effect rapid, dramatic student learning improvements within their own classrooms. (Public Impact, 2008)</p> <p>Instructional leadership has a strong influence on student achievement (Hattie, J., 2009)</p>	<p>Train School Recovery and Support Teams (SRSTs) in supporting school leaders to implement the best practices associated with the identification, hiring and placement of highly effective leaders and teachers.</p> <p>For schools choosing the turnaround or transformation model, hire School Turnaround Specialists through the LA School Turnaround Specialist Program.</p>	<p>Sep. 2010</p> <p>Oct. 2010</p>	<p>Ongoing</p> <p>Ongoing</p>
<p>Invest in the incubation and scale of up new high-performing schools across Louisiana, including charters; and ensure high quality performance monitoring</p>	<p>Louisiana charters showed significantly higher learning gains than would have occurred in traditional schools <b>[APPENDIX E4: Education Week_Race to the Top Lessons from New</b></p>	<p>Identify which schools within the LEA will receive turnaround interventions and decide, based on the definitions of federal regulations to close, charter, transform or turnaround those schools.</p>	<p>May 2010</p>	<p>June 2010</p>

<p>through increased accountability.</p> <p>NOTE: Currently, RSD uses two “restart” approaches if any of its schools underperform:</p> <ul style="list-style-type: none"> <li>▪ Transformation (where new schools open in a building’s early grades and then expand to other grade levels) and</li> <li>▪ Conversion (where underperforming schools are offered to takeover by qualified CMOs).</li> </ul>	<p><b>Orleans].</b> States with caps on the number of charter schools realize significantly lower growth than states without caps (such as Louisiana). Louisiana charter schools provide significantly better results in 15 of 16 indicators. (CREDO Report, 2009)</p>	<p>Work with partners to screen and develop more outstanding charter school operators (CMOs). Scale up the incubation of CMOs to build much deeper charter turnaround capacity in the state. Partner with other and invest in 5-7 CMOs that will, through ongoing discussions with Participating LEAs, focus on a small number (30) of the most underserved communities in LA.</p>	<p>May 2010</p>	<p>Ongoing</p>
	<p>By focusing on creating many schools within a targeted area, CMOs can demonstrate high student achievement at scale, which also may translate into a greater impact on the surrounding district or region (New Schools Venture Fund, 2006). An example of a high-performing STEM-focused charter school that is slated for expansion is the New Orleans Charter Science and Math Academy.</p>	<p>Pilot and scale-up a comprehensive quality monitoring program for the RSD and charter schools that includes multiple measures of academic and financial performance. Implement in all charter schools.</p>	<p>June 2010</p>	<p>Ongoing</p>
	<p>Between 1999 and 2009 the state’s average School Performance Score (SPS) has risen 32 percent from 69 to 91. Since 2000, the state has incrementally raised the minimum SPS for failing schools from 30 in 2000 to 60 in 2009. Over those years, the number of schools below 60 SPS has decreased from 313 to 55, showing that</p>	<p>Hire leaders from a pipeline of experienced leaders or those accredited through:</p> <ul style="list-style-type: none"> <li>• The LA Leadership Academies</li> <li>• Alt-Cert Leader Preparation Programs</li> <li>• Turnaround Specialist Programs</li> </ul> <p>Who are prepared to meet quality academic and financial turnaround performance measures.</p>	<p>June 2010</p>	<p>Ongoing</p>

	measuring progress and holding districts and schools accountable results in higher levels of student achievement. (LDOE, Report delivered by Superintendent Pastorek to BESE, Sept. 1, 2009)			
“Retry” change where needed in RSD schools that are still low-achieving.  <i>(see previous activity for retry approaches)</i>	Rapid “retry” of failing schools demonstrates that the sooner “retry” is attempted, the higher the rates of cumulative school success. (Public Impact, 2009)	Analyze RSD data to identify schools that continue to achieve and low levels and are not on a trajectory to improve adequately; determine if closure is warranted.	June 2010	Sep. 2010
		Using “transformations,” “conversions” and other approaches within the four R2Tmodels, try new dramatic change strategies in still-failing RSD schools.	June 2010	Annual
Select LEAs and schools to participate in the High-Performance Schools Initiative (HPSI)	Schools in turnaround need strong authority to revamp staffing, budgets, time, and programs to meet students’ needs; districts typically need to change or waive policies to create these conditions (Mass Insight, 2009).	Specify the terms the LEAs have to meet in order to be eligible for HPSI.	May 2010	June 2010
		Review and revise LEA plans and commitments; approve acceptable plans.	May 2010	Annual
		Make alternate arrangements for persistently low-achieving schools whose LEAs will not make needed commitments (e.g., assign to RSD)	June 2010	Annual
Provide technical support, in the form of SRSTs, to assist the school leader in implementing the selected turnaround process. Examples of support include	The RSD implemented an early model for school support by establishing the RSD New Orleans (2005) to support New Orleans RSD schools; subsequently, Comprehensive	Create, train and deploy SRSTs to implement Comprehensive Quality Review (CQR) to identify areas of improvement during a turnaround process by analyzing school documents and producing reports.	June 2010	Ongoing

<p>professional development, coaching, mentoring and evidence-based techniques or programs, or assisting with academic audits. A School's Recovery and Support Team is comprised of educational experts who can assess and provide high quality technical assistance to school leaders and staff.</p>	<p>Quality Review (CQR) and Quality Monitoring School Review (QMSR) teams were established in 2008 around the state to support RSD schools outside New Orleans.</p>	<p>Create, train and deploy SRSTs to implement Quality Monitoring School Review (QSMR) to provide ongoing support during a turnaround process in areas identified as improvement areas.</p>	<p>June 2010</p>	<p>Ongoing</p>
	<p>Effective organizations couple their internal problem-solving capacities with constant access to, and consideration of, external knowledge. (Fullan, M.,1999)</p>	<p>Identify district staff that report directly to the district superintendent who are responsible to expand and sustain turnaround capacity gains across all schools. District staff will work on CQR/QSMR teams to support district turnaround efforts.</p>	<p>June 2010</p>	<p>Ongoing</p>
<p>Under the USDOE's State and Local Flexibility Demonstration Act (Section 6131 off NCLB), seek authority from the US Secretary of Education to consolidate and use federal funds in a flexible manner to support turn-around activities.</p>	<p>Because RSD replaces legacy institutions, it allows human and financial resources to be pointed at specific school needs. (RSD budget, 2009)</p>	<p>Create a Performance Advisory Group comprised of district and school leaders in charge of school turnaround tasked with streamlining state and federal reporting requirements.</p>	<p>Jan. 2011</p>	<p>Ongoing</p>
	<p>Constraints on the use of school funding actually limit student academic progress. (Mass Insight, 2009)</p>	<p>Establish and sustain a Standing Review Board for all modifications to school and LEA reporting and audit requirements.</p>	<p>Jan. 2011</p>	<p>April 2011</p>
		<p>Create a reporting tool that streamlines all federal and state reporting and paperwork related to student progress required of LEAs.</p>	<p>Sep. 2011</p>	<p>Jan. 2012</p>
		<p>Submit a Secretarial waiver (Section 9401 of NCLB) to waive statutory/regulatory requirements of NCLB for LDOE and participating LEAs specific to the actions of implementing key activities. The waiver and work around the waiver begin with turnaround schools and eventually extend statewide.</p>	<p>Sep. 2011</p>	<p>Jan. 2012</p>

<p>To the maximum extent possible, the LDOE will consolidate all federal and state improvement planning processes for “high-performing schools.” Similarly, the school turnaround plan should be the “single plan” identifying each school’s instructional priorities. The plan will combine those required by NCLB with additional state mandated plans. The state will also see to consolidate all other reporting requirements.</p>	<p>Constraints on the use of school funding actually limits student academic progress. (Mass Insight, 2009).</p>	<p>Inventory all existing federal and state funds.</p>	<p>Oct. 2009</p>	<p>June 2010</p>
		<p>Identify which of those funds align with the initiatives outlined in the <i>Louisiana Education Reform Plan</i>.</p>		
		<p>For those not indicated in the <i>Reform Plan</i>, identify those key funding sources that can be removed.</p>		
		<p>Petition the federal government to block certain grant funds when appropriate to support the state’s <i>Reform Plan</i>.</p>	<p>Oct. 2009</p>	<p>Oct. 2011</p>
<p>Based on which of the four school intervention models a participating LEA chooses a menu of best practices for implementation at the individual school level will be offered. The menu will include:</p> <ul style="list-style-type: none"> <li>▪ Expand Response to Intervention (RTI) to provide early, effective assistance to struggling students</li> </ul>		<p>SRSTs will work with participating LEAs to identify strengths and weaknesses at the school level in order to determine the appropriate intervention model for schools in each participating LEA (e.g. turnaround, restart, closure or transformation). SRSTs will be led by experienced educators and will involve district partners in order to provide high quality assistance while building local capacity.</p>	<p>June 2010</p>	<p>Ongoing</p>

<ul style="list-style-type: none"> <li>▪ Implement extended school day and/or year; provide additional hours for instruction, enrichment activities and staff planning</li> <li>▪ Increase credit recovery and AP; expand AP and Louisiana Virtual School avenues to complete credit hours outside normal classroom settings.</li> <li>▪ Implement school leadership teams</li> <li>▪ Implement job-embedded professional development</li> <li>▪ Implement comprehensive managed curriculum</li> <li>▪ Implement performance contracts for administrators</li> <li>▪ Implement site-based hiring</li> <li>▪ Implement hiring of teachers trained in STEM subjects</li> <li>▪ Implement inclusion of STEM curriculum</li> </ul>		<p>SRSTs work with turnaround schools to determine which best practices from the menu (see Key Activity at left) will be implemented in these schools.</p>	<p>June 2010</p>	<p>Ongoing</p>
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**RESPONSIBLE PARTIES**

Paul Vallas – Superintendent, Recovery School District Louisiana

Kevin Gutterrez – Deputy Superintendent, Recovery School District Louisiana

Shirl Gilbert – Deputy Superintendent, Recovery School District Louisiana

Amy Westbrook – Deputy Superintendent, Recovery School District Louisiana

Rayne Martin – Chief of Staff, Recovery School District Louisiana

Betty Jean Wolfe – Chief Administrative Officer, Recovery School District Louisiana

**Evidence**

Approach Used	# of Schools Since SY2004-05	Results and Lessons Learned
RSD Direct takeover, management and operations	33	RSD schools outperformed other schools in the state in improvements in student achievement and graduation rates.
RSD Memorandum of Understanding (MOU) relationships with schools	33	MOU relationships are relatively new; student achievement data is not yet available to determine growth. However, this arrangement allows schools to build capacity, retain local control and implement key turnaround strategies, supported by the RSD and School Recovery and Support Teams
RSD Charter	51	These charters demonstrate increases in student achievement above state growth rates. The creation of alternative local governance structures (such as charter Boards of Directors) provides greater opportunities for community input and connections to local communities.

Performance Measures	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
The number of schools for which one of the four school intervention models (described in Appendix C) will be initiated each year.	118	135	157	175	190 *

\* This represents 13% of all of the public schools in Louisiana

**(F) General (55 total points)**

**State Reform Conditions Criteria**

**(F)(1) Making education funding a priority (10 points)**

The extent to which—

- (i) The percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008; and
- (ii) The State’s policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (F)(1)(i):

- Financial data to show whether and to what extent expenditures, as a percentage of the total revenues available to the State (as defined in this notice), increased, decreased, or remained the same.

Evidence for (F)(1)(ii):

- Any supporting evidence the State believes will be helpful to peer reviewers.

*Recommended maximum response length: Three pages*

- (i) The percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008; and**

In FY 2008, Louisiana state funding used to support public elementary, secondary and higher education was \$4,435,117,682; total state revenues were \$10,145,641,608. The percentage of total education spending to total revenues was 43.71 percent in FY 2008. In FY 2009, state funding used to support public elementary, secondary and higher education was \$4,569,666,901; total state revenues were \$9,504,321,622. The percentage of total education spending to total revenues was 48.08 percent in FY 2009. Therefore, the State of Louisiana increased the amount of funds provided to education from FY 2008 with 43.71 percent to FY 2009 with 48.08 percent in FY 2009.

**(ii) The State's policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.**

The state's funding formula, the Minimum Foundation Program (MFP), applies an equity factor within the calculation that considers the wealth of each LEA and distributes the funding in an inverse proportion to the LEA's wealth such that poorer school districts receive a greater percentage in-state funding and wealthier schools districts receive a smaller percentage in-state funding.

MFP provides categorical weights for certain types of students or courses. This recognizes the additional costs associated with educating these students or providing these courses. These weights include at-risk students (e.g., students in poverty), special education students, and career and technical education units. **While MFP funding, including the funding for categorical weights, has been distributed in the form of a block grant for many years, a new provision in 2008-09 requires that a portion of the at-risk and career and technical education weighted funding be spent entirely on the at-risk and career and technical education students.** This provision was continued in 2009-10. In addition, the passage of new legislation in the 2008 legislative session requires LEAs to spend 100 percent of the categorical funding generated by at-risk, special education and career and technical education students on those respective students beginning in school year 2010-11. For more information regarding the method of calculating the MFP and the state's fiscal status, see [APPENDIX F1: MFP Calculation](#).

**(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools (40 points)**

The extent to which—

- (i) The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools;
- (ii) The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools;
- (iii) The State’s charter schools receive (as set forth in Appendix B) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues;
- (iv) The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools; and
- (v) The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (F)(2)(i):

- A description of the State’s applicable laws, statutes, regulations, or other relevant legal documents.
- The number of charter schools allowed under State law and the percentage this represents of the total number of schools in

the State.

- The number and types of charter schools currently operating in the State.

Evidence for (F)(2)(ii):

- A description of the State’s approach to charter school accountability and authorization, and a description of the State’s applicable laws, statutes, regulations, or other relevant legal documents.
- For each of the last five years:
  - The number of charter school applications made in the State.
  - The number of charter school applications approved.
  - The number of charter school applications denied and reasons for the denials (academic, financial, low enrollment, other).
  - The number of charter schools closed (including charter schools that were not reauthorized to operate).

Evidence for (F)(2)(iii):

- A description of the State’s applicable statutes, regulations, or other relevant legal documents.
- A description of the State’s approach to charter school funding, the amount of funding passed through to charter schools per student, and how those amounts compare with traditional public school per-student funding allocations.

Evidence for (F)(2)(iv):

- A description of the State’s applicable statutes, regulations, or other relevant legal documents.
- A description of the statewide facilities supports provided to charter schools, if any.

Evidence for (F)(2)(v):

- A description of how the State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

*Recommended maximum response length: Six pages*

**(i) The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools;**

**Louisiana’s Charter School Law does not prohibit nor effectively inhibit increasing the number of high-performing charter schools in the state. There is no cap on the number of charter schools that may be created in the state.**

Louisiana’s charter law provides in LA R.S. 17:3983, provides in pertinent part, that “a local school board may enter into any charter it finds valid, complete, financially well-structured, and educationally sound after meeting the requirements of this Chapter,” and that “The State Board of Elementary and Secondary Education may approve applications for charters as it has determined acceptable. . . .”

Louisiana’s Charter School Law allows five types of public charter schools. **There are no restrictions on the number of any types of charter schools that may be created.**

- Type 1 new start-up charter schools authorized by a local school board
- Type 2 new start-up or conversion charters authorized by the state Board of Elementary and Secondary Education (BESE). An application for a Type 2 charter school may be submitted to BESE only after it has first been denied by a local school board.
- Type 3 conversion charter schools authorized by a local school board
- Type 4 new start-up or conversion charter schools authorized by BESE, but operated by a local school board
- Type 5 charter schools that are authorized by BESE and operated under the jurisdiction of the Recovery School District (RSD). By definition, they are pre-existing failing public schools that are converted to charter school status under restructuring in the state’s accountability system. New start Type 5 charter schools are also allowed in New Orleans as part of the RSD’s “whole district” restructuring effort in Orleans Parish.

**Louisiana has experienced a significant increase in the number of charter school applications approved at both the state and local level since 2005.** The number of charter schools operating in the state has grown from 17 in 2004-05 to 77 in 2009-10. As many as 16 new charter schools have been approved to open for the 2010-11 school year. The 77 currently in operation educate in excess of 30,000 students (more than 4.5 percent of the state’s total student population). The breakdown of 2009-10 charter schools:

- Type 1 – 5
- Type 2 – 11
- Type 3 – 9

- Type 4 – 4
- Type 5 – 48

To facilitate the creation of new high-quality charter schools in Louisiana over the next three years, Louisiana was awarded \$25 million from the USDOE to allow the state to continue to provide state-level technical assistance. The grant also provides funding and technical support for planning and startup to increase the number of groups who can successfully create and implement charter schools.

**(ii) The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools;**

Louisiana has 70 local school boards, and the Louisiana Board of Elementary and Secondary Education (BESE) can act as charter authorizers and in that capacity share similar responsibilities in terms of approving charter applications, monitoring their performance, holding them accountable and making decisions about renewal and closure.

In regards to approving applications, LA R.S. 17:3981(4) requires BESE to:

*review each proposed charter in a timely manner and in the order in which submitted and determine whether each proposed charter complies with the law and rules and whether the proposal is valid, complete, financially well-structured, educationally sound, and whether it offers potential for fulfilling the purposes of this Chapter. The board shall engage in an application review process that complies with the latest Principles and Standards for Quality Charter School Authorizing, as promulgated by the National Association of Charter School Authorizers (NACSA), and shall provide for an independent evaluation of the charter proposal by a third party with educational, organizational, legal, and financial expertise.*

Similarly, LA R.S. 17:3982 A.(1)(a) provides that:

*local school boards shall comply with R.S. 17:3983 and shall review and formally act upon each proposed charter within thirty days of its submission and in the order in which submitted. In doing such review, the local school board shall determine whether each proposed charter complies with the law and rules, whether the proposal is valid, complete, financially well-structured, and educationally sound, and whether it offers potential for fulfilling the purposes of this Chapter. The local board shall engage in an application review process that complies with the latest Principles and Standards for Quality Charter School Authorizing, as promulgated by the National Association of Charter School Authorizers, and shall provide for an independent evaluation of the charter proposal by a third party with educational, organizational, legal, and financial expertise.*

**Louisiana’s Charter School Law provides a framework for evaluating charter school proposals that helps to ensure that only the most promising proposals are approved – a critical first step in ensuring charter school quality.** While the evaluation of new applicant groups focuses primarily on the merits of the written application and the composition of the founding team, the evaluation of existing charter operators (those working locally and nationally) focuses particularly on the academic performance of their other charter schools. The charter school application has an entire section devoted to collecting information about the current and past performance of existing operators. The data from this section is used by application evaluation teams in making recommendations about charter operators whose performance merits replication opportunities.

