

Our Children Can't Wait

LOUISIANA'S BLUEPRINT FOR EDUCATION REFORM



RACE TO THE TOP | PHASE 2

LOUISIANA'S APPLICATION



Louisiana Department of
EDUCATION

PAUL G. PASTOREK | STATE SUPERINTENDENT
LOUISIANA DEPARTMENT OF EDUCATION



STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
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May 28, 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 singular focus is outlined in the grant and the *Louisiana Education Reform Plan*, our blueprint for advancing reform statewide. Our application should reinforce to you that an investment in Louisiana will provide a better return than anywhere in the country.

These reforms should give all Americans confidence in Louisiana's ability to implement reform. It is the lessons learned from these experiences that have made Louisiana a model for best practice reforms being adopted across the country. Additionally, this application is financially sound. While many states struggle to maintain funding levels for education priorities in this economic environment, Louisiana continues to fund reform initiatives and programs that prove successful.

We proudly submit this application to Race to the Top because Louisiana's children can't wait.

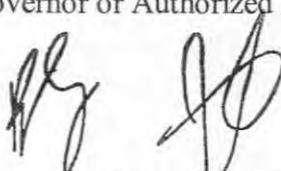
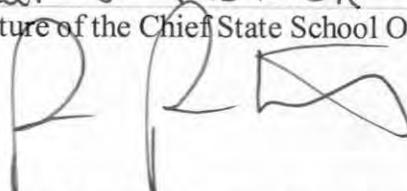
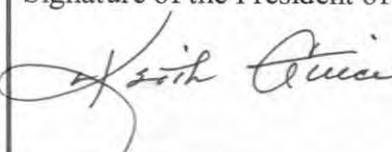
Sincerely,

A handwritten signature in black ink, appearing to read 'Paul Pastorek', written in a cursive style.

Paul Pastorek, Louisiana Superintendent of Education

"An Equal Opportunity Employer"

**III. RACE TO THE TOP APPLICATION ASSURANCES
(CFDA No. 84.395A)**

Legal Name of Applicant (Office of the Governor): Office of the Governor State of Louisiana	Applicant's Mailing Address: Office of the Governor P.O. Box 94004 Baton Rouge, LA 70804-9004
Employer Identification Number: 72-6000720	Organizational DUNS: 143327042
State Race to the Top Contact Name: (Single point of contact for communication) Rayne Martin	Contact Position and Office: Executive Director, Reform Office
Contact Telephone: 504.247.6225	Contact E-mail Address: rayne.martin@la.gov
Required Applicant Signatures: To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation:	
Governor or Authorized Representative of the Governor (Printed Name): <i>Bobby Jindal</i>	Telephone: <i>225-342-1331</i>
Signature of Governor or Authorized Representative of the Governor: 	Date: <i>5-25-2010</i>
Chief State School Officer (Printed Name): <i>Paul G. Pastorek</i>	Telephone: <i>225-342-3974</i>
Signature of the Chief State School Officer: 	Date: <i>5-25-10</i>
President of the State Board of Education (Printed Name): <i>L. KEITH TRUICE</i>	Telephone: <i>318-388-0973</i>
Signature of the President of the State Board of Education: 	Date: <i>05.20.10</i>

State Attorney General Certification

I certify that the State's description of, and statements and conclusions concerning, State law, statute, and regulation in its application are complete, accurate, and constitute a reasonable interpretation of State law, statute, and regulation.

(See especially Eligibility Requirement (b), Selection Criteria (B)(1), (D)(1), (E)(1), (F)(2), (F)(3).)

I certify that the State does not have any legal, statutory, or regulatory barriers at the State level to linking data on student achievement (as defined in this notice) or student growth (as defined in this notice) to teachers and principals for the purpose of teacher and principal evaluation.

State Attorney General or Authorized Representative (Printed Name):

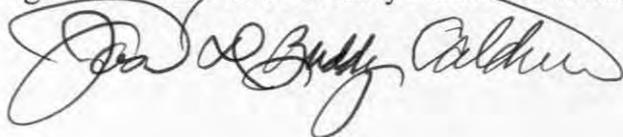
Telephone:

James D. "Buddy" Caldwell

225-326-6769

Signature of the State Attorney General or Authorized Representative:

Date:



5/25/10

Education Provisions Act–Enforcement; 34 CFR Part 82– New Restrictions on Lobbying; 34 CFR Part 84–Governmentwide Requirements for Drug-Free Workplace (Financial Assistance); 34 CFR Part 85–Governmentwide Debarment and Suspension (Nonprocurement).

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL

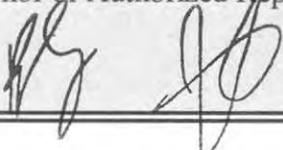
Governor or Authorized Representative of the Governor (Printed Name): Bobby Jindal	
Signature of Governor or Authorized Representative of the Governor: 	Date: 5.25.200

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(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)¹ 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 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

¹ See Appendix D for more on Participating LEA MOUs and for a model MOU.

- (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) Louisiana's *Education Reform Plan* is aligned with the four education areas described in the ARRA, establishes a clear path to improving student outcomes statewide, and directs the specific reform plans proposed throughout the application.

In Louisiana, we're known for our world-class food; we're a destination for sportsmen, music-lovers, and those who enjoy our celebrations – from New Orleans Mardi Gras to the Ponchatoula Strawberry Festival. We're a spirited and resilient people who deeply value our culture and way of life. Unfortunately, for years we were also known for our deep-seated

poverty, poor health outcomes, and an education system that has historically failed far too many of our young people.

But over the last decade, much has changed. Louisiana has gone from a state with too many schools failing students to a national beacon of hope that broad, bold education reform can dramatically improve student achievement. We have succeeded in passing one of the nation's most comprehensive value-added teacher evaluation laws requiring annual, student – achievement based evaluations of all teachers and administrators. Now, with its *Education Reform Plan* as the cornerstone, Louisiana is prepared to build on a decade of success to further drive student achievement gains and deep statewide reform.

The Beginning of a Reform Movement

In 1999, only one in five African American students in the state scored *basic or above* on state math tests; roughly one in three scored *basic or above* in English Language Arts (ELA). The numbers for students from economically disadvantaged backgrounds were equally unacceptable.

We had enough. A decade ago, Louisiana visionaries realized that if we didn't fundamentally change our way of educating students across the board, we would continue to be a great place to visit, but not to live; a great escape from the doldrums of life, not a destination for fulfilling one's dreams. Ten years ago, we decided our best chance to change our state's destiny and the life possibilities of our people was to build a world-class education system.

Our mission – to create wholesale change in Louisiana public education – began with accountability for reaching a much higher standard. A core group of reformers understood that, unless we held high expectations for ourselves and our children, no amount of charity or goodwill from the rest of the nation could change educational outcomes. But change wasn't universally agreed upon or welcomed. It required reformers to move out front with a small coalition of educators, business and community leaders and make unpopular decisions about what constituted strong school and student performance.

A Strong New Base for Higher Expectations and Accountability

The result was a standards-based accountability plan superior to any other in the country. It became state law in 1997, and established a quantifiable system of goals and targets that each student, each school and each district was required to meet every year through our overhauled and nationally acclaimed testing system. It started with small, attainable goals, and gradually

through the years raised the bar. For the first time, everyone at every level of the system had a clear roadmap of where they needed to go. While not always popular, students, schools, and systems responded.

But accountability for higher standards was just the beginning. We had built the infrastructure necessary for a world-class education system: rigorous content standards and benchmarks, integrated statewide data systems, a comprehensive curriculum, and the first steps to overhaul our preparation and training programs for teachers and leaders. This resulted in steady, but incremental progress.

Driving Reform into Schools That Need It Most

As outcomes improved across the state, so did our expectations for what was both acceptable and possible. We realized that a small number of schools were continuing to fail year after year, implementing half-hearted reforms that left our students woefully behind.

Reformers decided to press forward, taking accountability to the next level by creating in 2003, the Louisiana Recovery School District (RSD) to transform academically unacceptable schools. The first state in the nation to create such a district, Louisiana realized the largest gains in student achievement in the state's history in just the first five years of the accountability program. It was then that Louisiana became recognized nationally as a model for accountability and high expectations, standards and curriculum, school turnaround and educational results.

Accelerating Reforms in the Wake of Devastating Hurricanes

Then came Hurricanes Katrina and Rita, and the physical devastation of New Orleans and South Louisiana. With the entire Orleans Parish School system flood-damaged and dismantled, families and community leaders had a clean slate and began rebuilding one of the worst school districts in the country from the ground up. As physically devastating as they were, these storms presented an opportunity for the state to solidify its commitment to improving student outcomes and expand its reform efforts.

The RSD expanded overnight to include nearly every school in New Orleans. The results were nothing short of amazing. And New Orleans now leads the nation in successful reform, with more than 60 percent of its students attending charter schools, and dramatic improvements in student achievement. For the first time since high-stakes testing began, more than half of fourth graders are scoring at basic grade level or above. That may not sound like much, until you

consider that just a few years ago fewer than one-third of them did. With 77 charter schools and new ones added every year, districts are embracing this exciting new model of public education.