Over the past five years, more than 150 charter school applications have been submitted in Louisiana. Only 77 were approved. The information below includes those charter applications submitted to BESE and those submitted to local school districts that were subsequently approved. LDOE defines an application as a proposal that fully meets the definitions of a proposal as outlined in Louisiana’s Charter Law.

School Year	# of Applications Submitted	# of Applications Approved	# of Applications Denied
2005-06	20	11	9
2006-07	26	12	14
2007-08	36	13	23
2008-09	49	15	34
*2009-10	26	13	3
<b>TOTAL</b>	<b>157</b>	<b>64**</b>	<b>83</b>

*\*The 2009-10 application cycle is currently underway, and additional charter approvals and denials are anticipated in January 2010.*

*\*\*15 charter schools were in approved prior to 2005-06, two have closed since then, equaling 77 currently-operating charter schools.*

As described above, when charter school applications are received they undergo a thorough external evaluation. This evaluation is a comprehensive review that looks at the overall quality of the application, as well as individual elements, to include budget, operational plan, academic plan, staffing, management and governance. Major weaknesses in any of these areas may result in a recommendation to deny the application. However, it is often the case that applications are denied not for one major flaw, but because of a series of inter-connected problems. For example, an application with weaknesses in the budget will also likely include weaknesses in a number of other areas because of faulty assumptions in the planning process. Applicants are provided with detailed feedback on the evaluation of their application, so that they may make modifications and resubmit in the next application cycle.

**Charter Renewal/Reauthorization:**

**Louisiana’s charter school law mandates that each charter will initially be valid for a five-year period.** The statute further provides that the chartering authority is to conduct annual monitoring and review processes to validate compliance with the charter or to determine if the charter should be revoked for failure to meet agreed upon academic goals and objectives. At the end of the third year of operation, each school must prepare a comprehensive report and submit it to its chartering authority. That report is one of the components to be used by the chartering authority as it decides if the charter will be allowed to continue to operate for the remaining two years of the original five-year charter. At the end of the fifth year, again after a thorough review for compliance, the chartering authority may renew a successful charter for additional periods of not less than three nor more than 10 years.

The law provides sufficient authority and flexibility to charter authorizers to allow them to put in place effective policies and procedures for holding charter schools accountable for academic performance. In practice, this authority has resulted in a rich variety of monitoring tools and protocols, evaluation and assessment activities, and standards and expectations about performance that have been adopted by various charter authorizers in the state. Charter schools authorized by BESE operate under the [\[APPENDIX F2: Framework for the Evaluation of Louisiana Charter Schools\]](#), which includes the standards, expectations, and processes used by BESE and LDOE in evaluating charter school performance. The Framework outlines the minimum academic, financial, and legal and regulatory compliance standards that must be achieved at year three (in order to receive a contract extension through year five) and in the final contract year in order to receive contract renewal.

Within this broad framework, BESE has the flexibility to work with individual schools to design support and intervention measures to help drive academic improvement beyond minimum standards. These support and intervention measures have included such activities as increased monitoring, the design and implementation of improvement plans, requirements for additional training or professional development, etc.

### **Charters Serving At-Risk Student Populations:**

**Louisiana law directly and concisely states that at-risk children are the state's highest priority.** LA R.S. 17:3972 clarifies the legislative intent and purpose of Louisiana's charter school program. R.S. 17:3972(A) specifically provides:

*It is the intention of the legislature in enacting this Chapter to authorize experimentation by city and parish school boards by authorizing the creation of innovative kinds of independent public schools for pupils. Further, it is the intention of the legislature to provide a framework for such experimentation by the creation of such schools, a means for all persons with valid ideas and motivation to participate in the experiment, and a mechanism by which experiment results can be analyzed, the positive results repeated or replicated, if appropriate, and the negative results identified and eliminated.*

***Finally, it is the intention of the legislature that the best interests of at-risk pupils shall be the overriding consideration in implementing the provisions of this Chapter.***

Additionally, R.S. 17:3991(B)(1)(a)(i) **requires charter schools to seek to attain an at-risk student population that is similar to that of the local school district.** R.S. 17:3991(B)(1)(a)(i) provides, in pertinent part:

*That for Type 1 and Type 2 charter schools created as new schools, the percentage of the total number of pupils enrolled in the charter school based on the October first pupil membership who are at risk, in the manner provided in R.S. 17:3973(1)(a), shall be equal to not less than eighty-five percent of the average percentage of pupils enrolled in the local public school districts from which the charter school enrolls its students who are eligible to participate in the federal free and reduced lunch program. The remaining number of pupils enrolled in the charter school which would be required to have the same percentage of at-risk pupils as the percentage of pupils in the district who are eligible to participate in the federal free and reduced cost lunch program may be comprised of pupils who are at risk as is otherwise provided in R.S. 17:3973(1).*

### **Charter Closure**

Although 77 charter schools are operating in Louisiana in the 2009-10 school year, the vast majority of those schools have opened in the past three years. Prior to the 2005-06 school year, only 15 charter schools were operational state-wide, and only two have closed in the past five years.

- East Baton Rouge Arts and Technology Charter School (EBRATS) in East Baton Rouge Parish closed in 2006, primarily due to financial reasons.
- New Orleans Free Academy in Orleans Parish voluntarily surrendered its charter in 2009 because of a variety of finance and academic performance-related issues.

All charter schools in Louisiana that have been operational for more than five years have met and continue to meet their academic goals.

In anticipation of some of the recently approved charter schools not meeting their academic targets at the end of their five-year contract, BESE recently adopted minimal academic performance standards for charter renewal. Consistent with the philosophy of rewarding strong performance and providing incentives for schools to strive for continual improvement, the renewal terms for BESE-authorized charter schools will be linked to each school's academic performance (based on the school's performance on the state assessment in the year prior to the renewal application). Schools performing at the lower end of the performance spectrum will be eligible for renewal terms not to exceed three years, while those with stronger performance will be eligible for longer-term renewal – up to 10 years. **As an incentive for continual improvement, charter schools will be limited to two three-year renewal terms.**

**(iii) The State's charter schools receive (as set forth in Appendix B) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues;**

Under the funding section of the current charter school law (RS 17:3995), funding each type of charter school in Louisiana is distributed in one of three ways. Each ensures charter schools receive their commensurate of state and local revenues.

Funding for Type 5 charter schools comes from the state and the local district where the school is located. The funding that Type 5 charter schools receive from the state is the same relative share that district public schools receive from the state. This amount is calculated annually using the most recently approved MFP formula. Local funding for Type 5 charter schools is based on local revenues for the district where the school is located. To calculate this amount, officials examine the most recent revenue

data from the district where the school is located and subtract from that amount any money that was allocated for capital outlay, debt service, and facilities acquisition or construction.

Like Type 5 charter schools and traditional public schools, Types 1, 3 and 4 charter schools receive portions of their funding from the state and the local district where they are located. The state share is calculated using the most recently approved MFP formula. The share that Types 1, 3 and 4 charter schools receive from their home districts, however, is calculated differently from Type 5 charter schools. To determine the local share, local officials perform two calculations. First, they determine the local revenue amount from the prior year and subtract from that amount any money that was allocated for capital outlay or debt service (but not facilities acquisition and construction). Next, they determine the local share as defined in the most recently approved MFP formula. Under current law, Types 1, 3, and 4 charter schools receive a local share equal to the greater of these two calculations.

The funding formula for Type 2 charter schools authorized before July 1, 2008, is the same as for Types 1, 3 and 4 charter schools, except that once the local share has been determined, this amount is paid by the state rather than the district where the school is located. The funding formula for all Type 2 charter schools authorized on or after July 1, 2008, is the same as Types 1, 3 and 4 charter schools: money comes from the state and the district where the charter school is located.

In each circumstance above, the charters receive the same amount of local and state generated money per child as the traditional district-run schools receive [\[APPENDIX F3a: Local and State LEA Per Child Cost Allocations memos; APPENDIX F3b: Local and State LEA Per Child Cost Allocations chart\]](#)

As far as federal funds are concerned, upon approval, every charter school, whether approved by a local chartering authority or by BESE, is assigned a “site code” in LDOE’s database. Detailed data is gathered on various aspects of the schools’ students and staff. That data is used by the LDOE Division of Education Finance to ascertain proper allocations to all LEAs and to each charter school. The Division of Education Finance uses approved allocation methods to ensure that LEAs and state-approved charter schools receive their commensurate share of federal and state funds beginning in the first year of operation. Audits by the Division of Education Finance and by LDOE’s federal program managers ensure proper allocation of federal program funds. The Division of Education Finance fairly and equitably distributes the federal block and discretionary grants, in accordance with EDGAR and federal program requirements, to all schools in Louisiana including charter schools.

Both LDOE's fiscal and programmatic staffs closely monitor the availability of federal funds that charter schools in the state may apply to receive. The Division of Education Finance maintains separate accounts of allocations of both federal and state dollars that are set aside for the charter schools based on their student count or on the individual needs of their pupils. Each charter school is assigned at least one contact person for programmatic and fiscal issues among LDOE staff.

Additionally, as a matter of policy, the Division of Education Finance includes charter schools in all of their public school mailings and program notices relative to all state and federal funding sources, and charter schools are included in LDOE databases that list education entities that are eligible for federal funding.

**(iv) The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools; and**

There are a number of important facilities-related provisions in law that assist charter schools in securing physical space to house their schools. LA R.S. 17:3982(B) provides that

*[L]ocal school boards shall make available to chartering groups any vacant school facilities or any facility slated to be vacant for lease or purchase at fair market value. In the case of a Type 2 charter school created as a result of a conversion, the facility and all property within the existing school shall also be made available to that chartering group under similar terms. In return for the use of the facility and its contents, the chartering group shall pay a share of the local school board's bonded indebtedness to be calculated in the same manner as set forth in R.S. 17:1990(C)(2)(a)(i). If such facilities were constructed at no cost to the local school board, then such facilities including all equipment, books, instructional materials, and furniture within such facilities shall be provided to the charter school at no cost.*

This provision is important in that it essentially provides a preference for charter school operators when attempting to acquire vacant school property.

Type 5 charter schools also get access to existing school facilities in their capacity as RSD charter schools, as captured in

LA R.S. 17:1990(B)(4)(a):

*The school district shall have the right to use any school building and all facilities and property otherwise part of the school and recognized as part of the facilities or assets of the school prior to its placement in the school district and shall have access to such additional facilities as are typically available to the school, its students, and faculty and staff prior to its placement in the school district. Such use shall be unrestricted, except that the school district shall be responsible for and obligated to provide for routine maintenance and repair such that the facilities and property are maintained in as good an order as when the right of use was acquired by the district. There shall be no requirement for the district to provide for the type of extensive repair to buildings or facilities that would be considered to be a capital expense. Such extensive repairs shall be provided by the governing authority of the city, parish, or other local public school system or other public entity which is responsible for the facility.*

Finally, although currently unfunded, Louisiana's Charter School Law provides in R.S. 17:3995(G) an avenue through which significant facilities funding could be provided to new charter schools in the future:

*In addition to any other funds received, each charter school created as a new school rather than as a conversion school shall receive for each student based on average daily membership in the charter school for the first five years of its existence, an amount equaling the average per student budgeted amount for each of those five years by the district in which the charter school is located for facility acquisition and construction services. The provisions of this Subsection shall apply only if and to the extent that funds are appropriated therefore by the legislature.*

**(v) The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.**

### **Schools Created by Traditional LEAs**

LA R.S. 17:151 outlines the general provisions for the establishment of public schools in Louisiana. It provides that:

*[p]arish and city school boards may establish such public schools as they may deem necessary to provide adequate school facilities for the children of the parish, and also trade schools, evening schools, schools for adults, schools and classes for exceptional children, and such other schools or classes as may be necessary to meet all special or exceptional requirements.*

This broad authority granted to parish school boards in establishing public schools has resulted in a rich array of innovative, autonomous schools in Louisiana. A few examples of the types of innovative schools that have been created by traditional LEAs throughout the state:

- East Baton Rouge Parish has 13 magnet schools, two autonomous schools and three Type 1 charter schools that operate as part of a larger system educating more than 46,000 students in 90 schools.
- Caddo Parish educates just over 46,000 students in 73 public schools that include nine magnet schools, one lab school and more than a dozen academies that offer students a unique focus or theme. In 2009-10 the district opened its first New Technology high school. This school is part of the highly-regarded network of project-based learning schools created in partnership with the New Technology Foundation.
- Lafayette Parish has used its “Schools of Choice” initiative to create a number of innovative schools for students and their families, including eight high school academies that give students a jumpstart on their careers by offering career-connected programs in areas such as world language, business and finance, health careers, and engineering. The district also has a middle school with an environmental science focus and one that focuses on math, science, and technology. At the elementary level, innovative schools include Montessori schools, schools that offer French language immersion, and an arts and technology school.
- Various local school districts have also partnered with universities to create nine university laboratory schools which provide training opportunities for pre- and in-service teachers and serve as demonstration and educational research centers. They include: Louisiana State University, Southern University, Grambling State University, Southeastern Louisiana University, Northwestern State University, and Louisiana Tech. These public schools are partially funded by the state.

### **State Sponsored Special Schools**

Louisiana has created a number of autonomously functioning state-supported public schools founded to serve the academic, artistic, and creative needs of its students. Two such schools include the Louisiana School for Math, Science, and the Arts (LSMSA), which is a residential high school with competitive admissions for high ability students, and the New Orleans Center

for Creative Arts (NOCCA), a regional, pre-professional arts training center that offers secondary school-age children intensive instruction in dance, media arts, music, theatre arts, visual arts, and creative writing. As state-supported entities, each of these schools is tuition-free to all Louisiana students who meet admissions requirements.

**(F)(3) Demonstrating other significant reform conditions (5 points)**

The extent to which the State, in addition to information provided under other State Reform Conditions Criteria, has created, through law, regulation, or policy, other conditions favorable to education reform or innovation that have increased student achievement or graduation rates, narrowed achievement gaps, or resulted in other important outcomes.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (F)(3):

- A description of the State's other applicable key education laws, statutes, regulations, or relevant legal documents.

*Recommended maximum response length: Two pages*

Described throughout this application are a number of bold reforms and innovations Louisiana has put in place to increase student achievement and other important outcomes. Also enumerated are accolades and recognitions Louisiana has been awarded for its progressive approach to educational form, leading the nation in some areas.

Highlights of other conditions that have resulted in an increase in student achievement as highlighted throughout this application include:

**Pay incentives to National Board Certified teachers, counselors, psychologists and social workers in schools**

Revised Statues: 17:421.6, 17:421.8, 17:421.9 and 17:421.10

Louisiana offers a stipend to National Board certified school professionals who come to work in Louisiana. The talent pipeline

addressed throughout this proposal is supported by work through alternative certification and aggressive recruiting practices. This state action to draw national talent supports also the strengthening of the talent pipeline. An example of improvement of quality teacher candidates coming through as a result of aggressive recruitment activities can be seen in RSD's results last year—6,000 qualified candidates were available to fill just 142 teaching vacancies.

### **High School Redesign**

Revised Statutes: 17:3951

In 2004, Louisiana created the High School Redesign initiative to develop statewide policies and guiding principles that require all high schools to redesign their programs with the goal of increasing graduation rates, post-secondary enrollment, and long-term career success. In RSD schools, where this effort was most stringently applied and supervised, the result was a graduation rate increase from 50 percent to 81 percent.

### **The Teacher Advancement Program (TAP)**

Revised Statutes: 17:6048.1 et. seq.

Louisiana also piloted, with substantial positive results, the implementing of the Teacher Advancement Program (TAP), an intensive teacher development, evaluation, mentoring, and monitoring program that brings together into a coherent system many of the processes required by Race to the Top, Criteria D. The state has steadily increased support of this program, including an increase budgeting of 20 percent in the previous year. A Teacher Incentive Fund Grant awarded to the National Institute for Excellence in Teaching enabled the expansion of TAP in nine Orleans Parish charter schools. Very effective teachers in these schools can earn up to \$5,000 in annual incentives based on their objective value-added scores and classroom ratings.

### **Charter School Support**

Revised Statutes: 17:3973 et. seq.

Charter schools often make faster gains in student performance than traditional public schools (Rotherham, 2007). Louisiana

charter schools provide significantly better results in 15 of 16 indicators than traditional public schools in the state (CREDO Report, 2009) Charter School Performance in Louisiana).

### **High-Poverty High-Performing Schools Initiative**

Policy consideration

In 2009, Louisiana created the High-Poverty High-Performing Schools Initiative to honor, research, and learn from schools that have strong academic results despite 65 percent or more of the school's population being enrolled in federally-funded free or reduced-price meal program. This initiative studies the best practices identified in a pool of high-poverty high-performing schools in order to replicate them in other schools with similar demographics.

## II. COMPETITION PRIORITIES

### **Priority 1: Absolute Priority -- Comprehensive Approach to Education Reform**

To meet this priority, the State's application must comprehensively and coherently address all of the four education reform areas specified in the ARRA as well as the State Success Factors Criteria in order to demonstrate that the State and its participating LEAs are taking a systemic approach to education reform. The State must demonstrate in its application sufficient LEA participation and commitment to successfully implement and achieve the goals in its plans; and it must describe how the State, in collaboration with its participating LEAs, will use Race to the Top and other funds to increase student achievement, decrease the achievement gaps across student subgroups, and increase the rates at which students graduate from high school prepared for college and careers.

*The absolute priority cuts across the entire application and should not be addressed separately. It is assessed, after the proposal has been fully reviewed and evaluated, to ensure that the application has met the priority.*

### **Priority 2: Competitive Preference Priority -- Emphasis on Science, Technology, Engineering, and Mathematics (STEM). (15 points, all or nothing)**

To meet this priority, the State's application must have a high-quality plan to address the need to (i) offer a rigorous course of study in mathematics, the sciences, technology, and engineering; (ii) cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and (iii) prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

*The competitive preference priority will be evaluated in the context of the State's entire application. Therefore, a State that is responding to this priority should address it throughout the application, as appropriate, and provide a summary of its approach to addressing the priority in the text box below. The reviewers will assess the priority as part of their review of a State's application and determine whether it has been met.*

*Recommended maximum response length, if any: One page*

The Louisiana Education Reform Plan has a strong emphasis on STEM. The LDOE enjoys a close working relationship with many higher education institutions, research centers, museums and industry. In December 2009, these partners gathered for the first statewide STEM

education conference. The group agreed to the establishment of a **state STEM Initiative** with regional STEM hubs throughout the state allowing stakeholders to work in a collaborative way to support PreK-20 STEM efforts. The regional hubs will serve a critical role in the development and support of the statewide STEM initiative. They will not only pool local resources, energy and ideas, but will also be connected to a powerful network across the state.

Additionally, through the expansion of **AP course offerings**, including an engineering course, LDOE will better prepare students for the rigors of a post-secondary STEM education. We will place particular emphasis on increasing the enrollment of girls, low-income, and minority students in all AP courses. Further, Participating LEAs will establish STEM-based extra-curricular organizations, supported by stakeholders in STEM hubs and other community-based organizations. Each school will have a minimum of one STEM club or competitive team, which includes options that have no cost to participate such as eCyberMission.

The **Louisiana Math Science Partnership (MSP)** provides a model for excellent professional development in math and science, giving teachers the tools to integrate real-world STEM applications into their everyday activities and discussions. The Partnership is nationally recognized for its significant impact on student achievement and, in particular, for increasing the achievement of low-income, minority, and special education students at a higher rate than their counterparts. Using R2T funding, LDOE will ensure that more teachers from low-income and high-minority schools in Participating LEAs have the chance to complete this effective professional development program.

An expansion of **Scientific Work Experience Programs for Teachers (SWEPT)** will run concurrent to the expansion of the MSP. SWEPTs are summer programs in which middle and secondary science and math teachers work with scientists or engineers to do supervised, paid work in areas that are relevant to subjects that they teach. Returning to the classroom, educators integrate their newly acquired knowledge and skills into their teaching. SWEPTs provide industry, labor, government, higher education, alliances, and other community groups with cost-effective methods of contributing to systemic reform that promotes better science, mathematics, and technology education.

**Race to the Top  
Louisiana Budget Narrative  
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Louisiana's Blueprint for Education Reform

**Budget Part I: Budget Summary Table**

<b>Budget Part I: Summary Budget Table</b> <b>(Evidence for selection criterion (A)(2)(i)(d))</b>					
<b>Budget Categories</b>	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>	<b>Project Year 4</b>	<b>Total</b>
1. Personnel	\$3,560,000	\$5,119,600	\$4,600,640	\$3,717,729	\$16,998,969
2. Fringe Benefits	\$933,000	\$1,400,880	\$1,245,192	\$980,320	\$4,559,392
3. Travel	\$94,000	\$306,000	\$509,000	\$709,000	\$1,618,000
4. Equipment	\$15,000	\$28,500	\$6,000	\$0	\$49,500
5. Supplies	\$17,000	\$67,000	\$117,000	\$167,000	\$368,000
6. Contractual	\$28,194,119	\$27,323,423	\$24,081,656	\$24,010,809	\$103,610,007
7. Training Stipends	\$1,016,000	\$1,010,000	\$1,160,000	\$1,160,000	\$4,346,000
8. Other	\$260,000	\$910,000	\$1,310,000	\$1,110,000	\$3,590,000
9. Total Direct Costs (lines 1-8)	\$34,083,119	\$36,165,403	\$33,029,488	\$31,854,858	\$135,138,868
10. Indirect Costs*	\$1,312,164	\$1,377,216	\$1,215,020	\$1,183,394	\$5,087,796
11. Funding for Involved LEAs	\$600,000	\$800,000	\$200,000	\$200,000	\$1,800,000
12. Supplemental Funding for Participating LEAs	\$3,050,000	\$4,050,000	\$6,250,000	\$1,850,000	\$15,200,000
13. Total Costs (lines 9-12)	<b>\$39,051,283</b>	<b>\$42,392,619</b>	<b>\$40,694,508</b>	<b>\$35,088,252</b>	<b>\$157,226,663</b>
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	\$39,051,283	\$42,392,619	\$40,694,508	\$35,088,252	\$157,226,663
<b>15. Total Budget (lines 13-14)</b>	<b>\$78,102,566</b>	<b>\$84,785,238</b>	<b>\$81,389,016</b>	<b>\$70,176,504</b>	<b>\$314,453,326</b>
<p>All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.            Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.            Column (e): Show the total amount requested for all project years.            *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.</p>					

## **BUDGET PART I: BUDGET SUMMARY NARRATIVE**

*1. The overall structure of the State's budget for a Race to the Top grant, including the list of projects for which there is a project-level budget, and a rationale for how these projects will be organized and managed.*

To provide a clear and complete budget, Louisiana's Race to the Top (R2T) application will be organized by nine (9) projects. The following projects capture the entirety of the Louisiana Education Reform Plan and all of the Key Activities outlined in response to Criteria A—E:

- **Project 1: “Reform Team Project”**

- This project captures all Activities in the narrative for Criterion (A).
- \$14.92 M
- To execute all activities in the Louisiana Education Reform Plan, LDOE will rapidly infuse the highest quality talent into the R2T Reform Team. The Reform Team will build change management as a core competency of LDOE and have explicit responsibility for executing R2T plans. LDOE will also facilitate a formal district capacity building program with the support of external parties and bolster the capacity of the existing Superintendent's Delivery Unit to ensure Louisiana achieve its nine Priority Goals in Participating LEAs. Finally, the project offers supplemental funds for smaller districts and highly innovative districts to execute all aspects of the Louisiana Education Reform Plan and develop best practices.
- For a full description of the Activities in this project, please see Pg. 20

- **Project 2: “Supporting Louisiana's Enhanced Standards Project”**

- This project captures all Activities in the Louisiana Reform Plan for Criterion (B).
- \$12.86 M

- The Louisiana Education Reform Plan includes the revision of the Comprehensive Curriculum aligned to the newly adopted Common Standards, as well as grade/subject specific professional development to support effective instructional practices based on the curriculum. All teacher preparation programs will embed new standards and curriculum in their programs, and Louisiana will participate in a consortium to develop high quality assessments that align with enhanced standards. Louisiana will increase rigorous course offerings (e.g. Advanced Placement and LA Virtual School).
  - For a full description of the Activities in this project, please see Pg. 50
- **Project 3: “Data Systems to Support Instruction Project”**
    - This project captures all Activities in the Louisiana Reform Plan for Criterion (C)
    - \$22.43 M
    - The Louisiana Education Reform Plan includes significant expansion of EAGLE into a robust instructional improvement system with additional benchmark assessment capabilities aligned to new standards. According to applicable regulations, Louisiana will also pre-qualify other high-quality benchmark vendors. Additionally, Louisiana will provide training and on-site support to implement Response to Intervention (RtI) by leveraging approximately \$4 M in existing and future IDEA funds. With RtI, schools can identify students at risk for poor learning outcomes, monitor student progress and provide evidence-based interventions of varying intensity. Louisiana will also provide specific professional development to enhance teachers’ and leaders’ capacity to analyze and adjust practices based on benchmark data.
    - For a full description of the Activities in this project, please see Pg. 71
- **Project 4: “Educator Measurement Project”**
    - This project captures all Activities in the Louisiana Reform Plan for Criterion (D)(2)
    - \$30.04 M

- The Louisiana Education Reform Plan includes the development and implementation of a Comprehensive Performance Management System (CPMS) for teachers, leaders, and school support staff. The CPMS will include evaluation rubrics, training tools, norming activities and standardized data inputs into state data systems. Fifty percent of the teacher evaluation data will be determined by student achievement growth data. Louisiana will also create several options for a performance-driven sustainable compensation system and will create a tenure notification system to inform district leaders of exactly who is approaching tenure to ensure high quality evaluations. Finally, Louisiana will build a Human Capital Information System (HCIS) that will monitor and track data to ensure the equitable distribution of effective teachers, collect and analyze an unprecedented amount of teacher and principal evaluation data and gather data on teacher vacancies, recruitment, selection and staffing. Significant technical assistance will be provided through the Regional Educational Service Centers (RESCs) to ensure faithful implementation and capacity building of these major changes in human capital processes.
- For a full description of the Activities in this project, please see Pg. 98

- **Project 5: “Educator Supply/Distribution Project”**

- This project captures all Activities in the Louisiana Reform Plan for Criterion (D)(3)
- \$34.84 M
- The Louisiana Education Reform Plan includes the enhancement/expansion of a pipeline of highly effective teachers and leaders through alternative and traditional recruiting and preparation paths.
- For a full description of the Activities in this project, please see Pg. 117. Using Race to the Top funds, LDOE will expand the Model Staffing Initiative (MSI), a current initiative in the Recovery School District (RSD). The MSI relies on embedded consultants focused on effective staffing planning, vacancy forecasting, performance management support, and workshops to support principals as they use mutual consent hiring to

build strong instructional teams. Contractors work with districts to realign practices relative to hiring and staffing (i.e., declaration of intent process, staffing timelines, hiring processes) to support the identification and hiring of highly effective teachers. MSI is an ambitious and high impact plan to provide real support to Louisiana's most struggling LEAs and schools to compete for talent and thereby improve teacher effectiveness. Louisiana has utilized a significant number of alternative teacher preparation paths for more than a decade. With R2T, Louisiana will expand recruitment and new teacher certification efforts with national recruiting partners who have a track record of effective practice in Louisiana.

- For a full description of the Activities in this project, please see Pg. 117.

- **Project 6: “Improving Front End Quality Project”**

- This project captures all Activities in the Louisiana Reform Plan for Criterion (D)(4)
- \$8.99 M
- The Louisiana Reform Plan includes providing incentives for students to attend Level 1 & 2 teacher preparation programs, as well as develop modules for all teacher preparation programs to prepare teachers to use the Value-Added model. Three universities will also develop one year full-time teaching residency programs. For school leaders, Louisiana will develop a robust and effective network of Louisiana School Leadership Academies and enhanced Middle Leaders programs. Salary stipends for educational leadership residencies will be offered, as well as deepening Louisiana's relationships with high-quality national partners specializing in educational leader preparation.
- For a full description of the Activities in this project, please see Pg. 130.

- **Project 7: “Continuous Improvement Project”**

- This project captures all Activities in the Louisiana Reform Plan for Criterion (D)(5)

- \$12.87 M
- The Louisiana Reform Plan includes the development of a “Learning Agenda” to study best practices in school leadership and stipends to incentivize principals in High Poverty/High Performance schools to mentor principals. Louisiana will increase turnaround capacity by supporting the established Louisiana School Turnaround Specialist Program, including providing tuition subsidies for current or future leaders of turnaround schools in Participating LEAs. Louisiana Teacher Assistance and Assessment Program (LaTAAP) will be redesigned to provide induction support to teachers aligned with Louisiana’s comprehensive human capital reform strategy. Human capital support will be provided by dedicated employees in four RESCs in close proximity to Participating LEAs, including direct coaching and support for districts in building professional development plans for their educators.
- For a full description of the Activities in this project, please see Pg. 141.

- **Project 8: “School Recovery and Support Teams Project”**

- This project captures Key Activities in the Louisiana Reform Plan for Criterion (E)(2)
- \$ 13.69 M
- The Louisiana Education Reform Plan will expand the use of School Recovery and Support Teams to assist the leaders of schools in the High Performance Schools Initiative (HPSI) to implement the selected school intervention model. Teams will also support schools with potential to fall into the RSD, given the aggressive new accountability threshold recently enacted by the Board of Elementary and Secondary Education (BESE). Examples of support include professional development, coaching, mentoring, evidence-based techniques or programs, or assisting with academic audits. Louisiana will also use targeted outreach to build a strategy/blueprint for reducing burdensome reporting requirements on schools and Participating LEAs. Louisiana will also develop robust measures of performance for all turnaround schools to ensure they are fully evaluated and their progress is carefully tracked.

- For a full description of the Activities in this project, please see Pg. 154.
- **Project 9: “Creation of Charter Management Organizations Project”**
  - This project captures Key Activities in the Louisiana Reform Plan for Criterion (E)(2)
  - \$ 6.57 M
  - The Louisiana Reform Plan includes a significant investment in the incubation and scale up of new high performing charter schools across the state. Investments will include clustering complementary ventures in the same market to produce strong results. Louisiana will work with nationally respected human capital partners to recruit high-potential entrepreneurs in the region and nation to provide effective charter school operators to Participating LEAs that enter their schools into the High Performance Schools Initiative (HPSI). These funds will primarily support charters *before* they receive formal approval by the Board of Elementary and Secondary Education (BESE), while The Charter School Program (\$19.7 M available immediately) will support charter schools in their beginning years.
  - For a full description of the Activities in this project, please see Pg. 154.

The overall project structure refers directly to the criteria in the R2T. The Louisiana Education Reform Plan hinges on ensuring effective teachers and leaders serve in every classroom and school, and we have elected to create a distinct project for each Sub-Criterion in (D) to highlight Louisiana’s aggressive plan to fundamentally change how the LDOE and Participating LEAs approach human capital. The Activities in Criteria A, B, and C will be organized into one project per criterion. Criterion E includes two projects, with one focused specifically on the incubation and scale-up of Charter Management Organizations (CMOs) in line with Louisiana’s continued support for charter schools that drive student achievement in high-poverty and high-minority environments.

Louisiana will put in place a Race to the Top Reform Team to drive the management of these projects, the change management throughout the LDOE and Participating LEAs, and the reporting of progress to USDOE. As detailed in selection criterion (A)(2)(i), the structure of the Reform Team provides significant flexibility to ensure effective management of all Key Activities at both the state and Participating LEA level.

For more budget detail on each project, please see the nine Project-Level Budget Narratives. Each will provide sufficient backup detail to ensure the accounting of proposed costs under the nine projects is thorough and clear.

### **Note on Financial Sustainability**

The proposed grant award will provide invaluable financial support to inaugurate the entire Louisiana Education Reform Plan in the Participating LEAs, while offering technical support, clear and rigorous Common Standards, and other aspects of the Reform Plan to all Involved LEAs. **The plan's financial sustainability can be understood in several ways:**

- As outlined below, Louisiana has a strong history of aligning Federal, state, and local funds to support evidenced-based best practice reforms at the State and LEA level. LDOE will leverage these fund sources for all recurring costs after the expiration of the grant, as well as leverage them to support Key Activities such as Response to Intervention (RtI), the expansion of the comprehensive TAP program to an additional 40 schools, additions to EAGLE that will make it a strong, cost-free benchmarking system to all LEAs in Louisiana, and other Key Activities.
- The LDOE has designed the Louisiana Education Reform Plan such that only \$13,400,000 of costs in Year 4 of R2T(FY 14) will continue into FY 15. As outlined below, these do not present a significant financial sustainability challenge after the life of the grant:

- \$4,100,000 in Personnel and Fringe Benefits— This cost represents the salary and benefits to FTEs that will provide technical assistance, professional development, coaching, implementation support, and other service to the teachers, principals, and district personnel in Participating LEAs. As outlined in Appendix?: Global Staffing Rollout, we will add 62 new FTEs to our department and regional service centers over the course of the grant. At our traditional 5 percent rate of attrition, this will result in 160 open positions over four years. We are committed to rigorously assessing each to determine if it contributes to reaching our 9 Priority Goals and our statutory reporting requirements. If it does not, the position will be discontinued and reallocated to sustain proven activities in our Reform plan.
- \$9,300,000 in Contractual Services — LDOE will leverage other fund sources to ensure continued service by contractors whose scope of work could continue into Year 5 (FY 15). National human capital partners that will provide teacher and principal recruitment, screening, selection, and training services account for an estimated \$4.2 M of the \$9.3 M. The effectiveness of the educators provided through these partners will be assessed using the Louisiana’s Value-Added Assessments of Teacher and Leader Preparation to determine if support should continue at the same level in Participating LEAs. Staffing initiatives, however, will significantly increase Participating LEAs’ capacity to recruit and place effective teachers in these LEAs. **School Recovery and Support Teams** account for \$2.5 M of ongoing cost. These could be provided to districts and high-priority schools on a fee-for-service basis to cover all costs. **Data System Maintenance (EAGLE, Knowledge Management, Human Capital Information System)** account for \$2.6 M. Existing funds will be repurposed to meet this need.

2. The State should also describe how other Federal (e.g. School Improvement Grant, Statewide Longitudinal Data Systems grant, Teacher Incentive Fund grant, Title I), State, and local funds will be leveraged to further support Race to the Top education reform plans.