The Road Ahead

As much as we have accomplished, we have much farther to go. There are still some 200,000 students in Louisiana performing below grade level, and they deserve the best we have to offer. Race to the Top will allow us to build on our “staying power” – demonstrated through a decade of dramatically improved student results – and the resiliency to dramatic challenges demonstrated after Hurricanes Katrina and Rita to help Louisiana reach the next level on our journey of transformational reform. We are at a crucial juncture in this rebirth of our educational system in Louisiana, when we must leverage our early gains to broader statewide impact to meet our goal – building a world class education system in Louisiana.

Ten years ago, few would have believed that Louisiana would be a national model for something other than food and culture. But change is evident in this state. We are ready to be more than a sportsman’s paradise or a place where the good times roll. We are building the world’s best education system because that is what our children deserve. And, as Louisiana continues on this path of unprecedented student gains, not only will we prove that a city and state can rise from bottom to the top, we will also prove that there are no excuses – that every child can achieve high levels of academic success.

The remainder of section A1(i) includes the following:

- A description of Louisiana’s recent record of ambitious, successful reforms;
- A summary of Louisiana’s student outcome goals, our major goals for each of the four ARRA assurances areas, and the key activities planned to achieve each goal in our Race to the Top; and
- Our plan to reorganize Louisiana’s department of education to deliver the wide-scale results we are so committed to achieving.

A Proven Track Record: Harnessing the Will, Taking the Steps, Achieving Results

Since 1996, **Louisiana has made several very challenging, high-result changes, many of which are unprecedented. Our record for reforms that achieve results for children remains unmatched by any other state in the nation.** From our adoption of statewide standards and assessments more than a decade ago, to this year’s passage of one of the nation’s

most comprehensive value-added teacher evaluation laws requiring annual, student-achievement based evaluations of all teachers and administrators, Louisiana's leadership has proven it can both harness the will for bold change and map out the way to implement and deliver results.

We have improved student outcomes with reforms addressing standards and assessments, improving data collection and use, turning around chronically low-achieving schools, and supporting teachers and leaders. Louisiana's initiatives are more aligned with the ARRA goals than any other state and have yielded significant improvements in student achievement. Here, we briefly summarize our major reforms and their results:

Standards and Assessments

- **Rigorous Standards and Assessments.** All of our reforms of the past decade have been designed to dramatically increase student learning by significantly improving the quality of teaching and leadership in the state. As a key strategy toward that goal, we have invested heavily in the rigor of our standards and assessments over the past several years, continually raising the bar to ensure that our children learn what they need to enable lifelong success. As a result, *Louisiana's standards and assessments policies are ranked third in the country, receiving an "A" rating through Quality Counts (Editorial Projects in Education Research Center, 2010).*

Data Collection and Use

- **Comprehensive Longitudinal Data System to Link Teacher and Student Performance.** Louisiana recognizes that improving student learning and teacher effectiveness requires having, making accessible and using reliable data about student performance. Underlying each of our reforms are the data systems that make analysis of trends, effectiveness and progress possible. Louisiana is one of a very few states with the current capability to link teacher and student performance at the classroom level. Our progress in this area *ranks us second in the nation for our ability to measure education progress* (Editorial Projects in Education Research Center, 2009). Louisiana is also one of only 11 states with all 10 recommended components for a quality longitudinal data system (Data Quality Campaign, 2009). In addition, the state has significantly increased its ability to make data accessible to a variety of stakeholders and ensure that it can be used to make decisions at multiple levels. For example, the District and School and a Glance feature on the LDOE website makes

information about student achievement and attendance, discipline rates, teacher quality, per-pupil expenditures and other data available to parents, educators and the public.

Addressing Low-Achieving Schools

- **Dramatic Action in Chronically Low-Achieving Schools.** We have long realized that one of the most important strategies for Louisiana to meet its statewide achievement goals for students is to focus intensively on our persistently lowest achieving schools. Louisiana’s unique approach to turning around failed schools is anchored by the Recovery School District (RSD). Created by legislation passed in 2003 (preceding Hurricane Katrina), the RSD takes underperforming schools and transforms them into places where children learn at high levels. The RSD strategy includes a combination of elements, including growing the population of great teachers and leaders, increasing instructional time for lagging students, frequent measurement of academic progress, and challenging coursework that stretches students further towards higher learning goals. Louisiana has continually raised the accountability bar for acceptable student and school-level growth, including a recent move to raise the bar by 25 percent. When schools do not make sufficient academic progress, the state moves aggressively to bring them into the RSD, where both schools and students within have a better chance for success. We are at once tough on schools – we are very serious and unwavering about meeting student achievement goals – and supportive of teachers and leaders who work hard to achieve challenging goals. *Through the RSD, Louisiana’s lowest-performing schools have generated double-digit student achievement gains and become a national model for successfully scaling school turnaround.* Today, this model serves 9 percent of all schools in multiple districts across Louisiana.
- **High-Poverty, High-Performing Schools Initiative.** In each of the past three years, Louisiana identified an ever-increasing number of schools that have high concentrations of students from low-income backgrounds and academic achievement that exceeds the state average – in the top quartile of academically successful schools in the state. In association with Louisiana’s higher education oversight board (the Board of Regents), we are now working to *study the success of our most successful high-poverty schools and translate it to other high-poverty schools* throughout the state.
- **Deploying Highly Effective Charter Schools to Reach More Children.** Highly effective charter schools have been integral to our reform strategy for years. Louisiana ranks among

the top 10 states with laws that create favorable operating conditions for charter schools. New Orleans has the highest percentage of students attending charter schools in the nation. The state provides equitable funding between charter and traditional public schools, and has built systems to hold charter schools strictly accountable for results. Our fair-share resources and high accountability bar have led *charter schools in Louisiana to perform significantly better than their traditional public school peers, particularly with low-income and African-American students* (Center for Research on Education Outcomes, 2009).

Great Teachers and Leaders

- **Statewide, annual teacher and leader evaluations with student growth as the predominant factor.** In May 2010, Louisiana adopted House Bill 1033 [APPENDIX A17: HB 1033] requiring annual evaluations of *all* teachers and administrators, and requiring that by 2012-13, *50 percent of these evaluations be based on evidence of growth in student achievement*. Although a few states have recently approved similar models that incorporate student growth as a factor in teacher performance ratings, Louisiana’s value-added formula will rely entirely on whether students meet predicted outcomes on statewide assessments to calculate the 50 percent student growth measure for teachers who teach tested grades and subjects, making it one of the most aggressive reform models in the nation.
- All LEAs must provide robust professional development to teachers and leaders based on the results – and must initiate dismissal of educators who, despite assistance, still do not perform satisfactorily. The legislation prevents the state from granting certification or renewal to teachers who do not meet effectiveness standards for three years based on student academic growth.
- **High Expectations for Teacher and Leader Preparation Programs.** Ensuring that every student has a great teacher and every school is led by a great leader begins with ensuring rigor and relevance in educator preparation programs. Over the past decade, Louisiana has built a strong accountability system for teacher and leader preparation programs, beginning long before it became a focus of national attention. To date, *Louisiana is the only state in our nation that has developed a statewide accountability model to identify and report on the effectiveness of every teacher preparation pipeline in the state*. Using a nationally recognized, Value-Added Teacher Preparation Program Assessment Model, Louisiana assesses both undergraduate and alternative preparation programs every year. In addition, the

Board of Regents and Board of Elementary and Secondary Education have worked collaboratively to increase state certification requirements for traditional and alternate teacher and educational leadership certification programs. We have required the redesign of all existing teacher preparation programs, brought in national experts to evaluate all redesigned programs, and sunsetted all university preparation programs that do not meet the state's high expectations.

- **High-Quality Teacher Pipelines.** Louisiana has embraced *a large number of alternative teacher preparation pathways for more than a decade*. In addition, we began dramatically expanding statewide teacher pipelines in 2001-2002, by rewarding preparation programs for increasing the number of candidates in teacher shortage areas. Our pipeline is focused not just on quantity, but on quality. For example, the Recovery School District received more than 13,000 applicants nationwide in its first year and used rigorous screening processes to select only very high-quality applicants to serve in turnaround schools.
- **Sophisticated Teacher Career Paths and Compensation.** A key strategy to increase teacher quality and retention is the creation of multiple career paths and differentiated compensation. To date, 76 Louisiana schools have adopted multiple career paths, ongoing job-embedded professional growth, instructionally focused accountability, and performance-based compensation models through the Teacher Advancement Program (TAP). The state continues to expand participation in this program, with 78 additional schools in the Pre-TAP program. We have been one of the most aggressive states in the nation in *offering great teachers the career and pay opportunities that they deserve and that keep them working on behalf of children, with the TAP program in more districts than any other state*.

Results

The reform efforts of the past decade have produced unprecedented growth in student achievement. **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 fourth-grade reading and eighth-grade math** (Education Trust, 2009). Student in the Recovery School District are experiencing more substantial gains than ever before. RSD student achievement scores on state tests have improved in every grade and subject for the last two years, and have exceeded growth of the State in 25 of 30 testing categories (these results and others are detailed in section A3).

A new day has dawned for education in Louisiana. Louisiana’s education system is, to use a phrase, experiencing *rebirth*. **The bold, successful reforms of the last 10 years have uniquely positioned Louisiana to use Race to the Top funding to implement existing systems statewide to ensure systemic reforms that reach every child.** In Louisiana’s *Education Reform Plan*, we have committed to strategies that will change forever the way Louisiana delivers education and opportunity to our citizens.

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] articulates our strategy to implement the four education areas described in ARRA and accomplish our overarching goal of high levels of academic achievement for all students. We will integrate Race to the Top (R2T) resources and requirements with our efforts to raise standards and assessments, refine and enhance the use of data and tools, revamp human capital practices, and expand our robust turnaround approach to **ensure that an effective teacher is in every classroom and an effective principal leads every school.** Building on compelling research, our demonstrated history of successful reforms, and a deep commitment from Participating LEAs to **all** elements of the *Reform Plan*, **Louisiana will apply a systemic approach to build capacity at the state, school, and district levels to scale our existing best practices.** As researchers and educators identify effective practices at all levels, we will share them across districts – Participating, Involved, and Non-Participating. And we will discontinue practices and programs that are not working. Through the elements of our *Reform Plan*, Louisiana will 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.

Our Goals. Guiding all of our reforms is a set of Priority Goals and targets that Louisiana aims to meet by 2014. These goals, targets and their alignment with the R2T goals are outlined in the table below.

Race to the Top Priority	Louisiana Priority Goal	Louisiana Target
Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA.	1. Students enter Kindergarten ready to learn	60% of entering Kindergartners will perform on benchmark for DIBELS (current rate: 39%)
	2. Students are literate by third grade	80% of 3 rd graders will perform on or above grade level on the iLEAP (current rate: 66%)

	3. Students will enter fourth grade on time	85% of Kindergartners will reach the 4 th grade on time (current rate: 67%)
	4. Students perform at or above grade level in English/Language Arts by 8th grade	85% of 8 th Graders will perform on or above grade level on the ELA LEAP (current rate: 62%)
	5. Students perform at or above grade level in math by 8th grade	80% of 8 th Graders will perform on or above grade level on the Math LEAP (current rate: 59%)
Increasing high school graduation rates	6. Students will graduate from high school on time	85% of students entering high school in 2010 will graduate on time in 2014 (Current rate: 67%)
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	7. Students will enroll in postsecondary education within two years of graduation	65% of high school graduates will enroll in postsecondary education (current rate: 46%)
	8. Students will complete at least one year of college successfully	70% of high school graduates who enroll in postsecondary education will complete at least one year of college successfully (current rate: 52%)
Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA	9. Achieve all 8 Goals regardless of race or class	Achievement gaps by race and class will fall 10% per year for each goal

Our Plan. These goals are ambitious and achievable. To meet them, *Louisiana has committed to an equally ambitious Reform Plan designed to give every student a great teacher led by an effective principal.* Below, we summarize each element of our bold reform approach, our current progress within each element, and the steps planned under R2T to extend results across the state.

1. Standards and Assessments: *Adopt common standards and assessments, extend them to STEM and pre-K, and integrate throughout Louisiana's systems*

One of the most critical building blocks to support great teachers and leaders is to set high expectations for our students and provide high-quality assessments to measure their progress. Louisiana is an active participant with the Council of Chief State School Officers (CCSSO) and the National Governors Association in the design and **adoption of common core standards** for English language arts and Math for grades K-12. The Board of Elementary and Secondary Education has approved a resolution to adopt the common core standards by July

2010, and we have developed a high-quality plan for rollout of 100 percent of the standards by 2014. Louisiana will also take a lead role in multistate consortia designing vertically scaled **common assessments that measure individual student progress** toward the common standards. The common assessments will complement Louisiana's recently-passed value-added teacher evaluation legislation to produce data that are useful to teachers and leaders, and empower the state and LEAs to make informed decisions about educators' effectiveness based on student achievement.

Adopting common core standards and multistate assessments is a start, but Louisiana will not stop there. In addition, Louisiana is committed to integrating these new tools throughout all of our systems:

- Going beyond the common core, adopting **aligned standards for STEM** disciplines and social studies
- Extending standards to **pre-K** to make certain all students are on track at the earliest ages and enhance Louisiana's nationally recognized early childhood program
- Adapting Louisiana's existing Comprehensive Curriculum and all of the state's assessments to align fully with the common core
- Retooling Louisiana's targeted assessments **for English language learners and students with significant disabilities** to align fully with the common core
- Offering **job-embedded professional development** to ensure that educators statewide understand and can use the new standards and assessments to drive instruction
- Embedding in the undergraduate and alternative teacher preparation curriculum the common core and Louisiana's newly aligned Comprehensive Curriculum
- Vastly expanding enrollment in **Advanced Placement courses**, especially in the STEM disciplines
- Making all assessment results available **within two weeks of test administration** so the data can inform teachers, principals and other key stakeholders about student progress and aid in the effective evaluation and support of teachers and schools.

By 2014, Louisiana will have a fully integrated system of standards and assessments, spanning all grades and subjects and generating the steady flow of data needed to implement the next step in our plan: data systems.

APPENDIX A2: What Louisiana Has in Place and Will Add or Enhance summarizes the various components of our current and future systems of standards and assessments.

2. Data Systems: *Relentlessly assess student progress, amass data through best-in-the-nation instructional improvement systems, and disseminate information widely to improve practice*

Louisiana already ranks third among 50 states in how we measure education progress (Editorial Projects in Education, 2010) and is one of only two states that have the ability to reliably link student performance to individual teachers and leaders (Anderson, 2009). In 2009, the Data Quality Campaign rated Louisiana one of only 11 states that have all 10 Essential Elements of a high-quality longitudinal data system (LDS). Our systems fully meet all 12 requirements of the America COMPETES Act. But our commitment to giving every student access to a great teacher drives Louisiana to make even further enhancements to our data systems. The implementation of the Louisiana *Education Reform Plan* will be supported by timely research of high technical quality that can inform and assess policy and practice throughout implementation. Through this collaboration, we will expand communication among researchers, policymakers and practitioners as we support the search for solutions to the challenges of school reform.

Our **Value-Added Assessment Initiative for Schools and Teachers**, the **Curriculum Verification and Results Reporting Portal (CVRP)**, and **Annual Student Progress Reports** will provide teachers with accurate, timely and detailed information about how their students are performing and about practices they can use to improve each student's learning. Expansion of our instructional improvement system, **EAGLE**, to include every subject and grade will ensure that teachers and leaders have common, real-time benchmark data to target specific technical supports and interventions during the school year. **State and regional support teams** will be deployed to increase school and district capacity to use data to support continuous instructional improvement.

In addition to helping teachers directly, our enhanced data systems will enable principals, district leaders, the state, researchers and other stakeholders to make much more informed decisions regarding management and resource allocation. **The Human Capital Information System (HCIS)** will make the vast amount of data we collect about certification, value-added effects, evaluation results, placement, distribution, promotion, and compensation available to leaders at all levels to inform professional development, compensation, tenure, dismissal, and

other human capital decisions, as well as research about trends and effective practices. Developments to our nationally recognized **Value-Added Teacher Preparation Program Assessment Model** (TPPAM) will enhance accountability, support and research about teacher preparation programs. Our centralized web-based portal, called **INSIGHT**, will combine all of these data to provide parents, community members, researchers and other stakeholders with user-friendly information about school and teacher performance so they can be active partners in using data to improve school and student performance over time.

By 2014, Louisiana’s investments in state-of-the-art data systems will place a treasure trove of information at the fingertips of everyone involved in educating our children, making it possible to fulfill our promise of a great teacher for every child and a great leader in every school.

APPENDIX A2: What Louisiana Has in Place and Will Add or Enhance

summarizes our current status and future features regarding the data systems we use to support instruction.

3. Great Teachers and Leaders: *Give every child a great teacher and every school a great leader by building all systems around data about student learning*

The most fundamental strategy to ensure that every student is taught by an effective teacher and every school is led by an effective leader is to reliably measure and support teachers’ and leaders’ effectiveness, based primarily on their contributions to student learning. **As the only state to evaluate teacher preparation programs based on the student achievement results that their graduates produce**, Louisiana is already a national leader in using data to drive improvements in teaching. With R2T funding, Louisiana will build on its current strategies in this area to focus on four broad strategies: (1) building sophisticated measures of educator effectiveness, based significantly on evidence of student learning; (2) strengthening certification and training pipelines and placement practices for teachers and leaders to ensure equitable distribution of great educators; (3) implementing systems to base all human capital decisions on educators’ demonstrated effectiveness; and (4) strengthening professional development opportunities to improve teaching and leadership over time.

With R2T funding, Louisiana will complete development of a Comprehensive Performance Management System (CPMS) to **determine teacher and leader effectiveness, with 50 percent of evaluations based on student value-added results**. To support the

statewide effort to evaluate teacher effectiveness, in May 2010, Louisiana adopted historic value added legislation that:

- Requires annual evaluations for *all* Louisiana teachers and administrators, using multiple ratings categories, up from the previous three-year cycle;
- Requires that by 2012-13, **50 percent** of all evaluations for teachers and leaders be based on evidence of growth in student achievement using value-added assessment if available, and other state-approved measures for grades and subjects that do not yet have value-added;
- Provides rich information to teachers and administrators about their practice, guiding the system's efforts in providing excellent support to help all teachers improve;
- Requires LEAs to provide "intensive assistance programs" to teachers and principals who do not meet effectiveness standards;
- Requires LEAs to initiate dismissal for educators who, despite this intensive support, are still not effective; and
- Prevents the state from granting or renewing certification to teachers who do not meet effectiveness standards for three years based on student academic growth.