The full implementation of the Louisiana Education Reform Plan will leverage the following fund sources:

Funding Source	Background	Plans to leverage in the future
<p>School Improvement Grant (1003g)</p>	<p>Over the course of the Race to the Top grant, Louisiana anticipates a SIG (1003g) allocation of nearly \$125,000,000 to support more aggressive school turnaround efforts:</p> <ul style="list-style-type: none"> <li>- \$57m (FY09 ARRA)</li> <li>- \$10m (FY09)</li> <li>- \$10m (FY10)</li> <li>- \$29m (FY11 - internal projection)</li> </ul>	<ul style="list-style-type: none"> <li>- In order to build Participating LEA capacity to turn around struggling schools before the necessity of state intervention, the Louisiana Education Reform plan calls for the creation of the High-Performance Schools Initiative (HPSI). Through the HPSI, the state intends to increase the number of schools implementing the best practices associated with successful school turnarounds including providing school choice; implementing curriculum reforms that work; and hiring, retaining and rewarding teachers and leaders based on performance.</li> <li>- Through careful planning and coordination, LDOE has ensured that schools voluntarily entered in the HPSI will receive priority in the application for SIG (1003g) funds. Initial budget estimates suggest School Improvement Grants will be sufficient to fund up to 50 schools in Participating LEAs in the HPSI. Each of these schools will fully implement one of the four school intervention models.</li> <li>- This aggressive strategy to leverage SIG (1003g) funds has been fully communicated to stakeholders throughout the state, including LEA personnel. Commitment and capacity statements will arrive to LDOE in mid-January, while final agreements will be signed in late February. Work by LDOE staff is ongoing to determine the Tiers for purposes of the grant.</li> </ul>

		<ul style="list-style-type: none"> <li>- Louisiana will continue to utilize the Recovery School District (RSD) as the primary state intervention mechanism to accomplish turnaround reforms. The purposeful alignment of School Improvement Grant 1003g funds will ensure that Louisiana will remain the national leader in effectively turning around the lowest performing schools.</li> </ul>
Statewide Longitudinal Data Systems grant	<ul style="list-style-type: none"> <li>- LDOE received \$4.06m grant in April 2009 to complete Phase I of the P-12 Educational Data Repository System (LEDRS).</li> <li>- LDOE submitted a December 2009 proposal to Institute of Educational Sciences (IES) to fund Phase II of LEDRS, a P-20 Multiagency Data Warehouse. This warehouse will provide unprecedented access to reliable state data across every major government agency that provides services to youth. It will increase the timeliness of data exchanged and reported to agencies outside of LDOE.</li> </ul>	Grant narrative in response to (C)(2) "Accessing and Using State Data" details how the LEDRS supports Louisiana's Reform Plan.
Board of Regents	LDOE has worked in close partnership with the Louisiana Board of Regents (BOR) since 2006 to publicly report data on student performance tied to teacher effectiveness as part of the groundbreaking Value-Added Teacher Preparation Program Assessment Model (TPPAM). The TPPAM	<p>Board of Regents (BOR) will fund key components of Louisiana's Reform Plan to meet Criterion (D)(4) "Improving the effectiveness of teacher and principal preparation programs." This investment includes:</p> <ul style="list-style-type: none"> <li>i. Revised Teacher Preparation Accountability - funding significant improvements to the groundbreaking Value-Added Teacher Preparation Program</li> </ul>

		<p>Assessment Model already in use in Louisiana.</p> <ul style="list-style-type: none"> <li>ii. Education Leadership Preparation Accountability System- funding an unprecedented system to measure effectiveness of leader preparation programs. Results based on graduates’ ability to increase student achievement in schools.</li> <li>iii. BOR will also embed Louisiana’s enhanced standards and aligned Comprehensive Curriculum into the universities’ teacher preparation programs.</li> <li>iv. BOR will design and operate one year, full-time teaching residencies at three (3) top-performing undergraduate programs.</li> </ul> <p>Total estimated investment over four years in support of the Louisiana Educational Reform Plan \$ 550,000.</p> <p>See Criterion (D)(4) for more details.</p>
<p>Race to the Top Assessment grant</p>	<p>USDOE has set aside up to \$350 million of Race to the Top funds to support States in the development of assessments based on Common Standards.</p>	<p>LDOE will apply for the grant when further guidance is provided. If successful, R2T funds will support the Louisiana Education Reform Plan in the following ways:</p> <ul style="list-style-type: none"> <li>1. More quickly replacing the Graduate Exit Exam (GEE) with online End of Course (EOC) assessments for each high school course. This process has begun, and the cost has been determined to be \$500,000 per EOC developed.</li> <li>2. Supplementing Louisiana’s existing assessments to better address weakly tested grades and subject areas, including Gr. K—2 in Reading and Mathematics. Louisiana will produce new summative assessments of equal quality to LEAP and iLEAP that are aligned to Common Standards.</li> </ul>

		<p>3. Expanding assessment in non-tested subjects such as French, music, art, etc.</p>
<p>Title I &amp; II</p>	<ul style="list-style-type: none"> <li>- The Partnership Agreement signed by ninety-five (95) LEAs in Louisiana explicitly sets the expectation that Participating LEAs will align their allocation of Title I &amp; II funds behind the Louisiana Reform Plan.</li> <li>- State approval of a Participating LEA's Final Scope of Work is contingent on an evaluation of "the LEA's capacity to implement the plan at the local level in a meaningful and high quality manner."</li> <li>- Their evaluation will include the degree to which Participating LEAs align other federal funds in support of the Louisiana Reform Plan.</li> </ul>	<ul style="list-style-type: none"> <li>- LDOE will provide extensive consulting on fund alignment as part of the support package for Participating LEAs to build their Final Scope of Work. Special emphasis will be given aligning Title funds to support: <ul style="list-style-type: none"> <li>- Tailored professional development plans based on formative and summative teacher effectiveness data and qualitative information on staff performance under transparent performance guidelines. Plans will align with the Louisiana Education Reform Plan's agreement that Participating LEAs will structure the school day to increase the amount of job-embedded professional development.</li> <li>- The increased utilization (and attendant professional development) of teacher-leaders (e.g. Instructional Coaches, Master or Mentor Teachers).</li> <li>- Other programmatic school improvements (per Title I, Part A Section 1114) directly associated with instruction.</li> <li>- Financial incentives and rewards (Title I Subpart 2) with the purpose of retaining and attracting effective teachers.</li> </ul> </li> </ul> <p>Additionally, Participating LEAs will draw on the experience of existing TAP schools in Louisiana to align Title funds in support of the expansion of the TAP system in an additional forty (40) schools. NIET and LDOE will provide extensive consulting to Participating LEAs on how best to leverage Title funds towards implementing the comprehensive TAP system.</p> <p>Under the USDOE's State and Local Flexibility Demonstration Act (Section 6131 of NCLB), LDOE will seek authority from the</p>

		Secretary of Education to consolidate and use federal funds in a flexible manner to support turn-around related activities.
Part B of the Individuals with Disabilities Education Act (IDEA)	<ul style="list-style-type: none"> <li>- The Division of Special Populations of the LDOE has proactively increased the amount of IDEA, Part B funds allocated to Response to Intervention programs in schools in recent years. Activities funded by IDEA include the creation in 2001 of the Louisiana School Improvement Grant (LaSIG 2) from a five year federal State Personnel Development Grant. LaSIG 2 works to improve systems of professional development and service delivery for improved outcomes through the Systemic Change Framework.</li> <li>- With RTI, schools can identify students at-risk for poor outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on students' responsiveness.</li> </ul>	<ul style="list-style-type: none"> <li>- At least \$4m in IDEA Part B funds have been set aside by the Division of Special Populations to provide training and on-site support for the implementation of Response to Intervention (RTI) in the Race to the Top Participating LEAs. This plan is detailed in response to Criterion (C)(3).</li> <li>- The execution of the Louisiana Education Reform Plan will include exploring how to further leverage this significant pool of federal funds in the future.</li> </ul>
Louisiana Quality Education Support Fund, known as 8(g)	<ul style="list-style-type: none"> <li>- Fund originated in 1986 when voters dedicated Louisiana's federally-awarded Outer Continental Shelf Lands Act funds to education, the Louisiana Quality Education Support Fund has assisted schools and districts statewide to provide better educational opportunities for Louisiana's</li> </ul>	8(g) funds have been leveraged by LDOE in recent years to support innovative efforts that will be scaled in the Louisiana Education Reform Plan. Over \$13m in support has already been budgeted in FY 10 and will move 8 (g) funds into better alignment with the Education Reform Plan. LDOE will continue to work closely with BESE in coming years, including continued support for the following:

	<p>students.</p> <ul style="list-style-type: none"> <li>- Board of Elementary and Secondary Education (BESE) allocates the 8 (g) funds each year. LDOE administers part of this allocation, a Statewide Program that typically amounts to \$15,000,000 to \$20,000,000 annually.</li> <li>- LDOE retains significant flexibility in the use of these funds, and 8 (g) will provide an important leverage point to ensure Race to the Top funds are directly supported as LDOE implements the Louisiana Education Reform Plan.</li> </ul>	<ul style="list-style-type: none"> <li>- EAGLE: A central feature of plans for (C)(3), the EAGLE system has used 8(g) funds to position itself to become a world-class benchmarking and instructional improvement system with the additional investment from Race to the Top. \$1.7m of 8(g) funds have been allocated to EAGLE in FY10.</li> <li>- Louisiana Virtual School (LVS): Race to the Top funds will be used to offer additional courses and seats for online Advanced Placement courses as part of (B)(3). LVS will continue to use 8(g) funds to increase career and technical education, credit recovery, dual-enrollment and Advanced Placement courses. \$2.7m of 8(g) funds have been allocated to LVS in FY10.</li> <li>- TAP: The expansion of NIET’s Teacher Advancement Program (TAP) to forty (40) additional schools contributes to meeting (C)(3) and (D)(2)—(D)(5). 8 (g) funds have been leveraged for four (4) years to support this comprehensive school reform of Multiple Career Paths, Ongoing Applied Professional Growth, Instructionally Based Accountability, and Performance-Based Compensation in over sixty (60) Louisiana schools. \$2.2m of 8(g) funds have been allocated to support TAP in FY10, reflecting a 20% increase in funds from FY09.</li> <li>- Ensuring Literacy and Numeracy for All Initiative: Significant 8 (g) funds have been used to work toward reaching Louisiana’s Priority Outcomes centering on the early grades (3<sup>rd</sup> Grade literacy; Arrive in 4<sup>th</sup> Grade on time). 8 (g) funds strengthen research-based literacy instruction, use of literacy coaches, and ongoing professional development on literacy instruction. They also increase content-based support and professional development in mathematics instruction. These efforts to improve instruction and student outcomes dovetail with Race to the Top reforms in (C)(3) and (D)(5). \$5.0 m of 8 (g) funds have been allocated to support the Literacy &amp; Numeracy initiative in FY10.</li> </ul>
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		<ul style="list-style-type: none"> <li>- Louisiana Turnaround Specialist Program: Louisiana launch an in-state Turnaround Specialist initiative based on the findings and participation of Louisiana educational leaders in a similar program at the University of Virginia. 8 (g) funds allowed two Cohorts of principals to attend this intensive, research-based program. 8 (g) will continue to support this initiative. \$1.0 m of 8(g) funds have been allocated in FY10.</li> </ul> <p>Finally, the Department will work cooperatively with the state governing board to develop future spending plans that will allow these funds to be used to support Involved LEAs. Plans can be developed to use these funds to promote the adoption of elements of the Louisiana Education Reform Plan proven to be effective in Participating LEAs.</p>
State General Funds	<p>At the behest of the Louisiana Department of Education, the Louisiana Legislature has made line-item appropriation in recent years to support key components of the Louisiana Education Reform Plan. These include but are not limited to:</p> <ul style="list-style-type: none"> <li>- Support of proven national partners in recruitment and placement of teachers and principals in high poverty, high minority schools, with a special emphasis on hard-to-staff subjects. These organizations include Teach for America. The appropriation from FY08-FY10 totals \$2.4 M for Teach for America.</li> </ul>	<ul style="list-style-type: none"> <li>- In a difficult fiscal climate, no state appropriation is guaranteed to continue in the future. LDOE and the Governor's Office have and will continue to advocate for legislative support of key components of the Louisiana Education Reform Plan.</li> <li>- Significant portions of the State funds appropriated annually to the LDOE for the Department of Standards, Assessment, and Accountability will be leveraged to support the execution of elements of the Louisiana Educational Reform Plan for Criterion (B). These Key Activities include the Revision of the Louisiana Comprehensive Curriculum based on common core standards.</li> </ul>

	<ul style="list-style-type: none"> <li>- Support of the implementation of the Teacher Advancement Program (TAP) in over fifty (50) Louisiana schools. Funds provide for state-level TAP personnel such as Executive Master Teachers to provide ongoing support to schools implementing the comprehensive reform program. Over \$850,000 in State and IAT funds supported TAP in FY10.</li> <li>- Support of the Ensuring Literacy and Numeracy for All Initiative, a major undertaking to develop reading and math skills as the foundation for future student achievement. The appropriation for FY10 totals \$13.2 M.</li> </ul>	
<p>All funds used to operate the Recovery School District (federal, state, local)</p>	<p>As described in the grant narrative, the RSD was created by the Louisiana Legislature in 2003 with the passage of Revised Statute 17:1990. Recently amended in 2008, this statute gives the state, through the RSD, extraordinary power to remove from local control any individual school that has been designated as a “failed school”.</p> <p>Creative and reform-oriented spending of the operating budget of the Recovery School District has increased student achievement dramatically and set the stage for the Louisiana Education Reform Plan. For example, the operating budget has been</p>	<ul style="list-style-type: none"> <li>- As a national leader in implementing the practices outlined in Criteria (B)—(E), Recovery School District (RSD) planted the seeds for the Louisiana Education Reform Plan. Federal, state, and local funds used in the future to turn around the state’s lowest achieving schools serve as a strong point of leverage for Race to the Top funds.</li> <li>- The High Performance Schools Initiative (HPSI) will allow Participating LEAs to enact the same successful reforms. Strong accountability measures, however, demand that Louisiana continue to use the RSD to turn around the lowest-achieving schools in the state.</li> <li>- The Louisiana Education Reform Plan raises the bar 25 percent on the state’s definition of “persistently lowest performing schools”, thus expanding the number of AUS</li> </ul>

	used to fund projects by New Leaders for New Schools and The New Teacher Project to staff schools with effective teachers and leaders, to strengthen the educator pipeline, and to refine evaluation processes for educators.	schools from 55 to 248 over the next four years, covering 19.5 percent of all public schools in the state. These are schools that demonstrate school performance scores below 75 for at least four years. “Persistently low performing schools” will trigger accountability and turnaround action in Louisiana in the future.
Teacher Incentive Funds (TIF)	- In 2007, a consortium of charter schools in New Orleans, Louisiana partnered with National Institute for Excellence in Teaching (NIET) to fund TAP in ten (10) schools using the original Teacher Incentive Fund (TIF). The 2007 award provided roughly \$10m to fund the innovative compensation structure of the TAP program in these ten schools.	<p>LDOE will assist and coordinate the submission of a grant through Teacher Incentive Funds (TIF) when another round of funding opens. TIF will be leveraged by Participating LEAs to support the transition to a performance-driven sustainable compensation system such as:</p> <ol style="list-style-type: none"> <li>1. Maintain previous salary schedule but providing bonuses for performance.</li> <li>2. Create an " Opt-in" system, in which teachers can decide to maintain traditional step structure, or can enter a performance-based compensation system.</li> <li>3. Re-align salary structure to ensure that highly effective teachers and leaders are compensated at the highest rate and that effectiveness is weighted over degree and tenure in position.</li> <li>4. Create an LEA-designed compensation system to implement LEA-specific compensation reform.</li> </ol>
The Charter School	- The Charter School Program (CSP) is a	

<p>Program</p>	<p>USDOE grant program that provides funding to states so that they may provide sub-grants to eligible charter schools to help them with start-up and initial implementation costs.</p> <ul style="list-style-type: none"> <li>- In August 2009, Louisiana was awarded \$25.5 m, with \$19.7 m available immediately (Grant U282A090013)</li> <li>- Over the past eight (8) years, LDOE used another Charter School Program award to fund new charters during start-up and the first two years of a charter contract. These funds have helped schools with professional development, to acquire technology and materials, and to hire personnel to accomplish critical start-up activities. The funds are a critical source of support for the development of Louisiana's thriving network of charter schools.</li> </ul>	<p>The recent CSP grant will be leveraged to support schools entered into the High Performing Schools Initiative and identified as strong candidates for moving to a charter. The CSP funds will also support the growth of charter schools in the Recovery School District and those charter schools identified to receive Supplemental Funds in Project 8 (i.e. those that will open in Fall 2010).</p> <p>If current funding levels are maintained, we anticipate awarding each approved charter school a total of \$600,000-\$800,000 dollars during start-up and the first two years of the charter contract. This essential funding will ensure that charters can begin to serve student with the best practices proven by the Recovery School District and outlined in the Louisiana Education Reform Plan.</p>
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**Budget: Indirect Cost Information**

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES

NO

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement:

From: 07 / 01 / 2008

To: 06 / 30 / 2011

Approving Federal agency:  ED  Other

*(Please specify agency):* \_\_\_\_\_

**Note on Indirect Costs in this Proposed Grant Award**

Louisiana has a negotiated Indirect Cost Rate Agreement approved by the Federal Government **established at a rate of 14.6%**. As a reflection of Louisiana's commitment to leverage existing funding sources to support the reforms outlined in this application and in the Louisiana Education Reform Plan, **LDOE will request reimbursement for indirect costs at a rate of 4.0%** for all Personnel, Fringe Benefits, Travel, Supplies, and Contractual expenses in the proposed grant award. LDOE will not request reimbursement on Equipment, Training Stipends, and Other costs.

**Budget Part II: Project-Level Budget Table**

**Project Name:** Reform Team - Project 1

**Associated with Criteria:** (A)(1)

**(Evidence for selection criterion (A)(2)(i)(d))**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$1,200,000	\$1,248,000	\$648,960	\$0	\$3,096,960
2. Fringe Benefits	\$360,000	\$374,400	\$194,688	\$0	\$929,088
3. Travel	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$0	\$0	\$0	\$0	\$0
6. Contractual	\$1,781,000	\$91,000	\$91,000	\$91,000	\$2,054,000
7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$200,000	\$200,000	\$200,000	\$0	\$600,000
9. Total Direct Costs (lines 1-8)	\$3,541,000	\$1,913,400	\$1,134,648	\$91,000	\$6,680,048
10. Indirect Costs*	\$133,640	\$68,536	\$37,386	\$3,640	\$243,202
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12. Supplemental Funding for Participating LEAs	\$1,800,000	\$2,800,000	\$2,000,000	\$1,400,000	\$8,000,000
13. Total Costs (lines 9-12)	\$5,474,640	\$4,781,936	\$3,172,034	\$1,494,640	\$14,923,250

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

**PROJECT 1—“REFORM TEAM”**

PROJECT-LEVEL BUDGET NARRATIVE (Criteria A1)

**1) Personnel:**

The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary FY 11	Base Salary FY 12	Base Salary FY 13	Base Salary FY 14	Total FY 11-14
<p><b><u>Race to the Top Reform Team (8) -</u></b>                      To execute all activities in the Louisiana Education Reform Plan, LDOE will rapidly infuse the highest quality talent into the Race to the Top Reform Team. The Reform Team Director and a staff of up to seven (7) full-time employees will be in place by April 2010 to assist Participating LEAs in drafting their detailed Final Scope-of-Work. Candidates for the Reform Team will have a proven track record of results. The Reform Team Director will have explicit responsibility for executing our Race to the Top workplan and ensuring the effectiveness of four basic functions: outcomes measurement and reporting, identification and dissemination of best practices, change management, and LEA capacity building.                      Over the course of the grant, the Team will be responsible for ensuring that the capacity to manage change is ingrained in the department. Once this objective is accomplished, the team will no longer be necessary. Accordingly, salary is budgeted to be covered by the proposed grant award in full for FY 11 – FY 12, to 50% in FY 13, and 0% in FY 14. Budget assumes 4% salary increase annually.</p>	100%	\$1,200,000 (8)	\$1,248,000 (8)	\$648,960 (8)	-	\$3,096,960

**2) Fringe Benefits**

Fringe Benefits: -Percentage set at 30% for all personnel in project.	% FTE	FY 11	FY 12	FY 13	FY 14	FY 11-14
<p><b><u>Race to the Top Reform Team (8) -</u></b>                      See above.</p>	100%	\$360,000 (8)	\$374,400 (8)	\$194,688 (8)	-	\$929,088

**6) Contractual**

All procurement of supplies, materials, equipment and services will be in accordance with 34 CFR Parts 74.40-74.48 and Part 80.36 as well as all state and local procurement laws.

Professional Services to be Provided, Purpose and Relation to the Project, and Basis for Cost Estimates	Costs Charged to Proposed Grant Award FY 11	Costs Charged to Proposed Grant Award FY 12	Costs Charged to Proposed Grant Award FY 13	Costs Charged to Proposed Grant Award FY 14	Total FY 11-14
<p><b><u>District Capacity Building Program led by Dr. Michael Fullan-</u></b></p> <ul style="list-style-type: none"> <li>- LDOE will enlist a globally respected education expert to begin implementing a proven District Capacity Building process in our Participating LEAs. Contractors will implement a proven approach in up to fifteen (15) districts.</li> <li>- At the core the approach should be a District Capacity Building team that directly engages Superintendents, Principals and Teachers with intensive training to assist them in developing a district plan to support and sustain a focus on improved student learning. For the 15 districts participating in our initial cohort, this will complement the 90 day Final Scope of Work planning that each Participating LEA will be required to build. District Capacity Building Teams will be comprised of LEAs’ strongest educators. These teams will form the basis of Districts’ medium and longer term strategy to ensure that every single student in every single school benefits from proven strategies that drive student gains (particularly those in our Reform Plan) and even innovative best practices that may emerge from within the districts themselves.</li> <li>- This process is a cornerstone of our ability to implement the aggressive reforms in each of our assurances. With heavily facilitated creation of <b>permanent</b> District Capacity teams, principal learning networks, and school level leadership teams (all detailed in the Appendix: District Capacity) we will achieve two crucial objectives. First, we will build simple but extensive living delivery chains that will extend from LDOE to each LEA Superintendent’s office to individual</li> </ul>	\$1,590,000	-	-	-	\$1,590,000

<p>classrooms that will facilitate the initial adoption of our aggressive Reform Plan and its associated professional development offerings. Second, each District will develop the expertise, the infrastructure (i.e., the network of relationship) and the <b>continuous learning culture</b> to ensure that lessons learned via our initial functional support (our second pillar) are sustainable long after the grant expires.</p> <p>Complexities associated with proposed scope of work compelled Louisiana to seek detailed budget estimates from a globally respected education expert that has demonstrated successful implementation of a similar program. Cost estimates reflect detailed, iterative budgeting workshops that began in September 2009.</p>					
<p><b>US Educational Delivery Institute (USEDI)-</b> Louisiana is a national leader in setting up a State Delivery Unit to define and deliver on key educational priorities. Race to the Top funds will bolster ongoing efforts by funding participation in the formal network of USEDI. Funds will also be used for limited in-depth, on-the-ground outside support to problem-solve issues as well as bolster the existing State Delivery Unit personnel as LDOE moves forward with existing plans for Delivery to play a large role, both in Participating LEAs and the entire state.</p>	\$191,000	\$91,000	\$91,000	\$91,000	\$464,000
<b>TOTAL "CONTRACTUAL"</b>	<b>\$1,781,000</b>	<b>\$91,000</b>	<b>\$91,000</b>	<b>\$91,000</b>	<b>\$2,054,000</b>

**8) Other**

Other expenses described below.	Cost per Unit	Units FY 11	Units FY 12	Units FY 13	Units FY 14	Total "Other" Costs FY11 - 14
<p><u>Performance Stipends for LDOE &amp; District Staff</u> To ensure daily urgency to achieve the specific annual targets in our trajectories, Louisiana's Race to the Top plan will fund limited performance stipends for individuals on the Initiative Teams (in LDOE and RESCs) and the Reform Team. The focus of these teams, and the fact that they are the unambiguous key point of contact with LEAs, will ensure that LDOE's interactions with districts are focused entirely on supporting teachers and leaders to drive results for their students.</p>	\$10,000	20 (\$200,000)	20 (\$200,000)	20 (\$200,000)	-	\$600,000



**Budget Part II: Project-Level Budget Table**

<b>Budget Part II: Project-Level Budget Table</b>					
<b>Project Name:</b> Supporting Louisiana’s Enhanced Standards -Project 2					
<b>Associated with Criteria:</b> (B)(2) – (B)(3)					
<b>(Evidence for selection criterion (A)(2)(i)(d))</b>					
<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$1,260,000	\$1,310,400	\$1,022,112	\$708,664	\$4,301,176
2. Fringe Benefits	\$378,000	\$393,120	\$306,634	\$212,600	\$1,290,354
3. Travel	\$60,000	\$260,000	\$460,000	\$660,000	\$1,440,000
4. Equipment	\$1,500	\$0	\$0	\$0	\$1,500
5. Supplies	\$7,000	\$57,000	\$107,000	\$157,000	\$328,000
6. Contractual	\$1,490,000	\$1,760,000	\$660,000	\$660,000	\$4,570,000
7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$60,000	\$260,000	\$60,000	\$60,000	\$440,000
9. Total Direct Costs (lines 1-8)	\$3,256,500	\$4,040,520	\$2,615,746	\$2,458,264	\$12,371,030
10. Indirect Costs*	\$127,800	\$159,221	\$102,230	\$95,931	\$485,182
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$0
13. Total Costs (lines 9-12)	\$3,384,300	\$4,199,741	\$2,717,976	\$2,554,195	\$12,856,212
<p>All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.                      *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.                      Note that indirect costs are not allocated to lines 11-12.</p>					

**PROJECT 2— “SUPPORTING LA’S ENHANCED STANDARDS”**

PROJECT-LEVEL BUDGET NARRATIVE (Criteria B2-B3)

**1) Personnel**

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary FY 11	Base Salary FY 12	Base Salary FY 13	Base Salary FY 14	Total FY 11-14
<p><u>Mathematics Coordinator (1)</u> — The Mathematics Coordinator will be a highly effective, qualified educator selected to lead R2T Key Activities in this Project, as well as support the continued development of mathematics education in Louisiana. LDOE currently employs Coordinators in Engineering, Science, and Social Studies.</p> <p>In FY 11, he/she will contribute to vertical alignment and enhancement of Common Standards. In FY 12, he/she will lead the revision of the Louisiana Comprehensive Curriculum and provide content expertise in mathematics instructional strategies. In FY 13-14, he/she will work closely with a vendor to develop research-based professional development modules to ensure Louisiana’s teachers can access the Comprehensive Curriculum and offer effective instruction.</p> <p>Salary reflects competitive compensation for such an employee, with 4% annual raise. In FY 11-12, 100% of salary costs will be charged to proposed grant award; 75% in FY 13; 50% in FY 14. This schedule reflects LDOE’s commitment to sustainable funding of all R2T Personnel.</p>	100%	\$60,000	\$62,400	\$48,672	\$33,746	\$204,818
<p><u>Content Experts (20)</u> — LDOE will hire twenty (20) Content Experts to staff the Regional Education Service Centers. Five (5) regional teams of four (4) Content Experts will include an educator in Mathematics, ELA, Social Studies, and Science.</p> <p>LDOE has experienced success in implementing a Fee-for-Service model to engage LEAs in effective, research-based professional development delivered by LDOE personnel. Professional development offered by Content Experts will expand this model. The charge to this proposed grant award reflects 100% of Content Experts’ salary in FY 11-12, 75% in FY 13, and 50% in FY 14. The difference will be met by fees paid for professional development by LEAs. Proposed charge also reflects a 4% annual raise.</p>	100%	\$1,200,000 (20)	\$1,248,000 (20)	\$973,440 (20)	\$674,918 (20)	\$4,096,358 (20)

<b>TOTAL PERSONNEL =</b>	-	\$1,260,000	\$1,310,400	\$1,022,112	\$708,664	\$4,301,176

## 2) Fringe Benefits

Fringe Benefits: -Percentage set at 30% for all personnel in project.	% FTE	Fringe Benefits FY 11	Fringe Benefits FY 12	Fringe Benefits FY 13	Fringe Benefits FY 14	Total Fringe Benefits FY 11-14
Math Coordinator (1) — see above.	100%	\$18,000	\$18,720	\$14,602	\$10,124	\$61,446
Content Experts (20) — see above.	100%	\$360,000 (20)	\$374,400 (20)	\$292,032 (20)	\$202,476 (20)	\$1,228,908 (20)
<b>TOTAL FRINGE BENEFITS =</b>	-	\$378,000	\$393,120	\$306,634	\$212,600	\$1,290,354

## 3) Travel-

Travel expenses described below.	Cost per Trip	Trips FY 11	Trips FY 12	Trips FY 13	Trips FY 14	
<u>Content Experts-</u> Each of the twenty (20) Content Experts will be budgeted to take thirty (30) trips annually to provide professional development to teachers in their Region. Each trip is budgeted for \$75 in mileage reimbursements and \$25 per diem.	\$100	600	600	600	600	\$240,000
<u>AP Initiative-</u> Summer training is required before each new AP course is launched. This expense (\$1,000) is categorized as travel because the majority of the cost is travel / hotel stay for a teacher to attend the training at a university campus. Increase each year reflects the	\$1,000	0	200	400	600	\$1,200,000

development of a policy to require high schools to offer one (1) additional AP course per year.						
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**4) Equipment-**

Per Title 34 – Government Contracts, Procurement and Property Control, Property (Equipment) is all tangible non-consumable moveable property with an acquisition cost of \$1,000 or more.	Cost per Item	Items FY11	Items FY12	Items FY13	Items FY14	Total Cost FY 11 – 14
Math Coordinator (1) – One computer and printer to execute responsibilities.	\$1,500	1	-	-	-	\$1,500

**5) Supplies-**

	Cost per Unit	Units FY 11	Units FY 12	Units FY 13	Units FY 14	Total Supplies FY 11-14
<u>Content Experts-</u> Each Content Expert will be provided with a small supplies budget for leading Professional Development programs. Budget will be used for printing materials, manipulatives, instructional aids, etc.	\$350	20 (\$7,000)	20 (\$7,000)	20 (\$7,000)	20 (\$7,000)	\$28,000
<u>AP Initiative-</u> Supporting the implementation of a comprehensive AP Initiative, Race to the Top will fund the initial outlay for supplies at the onset of each new AP course offered. Current plans include the development of policy to require high schools to offer one (1) additional AP course per year for four years. \$250 reflects an average expected outlay for supplies and books to begin an AP course, with ELA/Social Studies course requiring less and Science/Math courses requiring more.	\$250	0 (\$0)	200 (\$50,000)	400 (\$100,000)	600 (\$150,000)	\$300,000

**6) Contractual**

All procurement of supplies, materials, equipment and services will be in accordance with 34 CFR Parts 74.40-74.48 and Part 80.36 as well as all state and local procurement laws.

Professional Services to be Provided, Purpose and Relation to the Project, and Basis for Cost Estimates	Costs Charged to Proposed Grant Award FY 11	Costs Charged to Proposed Grant Award FY 12	Costs Charged to Proposed Grant Award FY 13	Costs Charged to Proposed Grant Award FY 14	Total FY 11-14
<p><u>Adopt / Enhance Common Standards-</u>            Within one month of the release of the Common Standards, WestEd (an organization chosen in accordance with state procurement laws and currently under contract with LDOE to coordinate the standards revision process) will:</p> <ul style="list-style-type: none"> <li>- Review and evaluate common core standards in ELA and math to determine vertical alignment.</li> <li>- Develop a crosswalk between the common core standards and the GLEs.</li> <li>- Make recommendations for content to be added, if needed, not to exceed 15 percent of the state’s total standards for each content area.</li> <li>- Between July 2010 and January 2011, LDOE content committees, WestEd and LDOE staff, will meet to determine additional Louisiana standards (15% as judged necessary), as well as develop grade/course-level standards for science and social studies.</li> <li>- Develop grade-level standards for pre-K aligned with the Common Core Standards in all four content areas.</li> </ul> <p>Cost estimate provided Carolyn Sessions (Standards &amp; Curriculum Projects Coordinator) based on previous experience with similar scope of work. Cost charged to this proposed grant award equals approximately 50% of cost of scope; state general funds will be leveraged for the other 50%.</p>	\$800,000	-	-	-	\$800,000
<p><u>Communications and Outreach for Standards/GLEs-</u>            An open RFP will be held between July 2010 and January 2011 to develop, print, and distribute posters and handbooks that capture the entirety of Louisiana’s standards, including the additions and enhancements noted in the contract above. Printed standards are frequently consulted by Louisiana’s teachers. They can be printed and distributed most efficiently through a contractual relationship. Hard copies of</p>	-	\$600,000	-	-	\$600,000

Standards serve as one piece of a communications strategy that includes multiple medias. Cost estimated by Carolyn Sessions (Standards & Curriculum Projects Coordinator) based on previous experience with printing Standards posters and handbooks.					
<u>Develop Comprehensive Curriculum</u> Establish contracts with course developers and content area literacy strategy experts to revise Comprehensive Curriculum. Contractors will: <ul style="list-style-type: none"> <li>- Organize the new standards so they form the basis for units of instruction;</li> <li>- Develop curriculum guides that are aligned to grade/course-level standards for grades PreK-12.</li> <li>- Include best practice/research-based methods and Response to Intervention (RtI), place greater emphasis on Literacy and Numeracy, postsecondary readiness, “21<sup>st</sup> Century Skills,” Louisiana technology standards and enriched STEM offerings.</li> </ul> Cost estimated by Carolyn Sessions (Standards & Curriculum Projects Coordinator) based on two previous experiences of developing Louisiana’s curriculum. In those instances, Mrs. Sessions managed 60-75 contracts for individual course developers with extensive experience in effective instructional methods. Estimated in this contract cost captures half the total cost of the effort in 2011-12 once the Common Standards have been completed; state general funds will be leveraged for the other 50%.	-	\$500,000	-	-	\$500,000
<u>Development and Delivery of PD Modules before completion of Comprehensive Curriculum</u> This budget line represents the aggregate cost of 25-30 smaller contracts with effective Louisiana educators to: <ul style="list-style-type: none"> <li>- In FY11-12, develop research-based and grade/subject specific professional development modules before the completion of the new PreK-12 Comprehensive Curriculum. This group of educators will produce modules for twenty-four (24) high-priority courses in the first two (2) years of R2T, with a specific focus on STEM courses and other areas of focus with the department. Estimated cost to <u>develop</u> each grade/subject specific module is \$25,000.</li> <li>- In FY11-14, each year this group of educators will deliver the content of twelve (12) modules. Each of the twelve (12) modules will provide extensive pedagogical support on a specific grade/subject. Modules will be delivered to Content Experts (see Personnel) and content personnel in Participating LEAs, who will in turn use the modules to redeliver to a targeted group of teachers in Participating LEAs and Involved LEAs. Each module will include 8-10 days of</li> </ul>	\$690,000	\$660,000	\$360,000	\$360,000	\$2,070,000

<p>delivery to provide significant depth and development. Estimated cost to <u>deliver</u> each module is \$30,000.</p> <p>Cost estimated by Carolyn Sessions (Standards &amp; Curriculum Projects Coordinator). Mrs. Sessions managed the development of the pilot module in Gr. 5 Math, a project that began in August 2009. She will manage the significant expansion of this model, including this contract and the one below.</p>					
<p><u>Vendor Development of PD Modules after completion of Comprehensive Curriculum</u>  In July 2010, LDOE will hold an open RFP to solicit a vendor that will assist with the development and implementation of professional development modules aligned with the Common Standards. LDOE will have already developed research-based modules in twenty-five (25) courses before the completion of the Comprehensive Curriculum, as detailed in the contract above. This contract will draw on the lessons in development and delivery success to quickly complete the remaining 50 – 60 courses offered in Louisiana. Vendor will provide detailed content development in each of the 50-60 courses with emphasis in STEM content, pedagogical strategy, and the use of instructional improvement systems to focus instructional strategy.</p> <p>Work will begin in May 2011 and continue in Years 3 and 4 of R2T (FY13-14).</p> <p>Cost estimated by Carolyn Sessions (Standards &amp; Curriculum Projects Coordinator). Mrs. Sessions managed the development of the pilot module in Gr. 5 Math, a project that began in August 2009. She will manage the significant expansion of this model, including this contract and the one above.</p>	-	-	\$300,000	\$300,000	\$600,000
<b>“TOTAL CONTRACTUAL” =</b>					
	\$1,490,000	\$1,760,000	\$660,000	\$660,000	\$4,570,000

**8) Other**

	Cost Per Unit	Units FY11	Units FY12	Units FY13	Units FY14	Total Cost FY11 - 14
<p><u>Develop Comprehensive Curriculum-</u>  Logistical costs for a series of meetings/workshops with Louisiana educators and contract employees to develop and write the Comprehensive Curriculum based on Common Standards. This format allows for thorough and efficient revision and development of curriculum materials to reach our aggressive internal timeline. The cost is based on previous experience in Louisiana and includes building rental, equipment, stipends, travel, per diem, etc.</p>	\$40,000	0	5 (\$200,000)	0	0	\$200,000

<p><u>Louisiana Virtual School (LVS)-</u>  Additional ‘Sections’ added to the AP Academy of the Louisiana Virtual School will increase rigorous and relevant course offerings to students in hard-to-serve locales. Each section includes twenty (20) seats. Cost includes a \$7,000 - \$8,000 stipend for an instructor trained in best practices of online course delivery, plus a per-student outlay of supplies for books and course materials. This expansion dovetails with the established expansion plan for the Louisiana Virtual School, supported by the 8 (g) allocation and self-generated funds. (See Budget Summary Narrative).</p>	\$12,000 (per Section)	5 (\$60,000)	5 (\$60,000)	5 (\$60,000)	5 (\$60,000)	\$240,000
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**Budget Part II: Project-Level Budget Table**

<b>Budget Part II: Project-Level Budget Table</b>					
<b>Project Name:</b> Using Data to Support Instruction - Project 3					
<b>Associated with Criteria:</b> (C)(3)					
<b>(Evidence for selection criterion (A)(2)(i)(d))</b>					
<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$70,000	\$72,800	\$56,784	\$39,370	\$238,954
2. Fringe Benefits	\$21,000	\$21,840	\$17,035	\$11,811	\$71,686
3. Travel	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$0	\$0	\$0	\$0	\$0
6. Contractual	\$4,520,000	\$7,830,000	\$4,890,000	\$4,000,000	\$21,240,000
7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$4,616,000	\$7,929,640	\$4,968,819	\$4,056,181	\$21,570,640
10. Indirect Costs*	\$184,640	\$317,186	\$198,753	\$162,247	\$862,826
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$0
13. Total Costs (lines 9-12)	\$4,800,640	\$8,246,826	\$5,167,572	\$4,218,428	\$22,433,466
<p>All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.            Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.            Column (e): Show the total amount requested for all project years.            *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.            Note that indirect costs are not allocated to lines 11-12.</p>					

**PROJECT 3— “DATA SYSTEMS TO IMPROVE INSTRUCTION”**

PROJECT-LEVEL BUDGET NARRATIVE (Criteria C3)

**1) Personnel**

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary FY 11	Base Salary FY 12	Base Salary FY 13	Base Salary FY 14	Total FY 11-14
<p>EAGLE Coordinator (1) —                      The EAGLE Coordinator will be responsible for overall project management and coordination of the upgrades to the existing EAGLE testing system. He/she will ensure that new test items align to Common Standards, that benchmarking capabilities are strong and useful, and that professional development support to Participating LEAs embeds data-driven instructional practices into the classroom.</p> <p>Salary reflects competitive compensation for such an employee, with 4% annual raise. In FY 11-12, 100% of salary costs will be charged to proposed grant award; 75% in FY 13; 50% in FY 14. This schedule reflects LDOE’s commitment to sustainable funding of all R2T Personnel.</p>	100%	\$70,000	\$72,800	\$56,784	\$39,370	\$238,954

**2) Fringe Benefits**

Fringe Benefits: -Percentage set at 30% for all personnel in project.	% FTE	Fringe Benefits FY 11	Fringe Benefits FY 12	Fringe Benefits FY 13	Fringe Benefits FY 14	Total Fringe Benefits FY 11-14
EAGLE Coordinator (1) — see above.	100%	\$21,000	\$21,840	\$17,035	\$11,811	\$71,686

**3) Travel-**

Travel expenses described below.	Cost per Trip	Trips FY 11	Trips FY 12	Trips FY 13	Trips FY 14	
EAGLE Coordinator- Ten (10) trips annually include	\$500	10	10	10	10	\$20,000

**6) Contractual**

All procurement of supplies, materials, equipment and services will be in accordance with 34 CFR Parts 74.40-74.48 and Part 80.36 as well as all state and local procurement laws.