With information about what makes teachers and leaders great, we will continue to **transform the certification and training pipelines** through which they enter by strengthening the Louisiana Teacher Preparation Accountability System and completing the Educational Leadership Accountability System to inform rewards, replication or sanctions based on the effectiveness of each program's graduates in schools. We will use data about effectiveness to ensure that the lowest-performing students and those in greatest need are taught and led by highly effective teachers and leaders by **expanding talent pipelines**, including our robust alternate routes; and adopting **Centralized Staffing Services** and a **Model Staffing Initiative (MSI)** to provide technical assistance in effective hiring and staffing techniques. These techniques have revolutionized the teacher pipeline in Louisiana's Recovery School District; R2T will enable us to extend top-notch educators statewide.

To ensure that data about educator effectiveness underlies all of this work, we will implement a robust Human Capital Information System (HCIS) to provide administrators with critical information needed for **decisions about tenure, compensation, promotion, and release**. And we will empower schools and LEAs with data about educators' effectiveness to drive **job-**

embedded professional development, coaching and mentoring to improve teaching and leadership over time. And **public reports** about aggregate teacher and leader effectiveness will create the conditions and political motivation to help drive our *Reform Plan* forward.

By 2014, data about teacher and leader effectiveness in raising student achievement will pervade every aspect of Louisiana’s human capital system, from the preparation and recruitment pipeline and professional development to decisions about who will teach Louisiana’s children and lead our schools.

APPENDIX A2: What Louisiana Has in Place and Will Add or Enhance provides a summary of Louisiana’s progress and plans for future implementation regarding reforms to support great teachers and leaders.

4. Turning Around Persistently Lowest-Achieving Schools: *Leverage deep insights from state-sponsored turnarounds to successfully intervene in 13 percent of the state’s schools*

In Louisiana’s experience, setting the conditions for dramatic gains in student performance – including having an effective teacher in every classroom and an effective leader for every school – cannot be facilitated through standards and assessments, data systems, and human capital policies alone. That is why in 2003, the Louisiana Legislature created the Recovery School District (RSD) to provide the state with extraordinary power to remove from local control schools that remain in academically unacceptable status (AUS) for four consecutive years. Louisiana was the first state in the nation to create a statewide mechanism for turning around persistently lowest-performing schools. To date, Louisiana has taken over approximately 9 percent of the persistently lowest-performing schools in the state – demonstrating more aggressive action to turn around schools than any State authority in the country. And **the RSD is working for children**: student achievement outcomes from state summative assessments indicate that Louisiana’s strategy 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 turnarounds for at least three years [**APPENDIX A3: Growth in Recovery School District: New Orleans Schools 2007 to 2009**].

In its *Education Reform Plan*, Louisiana will continue to build on this success and use RSD to **directly intervene in the persistently lowest-achieving districts and schools** in the state through one of the four school turnaround options. Louisiana will continue to bring schools into RSD and use its continuing experience as a **research and development engine to drive**

innovation. In addition, Louisiana will build on its work through the **High-Performance Schools Initiative** (HPSI) to support districts willing to foster innovation and accelerated academic success and fully implement one of the four turnaround options in their struggling schools, before state intervention is mandated. HPSI aligns Participating LEAs with our state’s 1003(g) School Improvement Grants (SIG) allocation and will increase the percentage of schools in turnaround from 9 to 13 percent statewide. Louisiana will not hesitate to pull schools into the RSD. Finally, as described above and in section D4, Louisiana has extensive plans for **creating strong pipelines of talented teachers, leaders, and school operators** who are capable of bringing about rapid and dramatic improvement in the state’s persistently low-achieving schools.

By 2014, every failing school in Louisiana will be on a path to dramatic improvement, whether in the Recovery School District or in an LEA committed to maintaining the conditions for a successful turnaround.

APPENDIX A2: What Louisiana Has in Place and Will Add or Enhance provides a summary of Louisiana’s school turnaround initiatives to date and those planned under R2T.

5. Redesign for Success: Enhance state, district- and school-level capacity for reform through a redesigned Louisiana Department of Education

To support Louisiana’s *Education Reform Plan* and provide services that advance our goal of having great teachers and leaders in every school, the Louisiana Department of Education (LDOE) will accelerate a transformation process that began more than two years ago to reorganize itself from a *compliance*-monitoring bureaucracy to a *performance*-based customer-service organization dedicated to supporting educators, schools and districts. Our experiences over the past decade have taught us that the most effective supports are best provided, fostered and sustained through systems of regional and local support. These experiences have also taught us that people respond best to *people*, not merely programs. Therefore, we have redesigned the LDOE to focus on three strategies that draw upon the talent at the local, district, regional and state level to build capacity to implement the Louisiana *Education Reform Plan* and create systemic reform. These three strategies are: (1) **identifying and sharing effective practices** and providing analytical tools that help evaluate effective programs and make clear decisions about whether to invest in certain programs; (2) **providing regionally-based and on-site assistance to schools and LEAs** to guide districts through the stages of the transition, with backing from the Goal Offices and technical experts; and (3) **launching Professional Learning Networks**, a

district capacity-building process developed by globally respected education expert Dr. Michael Fullan, who has already begun working across the state and piloting the learning networks in St. John Parish.

This transformation will be critical to building the capacity to sustainably implement Louisiana's *Reform Plan* statewide. Our work will be driven by clear targets set against a small number of crucial performance goals, with all state resources (financial, material, and human capital) in alignment with these goals. 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, a critical advisor to Louisiana on our redesign. Elements of the state's planned organizational and capacity-building changes are detailed in Section A2.

(ii) Louisiana's Participating LEAs are fully committed to the *Education Reform Plan* and to effective implementation of reform in the four education areas.

Louisiana's Participating LEAs are fully committed to the state's Race to the Top plans. This commitment is demonstrated by the terms of the Partnership Agreement (the Memorandum of Understanding, or MOU), the clarity of the commitment involved, and the depth of stakeholder support within each Participating LEA.

Louisiana's *Partnership Agreement* is not a menu of optional reforms from which to choose. It is far more demanding than the USDOE draft MOU, requiring 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 [[APPENDIX A4: Participating LEA Partnership Agreement](#)]. In their R2T plans, many states have made several elements of the MOU optional for Participating LEAs. Louisiana has taken the opposite approach.

Louisiana also purposefully made clear the rigor and specificity of the commitment required of LEAs so that their deliberate decision to participate would demonstrate a strong commitment to the reforms necessary to ensure effective teachers and leaders in every school and dramatically increase student achievement. We asked LEAs 10 critical 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 be accountable for ambitious, but achievable performance targets that directly contribute to the eight state priority outcome goals (as defined in the Partnership Agreement)?
- 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?
- Is your district willing and able to develop, refine, and sustain a compensation system that rewards teachers and leaders for their effectiveness in raising the academic achievement of their students?
- Is your district willing and able to 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?
- Is your district willing and able to 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?
- Is your district willing and able to 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*?
- Is your district willing and able to 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?

Every Participating LEA answered each of these questions in the affirmative before agreeing to sign the Partnership Agreement, demonstrating their clear understanding of the substantial commitment they have made to the *Louisiana Education Reform Plan*.

We recognize, however, that understanding the nature of reform is only the first step to successfully carrying it out. Louisiana has therefore adopted clear performance targets (outlined in section A1(i)) for Participating LEAs and all LEAs across the state, and a strong support system to help local leaders successfully implement. Beginning in June 2010, LDOE will also engage in processes to clarify and develop implementation plans for districts' Scopes of Work, to

ensure a shared vision and understanding about their use of funds and the reforms and results that will be expected.

While the great majority of Louisiana LEAs do not have collective bargaining agreements, we recognize that political will and stakeholder support at the LEA and school level are essential for successful reform. We are encouraged that our participating LEAs received overwhelming support for their involvement in R2T [[APPENDIX A6: Participating LEA Table](#)].

- As shown in the tables at the end of section A1, **100 percent of local school board presidents** signed the Agreement in Participating LEAs.
- Participating LEAs received **near unanimous support for R2T from their school boards** [APPENDIX A7: School Board Vote Tallies]. With the exception of one, all Participating LEA school boards voted unanimously or with one dissenting vote to join the state's R2T application.
- **Nearly 90 percent of Participating LEAs that have a teachers' union received the support of their union for their involvement in R2T.**

(iii) The LEAs that are participating in the State’s Race to the Top plans will translate into broad statewide impact, allowing Louisiana to reach its ambitious goals for every student.

The strong commitment among Participating LEAs and statewide stakeholders presents a unique opportunity for Louisiana to accelerate its significant progress at an unprecedented scale. As part of the *Louisiana Education Reform Plan*, the state identified a set of Priority Goals and targets that each Participating LEA will be expected to meet by 2014 (summarized in the table below).

Race to the Top Priority	Louisiana Priority Goal	Louisiana Target
Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA.	1. Students enter Kindergarten ready to learn	60% of entering Kindergartners will perform on benchmark for DIBELS (current rate: 39%)
	2. Students are literate by third grade	80% of 3 rd graders will perform on or above grade level on the iLEAP (current rate: 66%)
	3. Students will enter fourth grade on time	85% of Kindergartners will reach the 4 th grade on time (current rate: 67%)
	4. Students perform at or above grade level in English/Language Arts by 8th	85% of 8 th Graders will perform on or above grade level on the ELA LEAP (current rate: 62%)

	grade	
	5. Students perform at or above grade level in math by 8th grade	80% of 8 th Graders will perform on or above grade level on the Math LEAP (current rate: 59%)
Increasing high school graduation rates	6. Students will graduate from high school on time	85% of students entering high school in 2010 will graduate on time in 2014 (Current rate: 67%)
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	7. Students will enroll in postsecondary education within two years of graduation	65% of high school graduates will enroll in postsecondary education (current rate: 46%)
	8. Students will complete at least one year of college successfully	70% of high school graduates who enroll in postsecondary education will complete at least one year of college successfully (current rate: 52%)
Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA	9. Achieve all 8 Goals regardless of race or class	Achievement gaps by race and class will fall 10% per year for each goal

Each year between now and 2014, Participating LEA-specific targets will be established collaboratively with LDOE to ensure that each LEA's goals: 1) represent strong improvement over past performance; 2) are ambitious yet achievable given the level and rollout of the resources that they will receive; and 3) combine to achieve our overall state goals. **These Priority Goals will be applicable to all LEAs in the State;** however, Participating LEAs will be held to a higher expectation of performance due to their full adoption of the *Louisiana Education Reform Plan*.

The actions toward these goals will translate into significant statewide impact, for two reasons. First, **a significant portion of the activities included in the Louisiana Education Reform Plan applies to all schools**, regardless of the participation status of their LEA. Second, the **deep commitment exhibited by our Participating LEAs will be leveraged across the state** through multiple strategies designed to influence other LEAs' engagement and adoption of reforms.

Louisiana has already started implementing several key reforms statewide, as described in section A(1)(i) above. Our continued progress on many of these reforms will impact *all* students, not just those served by Participating LEAs. For example, Louisiana's new statewide

value-added legislation, adopted in May 2010, requires annual evaluations based in large part on growth in student achievement for *all* teachers and administrators, regardless of whether they work in Participating LEAs. Chronically ineffective teachers will face dismissal or non-renewal of their certificates, no matter where they teach. Improvements in standards and assessments will also impact students statewide, regardless of the participation status of their LEA. Similarly, low-performing schools will face state intervention, even if they reside in Non-Participating LEAs. **An illustrative list of reforms that will have statewide impact**, regardless of an LEA’s participation status, appears below.

Reform Area	Reforms with Immediate Statewide Impact
Standards and Assessments	Internationally benchmarked common standards in ELA and Math
	Enhanced Social Studies, Science and pre-K standards aligned with the common core standards
	High-quality assessments aligned to the common standards
	Enhancements to Louisiana Comprehensive Curriculum, which includes STEM-rich content for grades pre-K – 12
	Further development of the Louisiana Comprehensive Learning Support System for all students, especially those with exceptionalities, e.g., ELL, special education, and culturally diverse groups
	Updates to End of Course (EOC) tests in high school to align with the common standards
	Increases in Advanced Placement courses available in every school, including STEM-focused courses
Data Systems and Use	Updates to the Enhanced Assessment of Grade Level Expectations (EAGLE) on-line assessment system to align with the common core standards
	Enhancements to the P-20 Longitudinal Data System (LDS)
	Enhancement of the Curriculum Verification and Reporting Portal (CVRP) to provide value-added index for each teacher
	Development and implementation of the state’s Human Capital Information System (HCIS)
	Annual Student Progress Reports, which will be made available for parents and educators regarding students’ attendance, discipline and test performance
	Enhancements to online data systems to make accessible to a variety of stakeholders and ensure that data can be used to make decisions at multiple levels
Great Teachers and Leaders	Required annual evaluations of all teachers and administrators, with 50 percent based on growth in student achievement by 2012
	Intensive assistance programs for ineffective teachers, followed by dismissal if they are still ineffective
	No certification or renewal for teachers who are not rated effective for three years, based on student academic growth
	Access to expanded alternative routes to certification for teachers and principals

	Access to the Teacher Preparation Accountability System (TPAS) and Leader Preparation Accountability System (LPAS), which includes value-added results by preparation program
	Access to Louisiana’s Best Practice Fund, which provides incentive grants to promote implementation and information-sharing of reforms, especially those with a STEM focus
Turning Around Low-Performing Schools	Authority to pull persistently low-achieving schools into the RSD
	Best practices and lessons learned from HPSI

Second, **the deep commitment exhibited by our Participating LEAs will be leveraged for total statewide impact** through a series of activities to influence the engagement and adoption of reforms by Non-Participating LEAs. Participating LEAs educate nearly 60 percent of Louisiana’s minority students, 51 percent of the state’s students in poverty, and nearly half of the state’s total student population. Within Participating LEAs, more than 72 percent of students live in poverty, compared with 66 percent statewide. The LDOE will leverage participation by these districts in the *Education Reform Plan* to advance adoption of reforms statewide through learning strategies, including:

- **Buddy System** – Using the existing structures and meetings of the Louisiana Superintendents’ Advisory Council, the LDOE will pair superintendents from Participating LEAs with superintendents from Non-Participating LEAs and sponsoring business partners to identify and share the results, implementation strategies and challenges that led to their performance gains. In addition, in cooperation with the LDOE, superintendents will support their colleagues who are ready to implement specific portions of the *Reform Plan* through living networks among superintendents;
- **Regional Principal Forums** – LDOE will host forums within *existing* leadership programs (e.g., Louisiana Leadership Academy, Middle Leaders Program, Louisiana’s School Turnaround Specialist Program, HPSI, and Learning Agenda) to allow principals from Participating LEAs and their counterparts from Non-Participating LEAs to share lessons learned in the context of each individual leadership program’s curriculum;
- **Best Practice Showcase** – LDOE will host semiannual events where teachers and leaders from Participating LEAs share how reforms have been implemented in their classrooms and schools, positively impacted student achievement and helped close the achievement gap; and

- **Louisiana Education Best Practice Fund** – with a better understanding of how Participating LEAs have accomplished greater gains in student achievement, Non-Participating districts will have the information and, we believe, increased motivation to catch up to the same growth rate. But they may need access to additional funding to implement certain reforms. To that end, we will use a portion of R2T funds to create a best practice fund to enable all LEAs to apply for seed grants to aid in the adoption and scaling of best practices demonstrated in R2T.
- **Board of Regents and Universities** – the Board of Regents will work with the LDOE to provide universities with names of superintendents from Participating LEAs who have successfully turned around schools in their districts. Universities will invite the superintendents and principals from these LEAs to meet with educational leadership candidates and principals participating in School Turnaround Specialist Programs to share implementation strategies and lessons learned. Educational leadership candidates and specialists will be provided direct access to the effective leaders and the strategies that helped them improve the achievement of students in their districts.

These combined efforts of continuing advancement of statewide reforms, increasing the capacity of the state and Participating LEAs to successfully implement Louisiana’s *Reform Plan*, and encouraging Non-Participating districts to adopt best practices and reforms will provide the multi-tiered approach that leads to statewide impact and improved performance.

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

Elements of State Reform Plans	Number of LEAs Participating (#)	Percentage of Total Participating LEAs (%)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	93	100%
C. Data Systems to Support Instruction		
(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%
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		

Elements of State Reform Plans	Number of LEAs Participating (#)	Percentage of Total Participating LEAs (%)
(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%
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools	93	100%

Summary Table for (A)(1)(ii)(c)

Signatures acquired from Participating LEAs:			
Number of Participating LEAs with all applicable signatures	Number of Signatures Obtained (#)	Number of Signatures Applicable (#)	Percentage (%) (Obtained / Applicable)
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)	21	24*	88%

*Only 24 of the 93 Participating LEAs have local union representation.

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

	Participating LEAs (#)	Statewide (#)	Percentage of Total Statewide (%) (Participating LEAs / Statewide)

LEAs	93	138	67 %
Schools	702	1475	48%
K-12 Students	325,558	693,226	47%
Minority Students	205,383	356,898	58%*
Students in poverty	234,198	456,168	51%*

* Participating LEAs educate nearly 60 percent of Louisiana’s minority students, 51 percent of the state’s students in poverty, and nearly half of the state’s total student population. Within Participating LEAs, more than 72 percent of students live in poverty, compared with 66 percent statewide.

(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) (a)-(b) Louisiana has strong leadership and dedicated teams to ensure its capacity to support Participating LEAs in full implementation of the Education Reform Plan.