Professional Services to be Provided, Purpose and Relation to the Project, and Basis for Cost Estimates	Costs Charged to Proposed Grant Award FY 11	Costs Charged to Proposed Grant Award FY 12	Costs Charged to Proposed Grant Award FY 13	Costs Charged to Proposed Grant Award FY 14	Total FY 11-14
<p><u>EAGLE Upgrades</u>            Louisiana’s existing contractor, chosen in accordance with state procurement laws, will perform the following duties in close coordination with LDOE personnel and the new EAGLE Coordinator:</p> <ul style="list-style-type: none"> <li>- Align current EAGLE item bank with Common Standards</li> <li>- Annually develop additional EAGLE test items with Common Standards. (NB: Most of estimated amount to be charged to the proposed grant award in FY12-14 will be used for annual development of item bank.)</li> <li>- Develop all accompanying EAGLE test materials (e.g., test forms, reference sheets, and manuals) for administration of benchmark assessments, adding courses and/or grade levels each year. A minimum of six test forms will be constructed for each grade/subject. Accommodated test forms (e.g., read aloud, large print) will be developed for all subjects and according to LDOE policy to assist and support high-needs students</li> <li>- Develop EAGLE project-based tasks and related materials to enhance student higher-order thinking skills, organization and communication skills, and teamwork skills. Tasks may include research projects, hands-on tasks such as science experiments, compositions on current issues/topics, etc. An online communication function will be developed to help students receive instruction and assistance from teachers, parents, or experts</li> <li>- Develop online functions that allow districts and schools to administer EAGLE benchmark assessments, which include a secure browser and online functions that provide a secure environment for test administrations (four to six times during a school year). The online functions will allow districts to assign tests to schools and collect data. The contractor will also develop online functions that allow teachers to enter daily or weekly instructional objectives/targets (e.g., GLEs), that help teachers track their instructional coverage, and that provide</li> </ul>	\$1,900,000	\$1,000,000	\$1,000,000	\$1,000,000	\$4,900,000

<p>recommendations to teachers for instructional improvement.</p> <ul style="list-style-type: none"> <li>- Develop reporting functions for EAGLE that deliver student performance information at district and school levels. The contractor will produce various reports and data files at student, class, school, and district levels in a short turnaround time. Reports may include student report, class roster, and aggregated test results at the school and district levels. Reports should allow users to track and monitor student performance throughout the academic year. Colorful, meaningful, and user-friendly design is required so that school and district users will understand and use data. This data will be available to researchers</li> <li>- Develop instructional resources that align with new standards and curriculum. Teachers may use the resources to improve their instruction that meet student needs based on student performance on benchmark tests</li> <li>- Conduct hands-on training workshops to districts and schools. The hands-on workshop will inform participants on how to use the EAGLE benchmark system, how to apply the best practices of benchmark/formative assessments, and how to interpret test results. The primary audience will be district and school test coordinators and teachers</li> <li>- Conduct an evaluation/research study annually to examine the effectiveness of benchmark assessments</li> </ul> <p>All cost estimates based on the extensive experience of Fen Chou, Ph.D. (Education Research Analyst Manager; Division of Assessments and Accountability in ongoing negotiations with Louisiana’s existing contractor.</p>					
<p><u>PD to Build Capacity to Analyze &amp; Use Benchmarking Data</u>  Develop and release an RFP to solicit a vendor that will assist with the development and implementation of professional development program. Create in Participating LEAs common scope and sequence – a schedule of assessed standards and assessment calendar, which includes time for planning what to teach, administering assessments, analyzing data, implementing instructional action plans and reflecting upon re-taught skills. Pursuant LDOE guidelines identify school leadership teams of 4+ educators: lead, logistics head and content area leaders Recruit &amp; train LEA support leaders at a 1:7 coach to school ratio</p> <p>Convene single ‘launch’ meeting for participating pilot LEAs. Organize 6 intra-LEA meetings to train school/instructional leaders on the data driven instructional process</p>	\$420,000	\$630,000	\$1,190,000	\$2,100,000	\$4,340,000

<p>Organize 3 individual school meetings to further instill the culture of data-driven instruction. Track the results of PD sessions and work with Personnel added to support (D)(2)—(D)(5) to provide ongoing technical assistance.</p> <p>Complexities associated with proposed scope of work compelled Louisiana to seek detailed budget estimates from established national human capital partners. Cost estimates reflect detailed, iterative budgeting workshops that began in October 2009.</p>					
<p><u>Instructional Improvement System</u>  LDOE will open an RFP to build an Instructional Improvement System that integrates formative assessment data from EAGLE and other qualified vendors, data from HCIS, and other data from the statewide LDS. Vendor will build system that utilizes technology to help teachers and leaders analyze student achievement data and make decisions to drive instruction. System will completely integrate with the Human Capital Information System so that teachers and leaders clearly see the link between student achievement and teacher effectiveness, and can use data to drive increases in both. To support the implementation of the IIS, vendor and LDOE personnel will jointly conduct hands-on training workshops to Participating LEAs and school personnel. The hands-on workshop will inform teachers, school leaders and administrators on how to use the IIS. These trainings will be aligned with training on the use of EAGLE where applicable.</p> <p>Complexities associated with proposed scope of work compelled Louisiana to seek detailed budget estimates from established vendors. Cost estimates reflect detailed, iterative budgeting workshops that began in December 2009.</p>	\$2,200,000	\$6,200,000	\$2,700,000	\$900,000	\$12,000,000
<b>TOTAL “CONTRACTUAL” =</b>	\$4,520,000	\$7,830,000	\$4,890,000	\$4,000,000	\$21,240,000

**Budget Part II: Project-Level Budget Table**

**Project Name:** Educator Measurement – Project 4

**Associated with Criteria:** (D)(2)

**(Evidence for selection criterion (A)(2)(i)(d))**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$280,000	\$1,310,400	\$1,665,664	\$1,732,290	\$4,988,354
2. Fringe Benefits	\$84,000	\$393,120	\$499,699	\$519,687	\$1,496,506
3. Travel	\$0	\$9,000	\$12,000	\$12,000	\$33,000
4. Equipment	\$6,000	\$21,000	\$6,000	\$0	\$33,000
5. Supplies	\$0	\$0	\$0	\$0	\$0
6. Contractual	\$8,567,031	\$3,909,137	\$3,461,744	\$3,132,730	\$19,070,642
7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$8,931,031	\$5,642,657	\$5,645,107	\$5,396,707	\$25,621,502
10. Indirect Costs*	\$357,241	\$225,406	\$225,804	\$215,868	\$1,024,320
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$3,400,000	\$0	\$3,400,000
13. Total Costs (lines 9-12)	\$9,294,272	\$5,868,063	\$9,270,911	\$5,612,575	\$30,045,821

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

**PROJECT 4— “EDUCATOR MEASURES”**

PROJECT-LEVEL BUDGET NARRATIVE (Criteria D2)

**1) Personnel**

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary FY 11	Base Salary FY 12	Base Salary FY 13	Base Salary FY 14	Total FY 11-14
<p><b><u>Teacher Performance Management Specialist- (5)</u></b>                      To provide ongoing consulting and implementation support for LEAs on the teacher Comprehensive Performance Management System (CPMS). Will work closely with Teacher Support Coordinators (D5; Project 7) to create professional development plans for teachers based on evaluation data on student and staff performance.                      The position begins in FY 12. Salary reflects competitive compensation for such an employee, with 4% annual raise.</p>	100%	-	\$364,000	\$378,560	\$393,702	\$1,136,262
<p><b><u>Principal Performance Management Specialist- (4)</u></b>                      To provide ongoing consulting and implementation support for LEAs on the principal Comprehensive Performance Management System. This support team will work with LEAs to create principal support plans informed by staff and student performance data and existing best practices. They will support to implement leadership coaching and support models.                      The position begins in FY 12. Salary reflects competitive compensation for such an employee, with 4% annual raise.</p>	100%	-	\$291,200	\$302,848	\$314,962	\$909,010
<p><b><u>Human Capital Information System Specialist- (4)</u></b>                      Placed in four (4) of the RESCs to support the implementation of web-based data system in individual LEAs, and to provide training and maintenance support to LEAs on the Human Capital Information System (HCIS).                      The position begins in FY 12. Salary reflects competitive compensation for such an employee, with 4% annual raise.</p>	100%	-	\$291,200	\$302,848	\$314,962	\$909,010
<p><b><u>Human Capital Data Analyst – (1)</u></b>                      The Human Capital Data Analyst will be hired to manage the effective analysis of data from the Human Capital Information System upon its launch in FY13. Louisiana will have rich information on teacher and leader effectiveness with the potential to transform decision-making on policy, programs and funding. The Human Capital Data</p>	100%	-	\$72,800	\$75,712	\$78,740	\$227,252

Analyst will have the requisite skills and understanding of LDOE's goals to provide timely system maintenance and data analysis to realize the system's full potential. He/She will monitor all human capital data to ensure that LEAs are consistently making decisions to support teacher effectiveness as defined in the Reform Plan and through the CPMS. He/she will support corrective action based on HC data.  The position begins in FY 12. Salary reflects competitive compensation for such an employee, with 4% annual raise.						
<b>Compensation Reform Specialist- (4)</b> Four (4) to provide PD and support on new performance-based compensation system, including working with principals, HR staff and finance staff at Participating LEAs to implement the new system.  The position begins in FY 13. Salary reflects competitive compensation for such an employee, with 4% annual raise.	100%	-	-	\$302,848	\$314,962	\$617,810
<b>Tenure Reform Specialist- (4)</b> Four (4) FTEs to support the implementation of new tenure notification system at Participating LEAs by providing training and assistance on using the system, implementing the protocols, and adjusting policies to reform tenure. The position begins in FY 11. Salary reflects competitive compensation for such an employee, with 4% annual raise.	100%	\$280,000	\$291,200	\$302,848	\$314,962	\$1,189,010
<b>TOTAL PERSONNEL =</b>	-	\$280,000	\$1,310,400	\$1,665,664	\$1,732,290	\$4,988,354

**2) Fringe Benefits**

Fringe Benefits: -Percentage set at 30% for all personnel in project.	% FTE	Fringe Benefits FY 11	Fringe Benefits FY 12	Fringe Benefits FY 13	Fringe Benefits FY 14	Total Fringe Benefits FY 11-14
<b>Teacher Performance Management Specialist- (5)</b>	100%	-	\$109,200	\$113,568	\$118,111	\$340,879
<b>Principal Performance Management Specialist- (4)</b>	100%	-	\$87,360	\$90,854	\$94,489	\$272,703
<b>Human Capital Information System Specialist- (4)</b>	100%	-	\$87,360	\$90,854	\$94,489	\$272,703

<b>Human Capital Data Analyst – (1)</b>	100%	-	\$21,840	\$22,714	\$23,622	\$68,176
<b>Compensation Reform Specialist- (4)</b>	100%	-	-	\$90,854	\$94,489	\$185,343
<b>Tenure Reform Specialist- (4)</b>	100%	\$84,000	\$87,360	\$90,854	\$94,489	\$356,703
<b>TOTAL “FRINGE BENEFITS” =</b>	-	\$84,000	\$393,120	\$499,699	\$519,687	\$1,496,506

**3) Travel-**

Travel expenses described below.	Cost per Trip	Trips FY 11	Trips FY 12	Trips FY 13	Trips FY 14	
All Personnel hired to complete this project’s Key Activities in the Regional Education Service Centers will be provided with reimbursement for attending joint meetings in Baton Rouge with the Reform Director, Initiative Leaders, and other key staff responsible for faithful implementation of supports and for meeting the state’s goals on the nine Priority Goals.  Cost based on average mileage reimbursement of \$75 and a per diem of \$25.	\$100	-	90	120	120	\$33,000

**4) Equipment-**

Per Title 34 – Government Contracts, Procurement and Property Control, Property (Equipment) is all tangible non-consumable moveable property with an acquisition cost of \$1,000 or more.	Cost per Item	Items FY11	Items FY12	Items FY13	Items FY14	Total Cost FY 11 – 14
Human Capital Support Team – Computer and printer for each member of team. # of items each year based on the year each position in (1) “Personnel” is planned to begin.	\$1,500	4	14	4	0	\$33,000

**6) Contractual**

All procurement of supplies, materials, equipment and services will be in accordance with 34 CFR Parts 74.40-74.48 and Part 80.36 as well as all state and local procurement laws.

Professional Services to be Provided, Purpose and Relation to the Project, and Basis for Cost Estimates	Costs Charged to Proposed Grant Award FY 11	Costs Charged to Proposed Grant Award FY 12	Costs Charged to Proposed Grant Award FY 13	Costs Charged to Proposed Grant Award FY 14	Total FY 11-14
<p><u>Design / Pilot / Implement a Comprehensive Performance Management System (CPMS) to evaluate teachers and provide options for performance-driven sustainable compensation system-</u></p> <ul style="list-style-type: none"> <li>- Working collaboratively with stakeholders, contractor will build evaluation rubrics and processes, training tools, norming activities and standardized inputs into state data systems that LEAs will use to measure and report teacher effectiveness.</li> <li>- Fifty percent of the teacher evaluation will be determined by student achievement growth data. Student growth, in tested-grade levels and subjects, will be determined using the same approach that was used to create the Value-Added Teacher Preparation Program Assessment. For non-tested grades and subjects, growth will be determined by other assessments, methodologies or measures of student learning. The remaining fifty percent of teacher evaluations will be determined by a combination of other factors which will include principal observations and may include peer observations, self-assessments and external observations. The CPMS will also include a learning environment index that identifies obstacles/impediments to achievement.</li> <li>- Contract includes a significant pilot (4+ Participating LEAs) in FY11 and support for full implementation in all participating LEAs in FY12. Contractor will provide ongoing training to Human Capital Support Team (See "Personnel") and to staff in Participating LEAs to ensure annual evaluations of all educators in Participating LEAs will be conducted with unprecedented rigor, fairness and transparency.</li> <li>- Same contract includes the development of performance-driven sustainable</li> </ul>	\$2,200,000	\$2,000,000	\$1,600,000	\$1,200,000	\$7,000,000

<p>compensation systems based on recommendations from the Blue Ribbon Commission that Participating LEAs will adopt in alignment to data in the CPMS.</p> <p>Cost estimates reflect iterative budgeting workshops that began in September 2009. Budget reflects the complexities of implementation of a project of this magnitude within the Louisiana context.</p>					
<p><u>Design / Pilot / Implement a Comprehensive Performance Management System (CPMS) for school leaders</u></p> <p>Processes to evaluate <b>leaders</b> are categorized as a separate contract from those to evaluate <b>teachers</b> only because the contractors will have different core competencies. <b>Both</b> will seamlessly integrate into a single Comprehensive Performance Management System (CPMS) that will add rigor, fairness, and transparency to all educator evaluations.</p> <ul style="list-style-type: none"> <li>- Working collaboratively with stakeholders over multiple years, contractor will build evaluation rubrics and processes, training tools, norming activities and standardized inputs into state data systems that LEAs will use to measure and report school leader effectiveness. Design work will occur in one of the largest high-poverty, high-minority LEAs in the state to ensure immediate impact in our most challenging environments.</li> <li>- The primary measures of principal effectiveness will be student achievement, including growth (value-added), the effectiveness of teachers in their building, and the retention of effective teachers.</li> <li>- By fall 2012, each Participating LEA will implement the CPMS to measure school leader effectiveness. Contractor will provide significant support for roll-out, in addition to ongoing technical assistance.</li> </ul> <p>Budget reflects the complexities of implementation of a project of this magnitude within the Louisiana context.</p>	\$1,767,031	\$1,494,137	\$1,561,744	\$1,632,730	\$6,455,642
<p><u>Design CPMS for School Support Staff</u></p> <p>Designer of the CPMS for School Support Staff will spend one year designing the best way to capture effectiveness of school support staff such as secretaries, social workers, paraprofessionals, operations managers, custodial staff, speech therapists, etc. Contractor will build evaluation rubrics and processes for all staff, in addition to training tools to ensure full understanding of new evaluations. He/She will work in close coordination with other contracted vendors to ensure components for school support staff integrate into the larger CPMS. This work will help inaugurate a culture</p>	-	\$115,000	-	-	\$115,000

of performance in all schools and LEAs. Cost estimate based on estimated rate for one vendor FTE to spend 75% of his/her time on this project in FY12.					
<p><u>Human Capital Information System:</u>  LDOE will issue RFP in Summer 2010 for a comprehensive Human Capital Information System that:</p> <ul style="list-style-type: none"> <li>- Will have tools to access and analyze the unprecedented amount of teacher and principal evaluation data produced by the CPMS.</li> <li>- Will house data on gathered on teacher vacancies, recruitment, selection, staffing, educator effectiveness, formative and summative assessment of educator performance, compensation, retention, promotion, tenure and release.</li> <li>- Will monitor and track data to ensure equitable distribution of effective staff and alignment between effectiveness and LEA actions including analysis of data in relation to learning environment indices.</li> <li>- Cost in FY11 is for design and build; cost in Fy12-14 is maintenance.</li> </ul> <p>See detailed timeline in narrative in response to Criterion (D)(2). Cost estimate based on detailed budget workshops with multiple respected vendors since September 2009.</p>	\$4,600,000	\$300,000	\$300,000	\$300,000	\$5,500,000
<b>TOTAL CONTRACTUAL =</b>	<b>\$8,567,031</b>	<b>\$3,909,137</b>	<b>\$3,461,744</b>	<b>\$3,132,730</b>	<b>\$19,070,642</b>