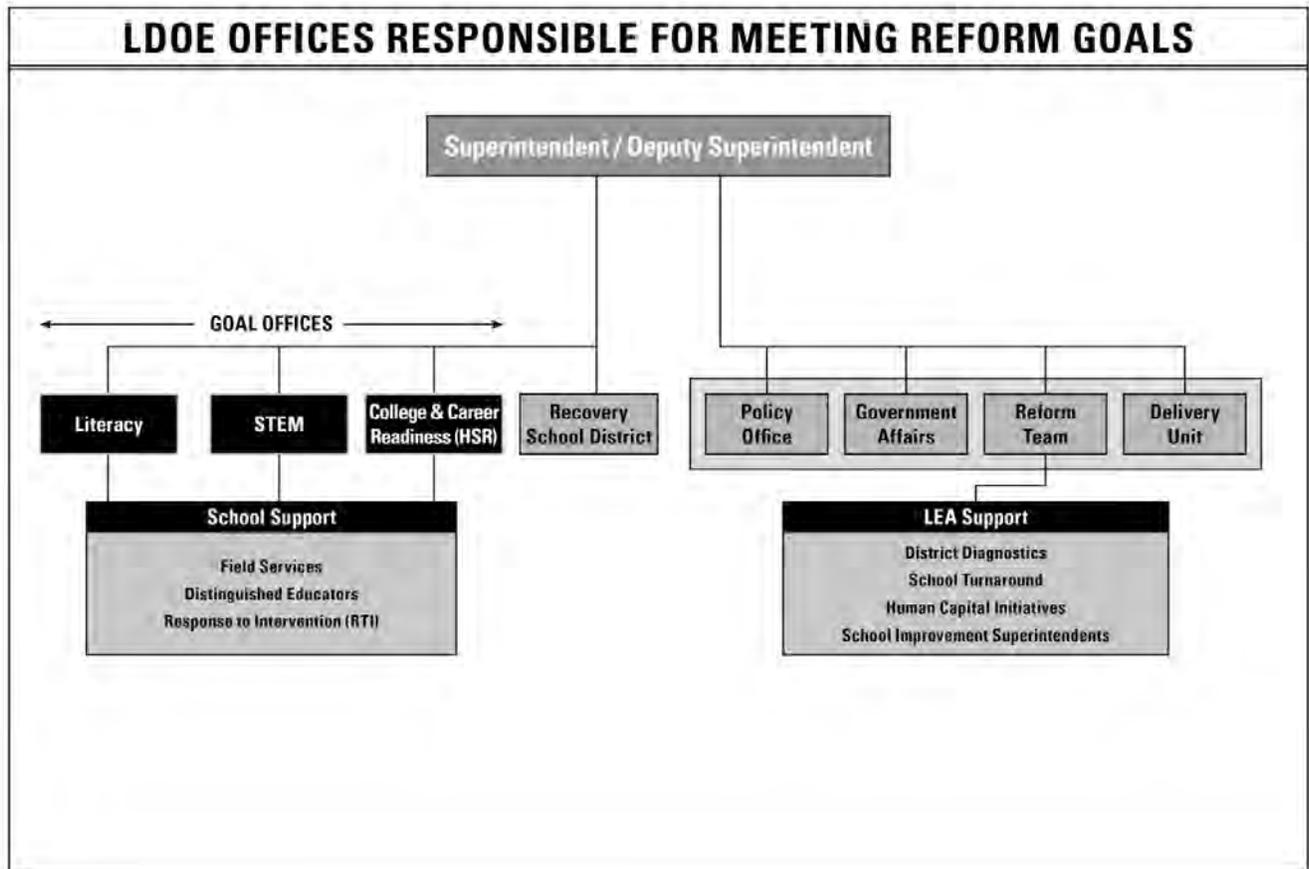
More than two years ago, LDOE began a process to reorganize itself from a *compliance*-monitoring bureaucracy to a *performance*-based customer-service organization dedicated to supporting schools and districts. Our experiences over the past decade have taught us that the most effective supports are best provided, fostered and sustained through systems of regional and local support. These experiences have also taught us that people respond best to *people*, not merely programs. Therefore, we have redesigned the LDOE to focus on three strategies that draw upon local, district, regional and state capacity to implement LEAs’ Scopes of Work and create systemic reform. The Department of Education will seize this opportunity to shift from a compliance-driven agency to a *service*-driven agency that provides direct support to districts and

schools as they seek to implement the state’s *Reform Plan* and improve student outcomes. This will be accomplished through three primary strategies:

1. Reorganize the Department of Education
2. Provide on-site support to schools and districts
3. Build district capacity to sustain and scale reforms

Reorganize the Department of Education

Louisiana will continue its progress in shifting the LDOE from a compliance-driven agency to a service-driven agency through the creation of a new organizational structure that streamlines our main functions and aligns our resources in support of the *Education Reform Plan*. The following chart provides an illustration of the offices involved in supporting LEAs’ implementation of the *Plan*. Descriptions of key offices and their roles follow.



PAUL G. PASTOREK | STATE SUPERINTENDENT
 LOUISIANA DEPARTMENT OF EDUCATION

The Reform Team is responsible for managing the implementation of the *Reform Plan*. State Superintendent Paul Pastorek has selected Rayne Martin to lead Louisiana’s **Reform Team**. Ms. Martin has proven experience leading large government organizations through complex periods of change and is recognized as a results-focused leader with a proven ability to develop and implement complex and challenging projects. Her most recent assignment was as Chief of Staff of the Recovery School District. The Reform Team will coordinate all parts of the LDOE to measure and report academic progress, identify and disseminate best practices, change the culture of the department, and build state and district capacity. In addition to staff responsible for managing the implementation of the *Reform Plan*, the **Reform Team** will also include **District Improvement Superintendents**, a **Turnaround Unit** and a **Human Capital Unit**.

The District Improvement Superintendents, all accomplished and well-respected former superintendents, will serve as the principal contacts for the Participating LEA Superintendents and will be responsible for recommending policies that support district and school innovation, removing federal and state barriers to academic progress, facilitating Professional Learning Networks and reviewing important academic data for the purpose of suggesting district-wide and school-based interventions.

The School Turnaround Unit will be a newly-created office to support the work of the District Improvement Superintendents and Participating LEAs to advance district-initiated school turnaround efforts by identifying interventions, practices or policies. This unit will also include staff dedicated to regularly collecting and analyzing data that can be provided to the District Improvement Superintendents to ensure that all conversations with LEA Superintendents are focused on the academic progress of their students.

The objective of the **Human Capital Unit** is to oversee the implementation of all the initiatives associated with increasing and retaining the number of great teachers and leaders, outlined in section D. This office will be staffed by regional support staff including recruitment specialists, teacher and principal performance management specialists and human capital data analysts.

The Goal Offices These offices are organized as follows: Literacy, College and Career Readiness, and STEM. Each office will be responsible for providing LEAs and schools with the technical support needed to ensure success against the nine Priority Goals. The individuals selected to lead each Goal Office are among our most talented personnel – each with over 20

years of experience and a record of results. In addition to providing technical support, these Goal Offices will work with LEAs to proactively identify, pilot and scale effective literacy, STEM, and College and Career Readiness programs. Each Goal Office contains:

- **Field Staff**, who are content specialists in Response to Intervention (RTI), Literacy, College and Career Readiness, STEM, special education, etc., and are responsible for providing direct interventions to schools through on-site professional development and continuous monitoring and re-training. This model has been successfully used in Canada and Great Britain.
- **Early Intervention Specialists** assigned to schools with high probabilities of failure. These specialists not only understand the content area, but are also trained to seek and deliver other supports to remove barriers to success. They may be assigned to a school for up to two years.

The chart below highlights the Lead Goal Office responsible for each of Louisiana’s Priority Goals. All Goal Offices are responsible for closing the achievement gap.

Louisiana Priority Goal	Lead Goal Office Responsible
1. Students enter Kindergarten ready to learn	Literacy
2. Students are literate by third grade	
3. Students will enter fourth grade on time	
4. Students perform at or above grade level in English/Language Arts by 8th grade	
5. Students perform at or above grade level in math by 8th grade	STEM
6. Students will graduate from high school on time	College and Career Readiness
7. Students will enroll in postsecondary education within two years of graduation	
8. Students will complete at least one year of college successfully	
9. Achieve all 8 Goals regardless of race or class	All Goal Offices

The Delivery Unit (SDU) was established in June 2009 to ensure that LDOE and LEAs achieve these nine Priority Goals on time. 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.

As part of the implementation of the *Education Reform Plan*, SDU will oversee the creation of implementation plans for the LDOE and Participating districts and monitor their progress.

- **Implementation plans.** LDOE and Participating LEAs will work together to prepare detailed plans setting out how the Priority Goals will be achieved. These plans will include the Participating LEA scopes of work and set out key milestones, major decision points and key steps towards implementation. The plans will also include trajectories that show how the data would change from current performance to hitting the target. These trajectories are crucial because they allow departments and LEAs to closely examine how their proposed actions will impact student academic success. The quality and feasibility of these plans will be reviewed jointly with LEA Superintendents, School Improvement Superintendents and Goal Office Leaders.
- **Monitoring progress.** To monitor that all plans stay on track to increase student achievement, the SDU will a) provide the State Superintendent and the LEAs Superintendents with a brief progress report each month of the key milestones and progress towards them, and b) facilitate a progress meeting every quarter with each LEA Superintendent, the State Superintendent, the assigned District Improvement Superintendent, and the Reform Director to view progress against the trajectories, make any adjustments to the plan and identify barriers to success that need to be removed. For a detailed explanation of Delivery’s tools, process and history of results, see [\[APPENDIX A8: What is “Delivery?”\]](#).

The Policy Unit will be responsible for identifying district or state policies that may interfere with the state’s nine priority goals and implementing the *Reform Plan*. As such, this unit facilitates changes to Board policies that help advance the state’s reform plan. It also creates and manages the legislative agenda necessary to support the implementation of the *Reform Plan*, including state-level legislative reforms that are necessary to support elements of the plan, as well as waivers or reconciliation of federal policies to better support the state’s agenda.