**12) Supplemental Funding for Participating LEAs**

Activity	Purpose	Cost	Approx. # of LEAs	Total
Performance-driven Compensation Model	<p>Using the Blue Ribbon Commission's recommendations on performance-driven compensation models, Participating LEAs will submit plans in FY12 to transition to a compensation model that fits their local context. LDOE will evaluate the strongest plans and fund transition costs to adopt such a model. LEAs selected to receive funds will have plans that will impact student achievement and teacher effectiveness.</p> <p style="text-align: center;"><b>Cost Basis</b></p> <p>Top 10% of teachers (60 teachers) receive \$5,000 performance stipend (\$300,000 per LEA) in eight LEAs (\$2,400,000)</p> <p><i>Plus</i></p> <p>One large LEA that submits a particularly bold plan to adopt a performance-driven compensation model will receive \$1m.</p>	<p>\$5,000 per teacher X 60 teachers/LEA= (\$300,000)</p> <p><i>Plus</i></p> <p>\$1m for a large Participating LEA</p>	<p>8</p> <p><i>Plus</i></p> <p>1</p>	<p>\$3,400,000</p>

**Budget Part II: Project-Level Budget Table**

**Project Name:** Educator Supply & Distribution – Project 5

**Associated with Criteria:** (D)(3)

**(Evidence for selection criterion (A)(2)(i)(d))**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$300,000	\$312,000	\$324,480	\$337,459	\$1,274,939
2. Fringe Benefits	\$90,000	\$93,600	\$97,344	\$101,238	\$382,182
3. Travel	\$29,000	\$29,000	\$29,000	\$29,000	\$116,000
4. Equipment	\$7,500	\$0	\$0	\$0	\$7,500
5. Supplies	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000
6. Contractual	\$6,079,182	\$7,871,130	\$8,827,273	\$7,906,808	\$30,684,393
7. Training Stipends	\$260,000	\$260,000	\$260,000	\$260,000	\$1,040,000
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$6,775,682	\$8,575,730	\$9,548,097	\$8,644,505	\$33,544,014
10. Indirect Costs*	\$260,327	\$332,629	\$364,164	\$335,380	\$1,292,501
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$0
13. Total Costs (lines 9-12)	\$7,036,009	\$8,908,359	\$9,912,261	\$8,979,885	\$34,836,515

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

**PROJECT 5— “EDUCATOR SUPPLY AND DISTRIBUTION”**

PROJECT-LEVEL BUDGET NARRATIVE (Criteria D3)

**1) Personnel**

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary FY 11	Base Salary FY 12	Base Salary FY 13	Base Salary FY 14	Total FY 11-14
<b><u>Recruitment Specialist-</u></b> Placed in each of the five (5) Regional Service Centers beginning in Year 1 of R2T (FY11), these employees will provide implementation support to Participating LEAs in using HCIS to report vacancies and formulate equitable distribution plans. They will also work to create highly effective teaching pools through recruiting, rigorous screening and candidate referral to the high needs schools. They will focus particularly on STEM recruiting and placement. Salary reflects competitive compensation for such an employee, with 4% annual raise.	100%	\$300,000 (5)	\$312,200 (5)	\$324,480 (5)	\$337,459 (5)	\$1,274,139 (5)

**2) Fringe Benefits**

Fringe Benefits: -Percentage set at 30% for all personnel in project.	% FTE	Fringe Benefits FY 11	Fringe Benefits FY 12	Fringe Benefits FY 13	Fringe Benefits FY 14	Total Fringe Benefits FY 11-14
<b><u>Recruitment Specialist-</u></b>	100%	\$90,000	\$93,600	\$97,344	\$101,238	\$382,182

**3) Travel-**

Travel expenses described below.	Cost per Trip	Trips FY 11	Trips FY 12	Trips FY 13	Trips FY 14	
All Personnel hired to complete this project’s Key Activities in the Regional Education Service Centers will be provided with reimbursement for attending joint meetings in Baton Rouge with the Reform Director, Initiative Leaders, and other key staff responsible for faithful implementation of supports and for meeting the state’s goals on the nine Priority Goals.	\$100	30	30	30	30	\$12,000

Cost based on average mileage reimbursement of \$75 and a per diem of \$25.						
Central LDOE Staffing Team will make weekly trips to Participating LEAs to provide technical assistance and support on equitable staffing and implementing site selection. Their focus will fall primarily on those Participating LEAs without a dedication Model Staffing Initiative (detailed in Contractual). Cost based on average mileage reimbursement of \$75 and a per diem of \$25	\$100	260	260	260	260	\$104,000

**4) Equipment-**

Per Title 34 – Government Contracts, Procurement and Property Control, Property (Equipment) is all tangible non-consumable moveable property with an acquisition cost of \$1,000 or more.	Cost per Item	Items FY11	Items FY12	Items FY13	Items FY14	Total Cost FY 11 - 14
<u>Recruitment Specialist-</u> Computer and printer for each member of team.	\$1,500	5	0	0	0	\$7,500

**6) Contractual**

All procurement of supplies, materials, equipment and services will be in accordance with 34 CFR Parts 74.40-74.48 and Part 80.36 as well as all state and local procurement laws.

Professional Services to be Provided, Purpose and Relation to the Project, and Basis for Cost Estimates	Costs Charged to Proposed Grant Award FY 11	Costs Charged to Proposed Grant Award FY 12	Costs Charged to Proposed Grant Award FY 13	Costs Charged to Proposed Grant Award FY 14	Total FY 11-14
<u>Model Staffing Initiatives and Statewide Staffing Initiative</u>	\$1,868,000	\$3,622,820	\$4,424,831	\$4,452,273	\$14,367,924

<p>Using Race to the Top funds, LDOE will expand the Model Staffing Initiative (MSI), a current initiative in the Recovery School District. The MSI centers on embedded consultants focused on effective staffing planning, vacancy forecasting, performance management support, and workshops to support principals as they use mutual consent hiring to build strong instructional teams. Contractors work with districts to realign practices relative to hiring and staffing (ie: declaration of intent process, staffing timelines, hiring processes) to support the identification and hiring of highly effective teachers. MSI is an ambitious and high impact plan to provide real support to Louisiana’s most struggling LEAs and schools to compete for talent and thereby improve teacher effectiveness.</p> <p>Under this proposed contract, nine (9) Model Staffing Initiatives will be implemented in Participating LEAs. Each will include embedded consultants to provide external support to increase principals’ capacity to attract, hire and retain effective staff during hiring season. By fall 2013, the 24% of Louisiana’s schools classified as the highest-poverty, highest-minority will have MSI Teacher Quality Specialists on staff ensuring that those schools are getting the best teachers and competing for the best staff.</p> <p>This contract will also fund external support for centralized staffing services at the state level to complement the MSI. LDOE staff will work with contractors to continue the work started at RSD to maintain an aggressive national and local recruitment campaign to attract a strong applicant pool for statewide teaching positions. LDOE will also work to narrow that pool through a rigorous screening process. Central staffing supports include monitoring of vacancies through the HCIS, and high-touch staffing services to LEAs and principals, particularly of high poverty, high minority schools, to hire effective teachers for their vacancies. This initiative will significantly bolster LDOE’s ability to offer direct service to LEAs on staffing functions.</p> <p>Budget estimates reflect complexity of the Louisiana context and a thorough accounting of cost to complete Model Staffing Initiative. Cost estimates reflect iterative budgeting workshops that began in September 2009.</p>					
<p><u>National recruitment screening and training services</u> Louisiana has utilized a significant number of alternative teacher preparation paths for more than a decade. With Race to the Top, Louisiana will expand recruitment and new teacher certification efforts with national recruiting partners who have a track record of effective practice in Louisiana. Partners will already have a thorough understanding of the opportunities and challenges in placing effective teachers in our neediest schools;</p>	\$4,211,182	\$4,248,310	\$4,402,442	\$3,454,535	\$16,316,469

<p>they can scale quickly and effectively. Preliminary findings from the Board of Regents and Dr. George Noell (LSU) indicate that current recruiting partners recruit and train teachers who produce gains in student achievement at a comparable level to veteran teachers. This additional staffing pipeline is essential in providing effective teachers in high-poverty, high-minority schools and in difficult-to-staff subjects such as STEM.</p> <p>Budget estimates reflect complexity of the Louisiana context and a thorough accounting of cost to complete Model Staffing Initiative. Cost estimates reflect iterative budgeting workshops that began in September 2009.</p>					
<b>TOTAL "CONTRACTUAL" =</b>	\$6,079,182	\$7,871,130	\$8,827,273	\$7,906,808	\$30,500,393

### 7) Training Stipends

Training Stipends described below.	Cost per Stipend	Stipends FY 11	Stipends FY 12	Stipends FY 13	Stipends FY 14	Total "Training Stipends" Costs FY11 - 14
<p><b><u>Recruitment and Retention Incentives to Ensure Equitable Distribution of Effective Teachers and Leaders in High-Poverty, High-Minority Schools and High-Need Schools</u></b></p> <p>The Louisiana Education Reform Plan includes expanding the number graduates from effective teacher preparation program (based on evidence from our value-added assessment) placed in high need areas through tuition incentives.</p>	varies	\$260,000	\$260,000	\$260,000	\$260,000	\$1,040,000

**Budget Part II: Project-Level Budget Table**

**Project Name: Front End Quality - Project 6**

**Associated with Criteria: (D)(4)**

**(Evidence for selection criterion (A)(2)(i)(d))**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$0	\$0	\$0	\$0	\$0
2. Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3. Travel	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$0	\$0	\$0	\$0	\$0
6. Contractual	\$1,324,827	\$1,517,823	\$758,339	\$864,983	\$4,465,972
7. Training Stipends	\$450,000	\$450,000	\$450,000	\$450,000	\$1,800,000
8. Other	\$0	\$450,000	\$1,050,000	\$1,050,000	\$2,550,000
9. Total Direct Costs (lines 1-8)	\$1,774,827	\$2,417,823	\$2,258,339	\$2,364,983	\$8,815,972
10. Indirect Costs*	\$52,993	\$60,713	\$30,334	\$34,599	\$178,639
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$0
13. Total Costs (lines 9-12)	\$1,827,820	\$2,478,536	\$2,288,673	\$2,399,582	\$8,994,611

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

**PROJECT 6— “FRONT END QUALITY”**

PROJECT-LEVEL BUDGET NARRATIVE (Criteria D4)

**6) Contractual**

All procurement of supplies, materials, equipment and services will be in accordance with 34 CFR Parts 74.40-74.48 and Part 80.36 as well as all state and local procurement laws.

Professional Services to be Provided, Purpose and Relation to the Project, and Basis for Cost Estimates	Costs Charged to Proposed Grant Award FY 11	Costs Charged to Proposed Grant Award FY 12	Costs Charged to Proposed Grant Award FY 13	Costs Charged to Proposed Grant Award FY 14	Total FY 11-14
<p><b><u>Program Design: Louisiana School Leadership Academy (LSLA) and Middle Leaders Program</u></b></p> <p>This one year contract will fund a comprehensive review and design process for the new network of Louisiana School Leadership Academy and the redesigned Middle Leaders Programs.</p> <ul style="list-style-type: none"> <li>- Contractor will draw on highly effective practices in school leadership. Contractor will design admissions criteria, program curriculum, coaching/mentoring models, ongoing PD supports, and credentialing and program evaluation. He/she will draw on to design a program to increase the availability of excellent school leaders. These programs will be evaluated by Louisiana’s national best practice Educational Leadership Preparation Accountability System (D4). Findings of the “Learning Agenda” (D5) will drive frequent adjustments to the LSLA to improve the effectiveness of its graduates.</li> <li>- Middle Leaders programs will be designed to instill educational leadership skills in teachers not yet ready for principal certification. Contractor will conduct a year-long analysis focusing on the effectiveness of current programs (Distinguished Educators, etc.) that will inform a strategy to enhance Middle Leaders programs. Middle Leaders programs will serve with a particular focus on candidates from high poverty, high minority schools. They will utilize programming to effectively prepare effective teachers to move up the ladder to higher-level and leadership positions and increase number of strong candidates entering principal preparation programs.</li> </ul> <p>Cost estimate reflects two FTE by contractor, with a design and consulting budget. Existing LDOE personnel will oversee operation of LSLA and Middle Leaders programs in FY12 and ongoing. See (8) “Other” for funding of participants in designed programs.</p>	\$340,000	-	-	-	\$340,000

<p><u>National recruitment, screening and training services of Principals</u>  Establish contract to increase the number of principals prepared by programs that are nationally recognized. With Race to the Top, Louisiana will expand recruitment and new teacher certification efforts with qualified vendors with a track record of effective practice in Louisiana. The vendor(s) must have demonstrated experienced placing effective principals in low-performing schools or high-need schools, so they can scale quickly and effectively.</p> <p>Cost estimates reflect iterative budgeting workshops that began in September 2009.</p>	\$254,827	\$542,823	\$633,339	\$739,983	\$2,170,972
<p><u>Nationally-prominent leadership training</u>  Under this contract, high potential traditional educators in high-poverty and high-minority school environments will have the opportunity to attend nationally recognized leadership training. These programs will include ongoing programming throughout the school year in addition to an intensive summer leadership experience. The effectiveness of the principals trained in this model will be assessed by the Educational Leadership Preparation Accountability System.</p> <p>Cost estimate reflects expenses paid by principals in Louisiana charter schools to attend similar programs. Cost estimates reflect iterative budgeting workshops that began in September 2009.</p>	\$125,000	\$125,000	\$125,000	\$125,000	\$500,000
<p><u>Design one-year, full-time teaching residencies</u>  Funds will be used for full time release for a faculty member at three (3) universities to redesign the undergraduate teacher preparation programs during 2010-2011 and oversee the implementation of the redesign during 2011-2011. Redesigned teacher prep programs will include one-year, full-time teaching residencies at these three universities, increasingly recognized as a best practice in teacher preparation. Plans to overhaul these teacher preparation programs will reflect data from the Value-Added Assessment of Teacher Preparation; Board of Regents willingness to undergo such major reforms reflects the state's commitment to improving the effectiveness of teacher preparation programs.</p> <p>Cost estimate provided by Dr. Sally Clausen (Commissioner of Higher Education).</p>	\$210,000	\$210,000	-	-	\$420,000
<p><u>Using Value-Added Assessment Model and CPMS</u>  Funds will be used in FY 11 to support eight university faculty members at fifty percent (50%) of normal salary. Professors will work collaboratively to create online modules/simulations that prepare teacher candidates to learn how to use data from CPMS.</p> <p>In FY12, the same professors will be supported full-time to train twenty-two (22) universities and private providers to integrate the modules/simulations for their teacher preparation programs. By adjusting teacher prep programs to include these modules, new teachers will understand how to</p>	\$320,000	\$640,000	-	-	\$960,000

improve their effectiveness based on student achievement data will be better equipped to enter the teaching profession.					
Cost estimate provided by Dr. Sally Clausen (Commissioner of Higher Education).					
<u>Retrieve more specific program results for Value-Added Assessment</u> Funds will be used to develop and implement a web-based system that will provide teacher preparation programs with effect estimates by grade span (e.g., PK-3, 1-5, 4-8, 6-12, and Special Education). According to Board of Regents, providing this data at the same gradation as the curriculum structure of teacher preparation programs will allow focused analysis of the success of individual components of every teacher preparation program. This web-based system will allow preparation programs to access Value-Added data on their own to drive targeted improvements within the program. Data will also be publically reported and integrated into the Revised Teacher Preparation Accountability System.	\$75,000	-	-	-	\$75,000
Cost estimate provided by Dr. George Noell (LDOE) and Dr. Sally Clausen (Commissioner of Higher Education); both have worked to design and implement Louisiana’s current Value-Added model.					
<b>TOTAL “CONTRACTUAL” =</b>	<b>\$1,324,827</b>	<b>\$1,517,823</b>	<b>\$758,339</b>	<b>\$864,983</b>	<b>\$4,465,972</b>

**7) Training Stipends**

Training Stipends described below.	Cost per Stipend	Stipends FY 11	Stipends FY 12	Stipends FY 13	Stipends FY 14	Total “Training Stipends” Costs FY11 - 14
<u>Incentives to attend Level 1 &amp; 2 teacher preparation programs-</u> Race to the Top will provide a \$7,500 stipend to students that enter into teacher preparation programs that receive the strongest ratings (Level 1 & 2) based on Louisiana’s Revised Teacher Preparation Accountability System. Recipients of the stipend must enter areas identified at high-need (e.g. STEM fields) and agree to work in districts with areas of teacher shortage (as identified by the HCIS).	\$7,500	60 (\$450,000)	60 (\$450,000)	60 (\$450,000)	60 (\$450,000)	\$1,800,000

**8) Other**

Other expenses described below.	Cost per Unit	Units FY 11	Units FY 12	Units FY 13	Units FY 14	Total "Other" Costs FY11 - 14
<p><u>Louisiana School Leadership Academy-</u> Race to the Top will fund the program fees and logistical costs for initial three (3) cohorts in the Louisiana School Leadership Academy, including a pilot in summer 2011. Participating LEAs will use CPMS data to identify high-potential candidates for the Academy, with a special focus on those serving in high-poverty and high-minority schools. This cost estimate is based on a scale of 20-50 Leaders in each School Leadership Academy cohort and assumes one full-time and several part-time staff member to operate the program (covered under the tuition fee). This tuition also covers the per-participant cost to operate the programs, including, recruitment, selection, curriculum costs, programming, mentoring and coaching stipends, leadership content experts to provide training as well as space and materials.</p>	\$15,000	- (\$0)	20 (\$300,000)	50 (\$750,000)	50 (\$750,000)	\$1,800,000
<p><u>Middle Leaders Programs-</u> Race to the Top will fund the program fees and logistical costs for initial three (3) cohorts in the Middle Leaders program, including a pilot in summer 2011. Participating LEAs will use CPMS data to identify high-potential candidates for the LLA, with a special focus on those serving in high-poverty and high-minority schools. This cost estimate is based on a scale of 20-40 Middle Leaders in each Middle Leader program cohort and assumes one full-time and one part-time staff member to operate the program (covered under the tuition fee). This tuition also covers the per-participant cost to operate, including: recruitment, selection, curriculum costs, programming, mentoring and coaching stipends, leadership content experts to provide training as well as space and materials.</p>	\$7,500	- (\$0)	20 (\$150,000)	40 (\$300,000)	40 (\$300,000)	\$750,000