The Recovery School District (RSD) is Louisiana’s statewide mechanism for turning around persistently lowest-performing schools. RSD is led by Paul G. Vallas. Superintendent Vallas has a long history of running large, complex urban school districts, having served as the head of both the Chicago Public School District and the School District of Philadelphia before moving to New Orleans in 2007. Under the *Education Reform Plan*, the RSD will continue to play an integral role in supporting dramatic turnarounds in persistently low-achieving schools and informing the scale of successful innovations statewide.

State Capacity-Building. To ensure that this array of state offices is well-prepared for the new demands of the *Reform Plan*, LDOE will arrange substantial management training for new employees and for existing staff to develop needed skills. Through the Partnership for Leaders in Education program at the University of Virginia, LDOE and district staff will participate in rigorous and ongoing training including the creation and use of a statewide Balanced Scorecard and supporting Project Management Oversight Committees, proven tools that will help prepare all staff members to monitor progress and ensure that specific timelines are met, all projects and activities are aligned with the goals of the Reform Plan, and all systems support our work from the student and classroom level to individual districts and the state. Additional topics for state and district trainings will include: Effective Communication (including conducting effective meetings, dealing with the media, developing communication structures); Decision-Making Processes (including using data and information systems to manage projects and staff, halting what does not work, planning strategically, making executive recommendations); and Time Management (including managing priorities, the art of delegation).

Provide on-site support to schools and districts.

To implement the *Reform Plan* and ensure that every student has access to a great teacher and a school led by a great principal, districts will require significant on-site support. Our experience to date with reform in Louisiana has taught us that the most effective technical support is provided at the ground level, not from the LDOE central office. Providing regional support ensures a better understanding of districts' specific needs and guarantees that the services provided are relevant and timely. To support implementation of the Reform Plan, LDOE will provide two types of on-site support: content-specific support through the Goal Offices, and functional expertise to help LEAs use the new technology, tools and processes developed under R2T.

Content Support through Goal Offices. Louisiana has been developing capacity within its Goal Offices for the last two years. Our Literacy and College and Career Readiness Goal Offices already have the ability to provide technical support to districts that are working to improve their performance against the nine Priority Goals. We are in the process of adding a third Goal Office to spearhead the state's extensive STEM agenda. The services, materials, and fees of each Goal Office are customized to meet "client" needs – the needs of each LEA – and may include support with data analysis, instructional and assessment practices, specific

interventions or school improvement strategies. Support through the Goal Offices will be provided to Participating, Involved and Non-Participating LEAs.

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 regions and in the RSD. The sustained use and scale-up of purchased practices in districts and schools already demonstrates the success of this structure.

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. Staff members in Goal Offices will aggressively and continuously prioritize activities and delivery methods that work. In short, this approach will empower districts to decide with their funds which programs are enabling them to most effectively meet their performance targets in R2T.

Functional expertise with the infrastructure, tools and processes created through our *Reform Plan*. This method of support will rely on contracted teams of content experts (e.g., data system experts or experts in school turnaround) and distinguished educators who have exceptional records of managing change at a school and district level. The role of these experts will be to ensure that the initial steps in our *Reform Plan* are implemented with fidelity in Participating LEAs and produce results at the school and classroom level.

For example, LDOE has provided Turnaround Specialists from its existing pool of certified Turnaround Specialists to train and support RSD-run, charter, and High-Performance Schools Initiative (HPSI) schools early on in the implementation of the intervention. These Turnaround Specialists share the proven best practice elements of turnaround based on their experiences. The LDOE has also created and facilitated fiscal model training for districts with tools for aligning other funds to ensure the financial sustainability of the *Reform Plan* and lead to greater statewide impact [[APPENDIX A9: Fiscal Integration Model Initiatives](#)]. Other similar types of support are likely to be necessary during LEAs' implementation of the *Reform Plan*, and the LDOE will support their efforts through these contracted teams.

To provide support to other Non-Participating LEAs beyond R2T and ensure that the plan is financially sustainable, these functional experts will become part of the regular support fabric of LDOE and the cost will be assumed by LDOE on completion of R2T.

Build district capacity to sustain and scale reforms.

A streamlined and client-focused LDOE, together with the outstanding regional technical support described above, will dramatically improve districts' ability to implement dramatic reform. But our experience in Louisiana has already shown us that the transformation we seek in all schools and classrooms throughout the state is much more powerful when we create dramatic and lasting improvements in districts' internal capacity.

To translate and extend gains from R2T in Participating LEAs to Non-Participating LEAs, 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 summer 2010, Dr. Fullan and his team will begin efforts to scale his proven approach in all Participating LEAs. 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 [\[APPENDIX A10: Capacity Building Implementation Plan\]](#). The immediate actions of this process are to:

1. Work collaboratively with technical teams in the regions to build capacity of districts and schools to deliver the enhanced teaching and learning practices, including STEM, 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 Improvement Superintendents who will be able to sustain and extend the capacity gains across all schools;
4. Provide a capacity-building strategy for 100 schools across multiple districts; and
5. Develop the capacity of LDOE (as described in section A2(i), above) and Participating LEAs to replicate this process in successive years with all LEAs. The State will have built an incredible base of knowledge and information about which practices have been most effective, and can provide human and online tools to support their implementation.

The last action is especially crucial to statewide transformation. Based on our decade of reform experience, we fully expect 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 D2) coupled

with the distribution of this information to parents (see 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.

(i)(c) Louisiana provides 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 Department has sufficient capacity to provide dedicated finance and budget support. The Reform 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 A11: 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 LDOE going forward as described in our response to A2i(a). The Reform Director will have ultimate responsibility for ensuring that functional teams track and report the R2T-mandated performance measures. But it is also clear that making this information central to the teams’ daily operations will help ensure that they can deliver their greater responsibility to drive our nine Priority Goals .

(i)(d) Louisiana will use the funds from this grant as well as other federal, state, and local sources to carry out its *Education Reform Plan* and meet its Priority Goals.

Under Louisiana’s *Education Reform Plan*, significant other federal, state, and local resources have been and will continue to be redirected to align with the state’s and R2T’s overarching goals.

Louisiana’s R2T proposal requires \$175 million over four years as detailed in the budget. This grant will directly serve approximately 325,000 students during the term of the grant. The funds from this grant will supplement the state’s resources to more quickly deliver needed reforms and increase the achievement level of these and all Louisiana students – and they will create tremendous impact.

Our Reform Plans and Budget Narrative outline exactly how this money will be used to accelerate our reforms. As outlined above, the R2T priorities 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 provide 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 RSD. The SIG stream allows us to take our school turnaround to the next levels of low-performing schools. Thus, by investing SIG dollars in Participating LEAs that voluntarily implement a rigorous school intervention model, we have a greater likelihood of success and permanent reform.

In addition, the Louisiana Participating LEA *Partnership Agreement* **requires Participating LEAs to align their funds with R2T initiatives**. This condition was initially embraced by all state LEAs when they 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 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. LDOE has begun this alignment in support of the *Reform Plan* by coordinating other federal dollars, such as by setting aside \$4 million in IDEA Part B funds to provide training and on-site support for Response to Intervention in Participating LEAs and facilitating applications for the Teacher Incentive Fund.

We are confident that this alignment will be sustained for two reasons: First, the public will demand that LEAs account for their performance against the State's nine Priority Goals; second, families will demand LEA accountability after they receive a report providing value-added analysis of the quality of their child's education (see Reform Plans C2 and D2). These two forces will pressure districts to continue aligning all existing resources to ensure that programs and policies advance student academic achievement.

(i)(e) Louisiana will use the fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, reforms funded under the grant for which there is evidence of success.

Louisiana has plans both at the state and district level to ensure that the successful programs and initiatives that arise from upcoming reforms can be sustained far beyond the duration of R2T funds.

At the state level, 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. This focused coordination described above – across LEAs, Superintendent, Goal Office leaders, Delivery Unit and the Reform Team – will ensure that effective activities are identified and prioritized at the state level. We have also developed a plan to sustain our new infrastructure and support systems even under the most challenging economic scenarios. During the reorganization of the LDOE, we will repurpose or contract with personnel from within our departments and regions to provide R2T services. Also, through LDOE’s historical annual 5 percent attrition rate, we anticipate that we will have the ability to allocate 160 new open positions over the next 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. In addition, our adoption of a fee-for-service model within our regions will create an educational reform and best-practices marketplace that will promote the most successful reforms and ensure that 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 Comprehensive Performance Management System 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.

(ii) Louisiana’s *Education Reform Plan* has support from a broad group of stakeholders to better implement its plan, including support from the state’s teachers and principals, and other critical stakeholders.

Local, statewide, and national partners have committed to ensuring that 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 A12: Stakeholder Letters of Support]. In fact, every LEA received letters of support from their municipal leadership, local newspaper, parent, 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 partnering with the state to design a performance-driven compensation system, to historic community and civil rights organizations, such as the Urban League and Louisiana NAACP, who are committing to provide school-level turnaround assistance, Louisiana is experiencing an unparalleled 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. 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."