**Budget Part II: Project-Level Budget Table**

**Project Name:** Continuous Improvement Project 7

**Associated with Criteria:** (D)(5)

**(Evidence for selection criterion (A)(2)(i)(d))**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$450,000	\$866,000	\$882,640	\$899,946	\$3,098,586
2. Fringe Benefits	\$0	\$124,800	\$129,792	\$134,984	\$389,576
3. Travel	\$0	\$3,000	\$3,000	\$3,000	\$9,000
4. Equipment	\$0	\$7,500	\$0	\$0	\$7,500
5. Supplies	\$0	\$0	\$0	\$0	\$0
6. Contractual	\$1,659,430	\$1,724,930	\$1,034,703	\$1,085,937	\$5,505,000
7. Training Stipends	\$300,000	\$300,000	\$450,000	\$450,000	\$1,500,000
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$2,409,430	\$3,026,230	\$2,500,135	\$2,573,867	\$10,509,662
10. Indirect Costs*	\$84,377	\$108,749	\$82,005	\$84,955	\$360,086
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12. Supplemental Funding for Participating LEAs	\$800,000	\$800,000	\$400,000	\$0	\$2,000,000
13. Total Costs (lines 9-12)	\$3,293,807	\$3,934,979	\$2,982,140	\$2,658,822	\$12,869,748

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

## PROJECT 7— “CONTINUOUS IMPROVEMENT”

### PROJECT-LEVEL BUDGET NARRATIVE (Criteria D5)

#### 1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary FY 11	Base Salary FY 12	Base Salary FY 13	Base Salary FY 14	Total FY 11-14
<b><u>Teacher Support Coordinator</u></b> Human Capital Support Team- Five (5) to increase the district capacity to build PD plans for teachers and principals, driven by student achievement data, CPMS and Human Capital Data System; gauge effectiveness of supports. Ongoing, beginning in Year 3. Salary reflects competitive compensation with a 4% annual increase.	100%	-	\$416,000	\$432,640	\$449,946	\$1,298,586
<b><u>Stipends for HPHP Principals</u></b> Each year, thirty (30) highly effective principals in Participating LEAs will be provided with a \$15,000 incentive to mentor the principals of high priority schools. Drawing on their own knowledge of effective school leadership these principals will provide ongoing support and technical assistance to embed instructional best practices in high-needs schools.	-	\$450,000	\$450,000	\$450,000	\$450,000	\$1,800,000

#### 2) Fringe Benefits

Fringe Benefits: -Percentage set at 30% for all personnel in project.	% FTE	Fringe Benefits FY 11	Fringe Benefits FY 12	Fringe Benefits FY 13	Fringe Benefits FY 14	Total Fringe Benefits FY 11-14
<b><u>Teacher Support Coordinator</u></b>	100%	-	\$124,800	\$129,792	\$134,984	\$389,576

#### 3) Travel-

Travel expenses described below.	Cost per Trip	Trips FY 11	Trips FY 12	Trips FY 13	Trips FY 14	
All Personnel hired to complete this project’s Key Activities in	\$100	-	30	30	30	\$9,000

<p>the Regional Education Service Centers will be provided with reimbursement for attending joint meetings in Baton Rouge with the Reform Director, Initiative Leaders, and other key staff responsible for faithful implementation of supports and for meeting the state’s goals on the nine Priority Goals.</p> <p>Cost based on average mileage reimbursement of \$75 and a per diem of \$25.</p>						
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**4) Equipment-**

Per Title 34 – Government Contracts, Procurement and Property Control, Property (Equipment) is all tangible non-consumable moveable property with an acquisition cost of \$1,000 or more.	Cost per Item	Items FY11	Items FY12	Items FY13	Items FY14	Total Cost FY 11 - 14
<b><u>Teacher Support Coordinator</u></b> Computer and printer.	\$1,500	0	5	0	0	\$7,500

**6) Contractual**

All procurement of supplies, materials, equipment and services will be in accordance with 34 CFR Parts 74.40-74.48 and Part 80.36 as well as all state and local procurement laws.

Professional Services to be Provided, Purpose and Relation to the Project, and Basis for Cost Estimates	Costs Charged to Proposed Grant Award FY 11	Costs Charged to Proposed Grant Award FY 12	Costs Charged to Proposed Grant Award FY 13	Costs Charged to Proposed Grant Award FY 14	Total FY 11-14
<b><u>“Learning Agenda”</u></b> Louisiana will implement a principal effectiveness laboratory with a learning agenda, which will capture the evidence of the practices that have been demonstrated to improve student achievement in order to create the evidence needed to inform and	\$959,430	\$839,930	\$324,703	\$375,937	\$2,500,000

<p>refine the definition of principal effectiveness every several years. A strong definition of principal effectiveness is key to driving student achievement throughout the state over time because by aligning state and district policies, practices and programs to this definition of effectiveness, the state can ensure the supply of, and the equitable distribution of, principals who meet this definition. The Learning Agenda will provide key learnings about the principal actions and school practices of breakthrough schools and the necessary state policies and district policies, practices and programs to support the work of breakthrough schools. Contractor will build 5 multi-media case studies and 10 practice profiles that can be accessed across the state from a web-based platform. In addition, contractor will develop and deliver high quality professional development for state and district leaders based on these multi-media case studies and practice</p> <p>Cost estimates reflect iterative budgeting workshops that began in September 2009.</p>					
<p><b><u>Program redesign: Louisiana Teacher Assistance and Assessment Program (LaTAAP)</u></b></p> <p>Contractor will conduct a thorough diagnostic on the effectiveness of the induction supports currently offered to teachers through the existing LaTAAP program. Drawing on best practices from around the country and on the most effective teacher preparation programs (as defined by the Value-Added model in place in Louisiana), contractor will redesign LaTAAP. Contractor will work closely with vendors and stakeholders building the Comprehensive Performance Management System (CPMS) to align human capital supports and effectiveness measures.</p> <p>Cost estimate based on one FTE dedicated by contractor, other personnel support, and a design budget.</p>	-	\$275,000	-	-	\$275,000
<p><b><u>Expansion of TAP</u></b></p> <p>This contract would support the expansion of the comprehensive TAP system into an additional forty (40) schools in Louisiana during Race to the Top. The vendor would support the LDOE staff already dedicated to serving TAP schools through our national services including personnel training, school review and evaluation, certification in the TAP evaluation rubric, training of the TAP leadership teams, and other services. Vendor would also lead the Development of a Knowledge Management System: TAP Training Portal. The conceptual design is currently underway and will serve as a</p>	\$700,000	\$610,000	\$710,000	\$710,000	\$2,730,000

powerful tool to scale and link schools using the TAP System in Louisiana, as well as connecting them to a growing number of implementers across the nation. This knowledge management system would put all TAP training, support and certification services on-line, significantly increasing reach as well as providing schools with the independence to advance at their own pace. The Portal will also integrate our current Comprehensive Online Data Entry (CODE) system, which provides TAP leadership with the ability to track teacher evaluations by individual, grade, subject and school. Portal materials will include training modules that support the instructional indicators of TAP Teaching Standards. This includes video clips as well as supporting documentation on effective application of these instructional techniques such as lesson structure and pacing, standards and objectives, academic questioning and problem solving in actual classrooms.					
Cost estimate also reflects expenditures in previous years to support comprehensive TAP schools already established in Louisiana. Cost estimates reflect iterative budgeting workshops that began in September 2009.					
<b>TOTAL "CONTRACTUAL" =</b>	\$1,659,430	\$1,724,930	\$1,034,703	\$1,085,937	\$5,505,000

**7) Training Stipends**

Training Stipends described below.	Cost per Stipend	Stipends FY 11	Stipends FY 12	Stipends FY 13	Stipends FY 14	Total "Training Stipends" Costs FY11 - 14
<p><b><u>Louisiana Turnaround Specialists Program</u></b>            Since 2007, Louisiana has identified high-potential school leaders to attend intensive training in the University of Virginia's School Turnaround Specialist program. The program addresses the needs of leaders charged with turning around low-performing schools by providing the type of executive education typically received only by top-level business leaders. The program and real-time support take place over two years. Cohorts of participants have shown a positive trajectory in reading and math proficiency in their schools over time.</p> <ul style="list-style-type: none"> <li>- The Board of Regents and LDOE have partnered to create Turnaround Specialist Programs within Louisiana modeled after the University of Virginia's program. The design of the program is ongoing, and cohorts will begin in multiple university settings throughout the state for</li> </ul>	\$7,500	40 (\$300,000)	40 (\$300,000)	60 (\$450,000)	60 (\$450,000)	\$1,500,000

<p>Louisiana educational leaders in spring 2010. At least forty (40) spots will be available by FY11. Race to the Top will fund the initial four (4) cohorts of participants.</p> <ul style="list-style-type: none"> <li>- Participants in Louisiana’s Turnaround Specialist Program will be equipped with the skills to lead schools to increase student achievement and enhance the effectiveness of teachers. Best practices developed through the continued work of participants will be studied by the “Action Tank” to lead to programmatic changes elsewhere in Louisiana’s network of supports for developing effective principals.</li> </ul>						
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**12) Supplemental Funding for Participating LEAs**

Activity & Purpose	FY 11	FY 12	FY 13	FY 14	Total
<p>Support twenty (20) Participating LEAs in hiring Executive Master Teachers (EMT).</p> <p>-In FY 11-12, this Supplemental Funding will fund half the salary of an EMT in twenty LEAs</p> <p>- In FY 13, this Supplemental Funding will fund twenty-five percent the salary of an EMT in twenty LEAs. LEAs will repurpose other funds to make up the difference.</p> <p>-In FY14, no Supplemental Funding will be used on this activity. LEAs will repurpose other funds to completely fund Executive Master Teachers. Technical support will be provided to LEAs to design a sustainable strategy for leveraging existing funds such as Title I, Title II, etc.</p>	\$800,000	\$800,000	\$400,000	-	\$2,000,000

**Budget Part II: Project-Level Budget Table**

**Project Name:** School Recovery and Support Teams Project #8

**Associated with Criteria:** (E)(2)

**(Evidence for selection criterion (A)(2)(i)(d))**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$0	\$0	\$0	\$0	\$0
2. Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3. Travel	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$0	\$0	\$0	\$0	\$0
6. Contractual	\$2,250,000	\$1,550,000	\$2,900,000	\$3,000,000	\$9,700,000
7. Training Stipends	\$6,000	\$0	\$0	\$0	\$6,000
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$2,256,000	\$1,550,000	\$2,900,000	\$3,000,000	\$9,706,000
10. Indirect Costs*	\$90,240	\$62,000	\$116,000	\$120,000	\$388,240
11. Funding for Involved LEAs	\$600,000	\$800,000	\$200,000	\$200,000	\$1,800,000
12. Supplemental Funding for Participating LEAs	\$450,000	\$450,000	\$450,000	\$450,000	\$1,800,000
13. Total Costs (lines 9-12)	\$3,396,240	\$2,862,000	\$3,666,000	\$3,770,000	\$13,694,240

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

**PROJECT 8— “SCHOOL RECOVERY AND SUPPORT TEAMS”**

PROJECT-LEVEL BUDGET NARRATIVE (Criteria E2)

**6) Contractual**

All procurement of supplies, materials, equipment and services will be in accordance with 34 CFR Parts 74.40-74.48 and Part 80.36 as well as all state and local procurement laws.

Professional Services to be Provided, Purpose and Relation to the Project, and Basis for Cost Estimates	Costs Charged to Proposed Grant Award FY 11	Costs Charged to Proposed Grant Award FY 12	Costs Charged to Proposed Grant Award FY 13	Costs Charged to Proposed Grant Award FY 14	Total FY 11-14
<p><b><u>Comprehensive Quality Monitoring Program</u></b></p> <p>Contractor will develop, pilot and scale-up a Comprehensive Quality Monitoring Program that includes multiple measures of academic and financial performance. Program will be implemented in all turnaround and charter schools to provide the appropriate level of accountability and synthesize rich information on the performance of schools beyond the School Performance Score. Financial measures, such as reserves ratios and classroom investment, should be also assessed. Other factors that may impact student performance – such as student-teacher ratios and student access to technology – will also be included. Contractor will identify all useful indicators, explore methods of presenting information to stakeholders that makes it most accessible, and move to fully implement the program.</p> <p>Budget reflects the complexities associated with the proposed scope of work within the Louisiana educational context and the components of successful quality monitoring programs elsewhere in the nation. Cost estimates reflect iterative budgeting workshops that began in October 2009.</p>	\$900,000	\$50,000	\$50,000	-	\$1,000,000
<p><b><u>School Recovery and Support Teams—</u></b></p> <p>School Recovery and Support Teams (SRST) are comprised of educational experts who can assess and provide high quality technical assistance to school leaders and</p>	\$1,350,000	\$1,500,000	\$2,850,000	\$3,000,000	\$8,700,000

<p>staff. They will work with Participating LEAs to identify strengths and weaknesses at the school level in order to determine the appropriate intervention model, and then assist the school leader in implementing the selected turnaround process. Examples of support include professional development, coaching, mentoring and evidence-based techniques or programs, or assisting with academic audits. Scope of work will also include identifying district staff that report directly to the district superintendent who are responsible to expand and sustain turnaround capacity gains across all schools.</p> <p>In 2008, RSD successfully implemented the two core functions of a School Recovery and Support Team, the Comprehensive Quality Review (CQR) and Quality Monitoring School Review (QMSR). Participating LEA staff will work on CQR/QSMR teams to support district turnaround efforts. RSD will continue to provide targeted technical assistance to schools enrolled in HPSI.</p> <p>Current accountability projections suggest 200 schools will be eligible for the RSD in FY 14, given BESE’s action to raise SPS bar in coming years. Cost estimates based on extensive RSD experience showing costs range from \$13,000 — \$15,000 annually for each school that receives technical assistance in this plan.</p>					
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**8) Other**

Other expenses described below.	Cost per Unit	Units FY 11	Units FY 12	Units FY 13	Units FY 14	Total “Other” Costs FY11 - 14
<u>Develop Strategy to Reduce Reporting Burden-</u> Series of meetings to develop strategy/blueprint for reducing burdensome reporting requirements. Cost based on \$150 for each of eight (8) participants, including mileage and per diem.	\$1,200	5 (\$6,000)	- (\$0)	- (\$0)	- (\$0)	\$6,000

**11) Funding for Involved LEAs**

Activity	Purpose	FY 11	FY 12	FY 13	FY 14	# LEAs involved	Total
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<p>Provide competitive funding for the Louisiana Educational Best Practices Fund</p>	<p>In order to spur and incentivize the adoption of the best practices in the Louisiana Educational Reform Plan by INVOLVED LEAs, the LDOE will manage the Louisiana Educational Best Practices Fund. Grants of up to \$100,000 will be competitively allocated to Involved LEAs to adopt a best practice and change behavior around key instructional and human capital processes. Applications by Involved LEAs will be vetted thoroughly, and only those with a credible plan, stakeholder support, and an ability/willingness to leverage other Federal or state funds will be selected.</p>	<p>\$600,000</p>	<p>\$800,000</p>	<p>\$200,000</p>	<p>\$200,000</p>	<p>Up to 70</p>	<p>\$1,800,000</p>
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**12) Supplemental Funding for Participating LEAs**

Activity & Purpose	FY 11	FY 12	FY 13	FY 14	Total
<p>Supplemental funding for nine (9) newly approved charter schools in Louisiana that did not receive a Title I allocation in FY09 because they had not yet opened. Each of these charters is a Participating LEA and each has signed the Partnership Agreement and Louisiana Educational Reform Plan. In addition to this Supplemental funding, these charters will leverage The Charter School Program (See “Budget Summary Narrative”) to bolster operating funds and enact the instructional and human capital reforms outlined in the Louisiana Educational Reform Plan. All nine (9) charter schools will open in Fall 2010.</p>	<p>\$450,000 (9 Charters)</p>	<p>\$450,000 (9 Charters)</p>	<p>\$450,000 (9 Charters)</p>	<p>\$450,000 (9 Charters)</p>	<p>\$1,800,000</p>

**Budget Part II: Project-Level Budget Table**

**Project Name:** Creation of CMOs - Project 9

**Associated with Criteria:** (E)(2)

**(Evidence for selection criterion (A)(2)(i)(d))**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$0	\$0	\$0	\$0	\$0
2. Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3. Travel	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$0	\$0	\$0	\$0	\$0
6. Contractual	\$522,649	\$1,069,403	\$1,458,597	\$3,269,351	\$6,320,000
7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$522,649	\$1,069,403	\$1,458,597	\$3,269,351	\$6,320,000
10. Indirect Costs*	\$20,906	\$42,776	\$58,344	\$130,774	\$252,800
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$0
13. Total Costs (lines 9-12)	\$543,555	\$1,112,179	\$1,516,941	\$3,400,125	\$6,572,800

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

## PROJECT 9— “CMOs”

### PROJECT-LEVEL BUDGET NARRATIVE (Criteria E2)

#### 6) Contractual

All procurement of supplies, materials, equipment and services will be in accordance with 34 CFR Parts 74.40-74.48 and Part 80.36 as well as all state and local procurement laws.

Professional Services to be Provided, Purpose and Relation to the Project, and Basis for Cost Estimates	Costs Charged to Proposed Grant Award FY 11	Costs Charged to Proposed Grant Award FY 12	Costs Charged to Proposed Grant Award FY 13	Costs Charged to Proposed Grant Award FY 14	Total FY 11-14
<p><u>Development of CMOs</u> Identify and contract with one (1) or two (2) prominent, nationally-recognized investors in education entrepreneurs to incubate and scale the best performing charter operators to serve more students. Partners will identify, vet with due diligence, provide technical assistance, and manage the performance-oriented funding of outstanding new groups that set the pace nationally for delivering student achievement for high-poverty, high-minority schools. Under this investment, the partner will advise 7-9 CMOs with viable plans to open high-performing charter schools. Plans call for thirty (30) new charters to open in Louisiana’s Participating LEAs.</p> <p>This contract will flow directly to incubating charter schools through the partner. Upon approval by the Board of Elementary and Secondary Education, charter schools will be eligible to receive funds under The Charter School Program. Refer to Budget Summary Narrative for a description of how LDOE will leverage funds in The Charter School Program to support these charter schools.</p> <p>Complexities associated with proposed scope of work compelled Louisiana to seek detailed budget estimates from established investors in educational entrepreneurs. Cost estimates reflect detailed, iterative budgeting workshops that began in September 2009. LDOE will provide strict accountability and fiscal responsibility processes.</p>	\$522,649	\$1,069,403	\$1,458,597	\$3,269,351	\$6,320,000