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 is a signed supporter of Louisiana's R2T application and has committed specifically to work collaboratively with the state to develop new systems to evaluate teachers based on student growth in academic achievement and reward those teachers who are effective.

The **Louisiana Association of Principals**, representing more than 1,100 of the 2,200 principals statewide, also endorses the *Reform Plan* and has 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

To bring about the bold statewide reforms incorporated in the *Louisiana Education Reform Plan*, support will be required from all levels of stakeholders beyond the school building, from local community and faith groups to state political and business leaders. Hundreds of these leaders from across the state have already expressed their support for and commitment to the *Reform Plan*, including [\[APPENDIX A12: Stakeholder Letters of Support\]](#):

Business community. More than two dozen chamber of commerce organizations pledged to help 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."

Charter organizations. 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."

Civil rights groups. The Louisiana NAACP, Urban League, the Black Alliance for Educational Options and 100 Black Men have expressed their commitment to helping the state, particularly for high-need students and high-risk schools.

Colleges and universities. The Board of Regents already has a strong collaborative partnership with the Board of Elementary and Secondary Education and the LDOE. Commissioner of Higher Education Sally Clausen and the Board of Regents has pledged to continue to strengthen that partnership and to support efforts to improve the effectiveness of new teachers at all universities in the state.

Legislative leaders. 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 to sustain successful Race to the Top reforms.”

On an ongoing basis throughout Louisiana’s implementation of its *Reform Plan*, the Reform Team, described above, will lead facilitation and integration of all stakeholder efforts and encourage local replication through the following activities:

- Involving the **business community** in best-practice teams to evaluate reform activities and advise districts on staffing and human capital management.
- Incentivizing **charter schools** to incubate new charters and expand implementation and study of best practices and innovative models.
- Engaging **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 to “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.” Similarly, The 100 Black Men organization of Louisiana pledged to encourage effective teachers to teach in high-need schools.
- Sharing data with **parent and community stakeholders** and inviting 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.”

- Sharing best practices and data with **higher education institutions and researchers**. Playing a critical role in the preparation of potentially effective and highly effective teachers and leaders, Louisiana colleges and universities 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. In addition, we will gather information about Louisiana students’ undergraduate success to inform ongoing LDOE action in the K-12 setting.
- Establishing a Louisiana **STEM Alliance** modeled after the Ohio STEM Learning Network, recommended by a Core Committee of stakeholders and state officials convened to develop a statewide STEM plan [**APPENDIX A13: Louisiana STEM Alliance Core Committee**]. Currently, we have five regional STEM hubs throughout the state, anchored by community resource providers such as the Louisiana Arts and Science Museum in Baton Rouge and Sci-Port: Louisiana’s Science Center in Shreveport. These STEM partners have expressed a firm resolve to increase applied learning opportunities for students, such as the *Sally Ride Science Festivals*, which encourage fifth through eighth grade girls to pursue science and related careers; and increase the preparation and effectiveness of STEM teachers. Stakeholders will also inform the state’s STEM strategy through a high-caliber Superintendent’s STEM Advisory Circle, made up of national leaders in STEM disciplines and related industries.
- Partnering with **foundations** that promote STEM to expand successful programs in Louisiana schools, such as First Lady Supriya Jindal Foundation for Louisiana’s Children; LSU’s GeauxTEACH, a residency program to develop STEM educators from non-traditional backgrounds; and NASA Threads Physics partnerships.
- Involving **legislative leadership** in statewide committees of study for state and district refinement, promotion, and sustainability of reform best practices, and building a collaborative network of nonprofit organizations to coordinate best-practice reforms. Over the last decade, Louisiana has benefited from the rise of educational nonprofit

organizations and will embrace these organizations and leverage their capacity and previous efforts to advance our reform agenda even faster. Based on the existing commitment of organizations such as Teach For America, the Broad Foundation, New Leaders for New Schools, The New Teacher Project, and the Charter Schools Growth Fund, the State will facilitate their continued individual and collective impact on our reform efforts.

(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) Louisiana has made significant 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.

Louisiana's significant progress during our reform efforts of the past decade aligns closely with the four ARRA reform areas. We have also significantly benefitted from ARRA and other federal and state funding to support these efforts. Our progress in each of these areas is described, by section, below.

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 has received an "A" and ranked first, second, or third for assessment, accountability and standards in K-12 classrooms every year that the Quality Counts report has been published (*Education Week*, 2007). In 2006, Louisiana was one of just two states to receive the highest quality rating of "A" for its standards and accountability policies (Editorial Projects in Education Research Center, 2006). We are one of only a few states that have a fully approved standards and assessment system under Title I of the ESEA.

The backbone of the state's accountability model is the standards-based assessment system, which was 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 time, 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 grades 3, 5, 6, 7, and 9, were added, as well as the Louisiana Alternate Assessment Levels 1 & 2 (LAA 1 and LAA 2). 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 and the Comprehensive Curriculum in order to support their instructional goals and identify students' academic strengths and weaknesses.

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'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 a federal Institute of Education Sciences (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 is currently implementing an IES grant to improve the accessibility and utility of its longitudinal data through a centralized storage solution.

Louisiana has used its sophisticated data capacity to improve teaching, learning, and educational decision-making for several years. Three primary uses have been most critical to our reform efforts: (1) using student achievement data to evaluate and hold teacher preparation programs accountable; (2) informing professional development and teacher compensation in schools implementing the Teacher Advancement Program; and (3) developing a value-added assessment model to inform the full range of performance management decisions in teachers' and leaders' careers.

Accountability for teacher preparation programs. 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 A14: 2009 Value-Added Report](#)].

Informing the Teacher Advancement Program (TAP). LDS data have been used as part of the value-added assessment that is integral to TAP, 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 76 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.

Developing value-added assessment models for teachers and schools. LDS data are the core enabling resource that enabled Louisiana to begin development of the statewide value-added assessment model for teachers and schools using state general funds in fall 2009. The value-added initiative is proceeding according to schedule and will deploy pilot test sites this school year and next, putting value-added results in the hands of teachers and educational leaders statewide during the 2011-2012 school year.

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 2010 *Education Week's* Editorial Projects in Education (EPE) Research Center rated Louisiana third in the nation for its programs to improve teachers and instructional quality.

Louisiana has long recognized the critical impact of teachers and leaders upon student opportunities across the state, and thus has a rich history of reform and improvement in this area. Our activities have focused primarily on: (1) expanding the statewide pool of effective teachers and leaders through traditional, state-sponsored and alternative preparation programs; and (2) supporting the growth and development of teachers throughout their careers.

Expanding leader and teacher pipelines. In order to expand the statewide pool of high-quality teachers, LDOE has supported the establishment of numerous alternative certification programs offered by universities and private providers, all the while ensuring the equitable distribution of high-quality leaders and teachers.

- **Leaders:** Since 2007, The Louisiana School Turnaround Specialist (LSTS) Program has been implemented in Louisiana through funding from the Wallace Foundation and state funds. The LSTS program recruits high-potential principals to build a cadre of school leaders prepared to turn around chronically underperforming schools. It is designed to

provide support to participating school districts by building the capacity of their school leaders to serve in challenging environments. Modeled after the University of Virginia School Turnaround Specialist 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. The LSTS Program provides two years of systemic leadership training, and requires the candidate to remain in the school a third year to sustain the turnaround process. Completion of the program, coupled with school performance meeting the LSTS Performance Based Criteria, results in the award of the School Turnaround Specialist Certification Endorsement to successful participants.

- **Teachers:** The New Teacher Project (TNTP) and Teach For America (TFA) have been at the core of these efforts to provide teachers via private providers. During the 2009-2010 school year, these organizations provided more than 600 teachers to low-income and high-minority communities throughout the state. One in three New Orleans public school students is 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 (STEM), special education, early childhood and foreign language teachers have served the children of New Orleans over the past five years. The state's value-added study has shown that these new teachers produce student achievement gains that are comparable to or greater than those of veteran teachers in specific content areas, once they have completed their training (Noell & Gansle, 2009; Noell, Gansle, Patt, & Schafer, 2009). 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.

Louisiana has used ARRA and other Federal and State funding to support these strategies by:

- Providing incentives to entice effective teachers to work in low-performing schools

- Providing incentives for teachers who get National Board Certification and Add-on certifications in critical areas; and
- Offering tuition assistance for teachers to get certified in critical shortage areas.

Supporting teachers’ ongoing development. 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. The Teacher Advancement Program (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).

Louisiana has also used ARRA and other Federal and State funding to support this strategy by establishing a community of continuous professional development through a process of mentoring and collaboration (e.g., Ensuring Literacy and Numeracy for All).

Turning around persistently 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 A15: 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 students in charter schools showed 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) (a) Louisiana has increased student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA.

As illustrated above, since 1996 Louisiana has made several very challenging – often unprecedented – changes to our educational system and the experiences of educators and students throughout the state. Through these changes, Louisiana's leadership has proved it can harness the will for bold change, map out a plan, and implement it to deliver results. Critical to the past decade have been reforms that raise standards and improve assessments, transform systems for data collection and use, dramatically increase the quality of teachers and leaders in every school, and boldly intervene in chronically low-achieving schools.

These reform efforts have combined to contribute to significant improvements in student performance statewide. **Since 1999, Louisiana has shown consistent improvement in student achievement on both national and state measures.**

Results on NAEP

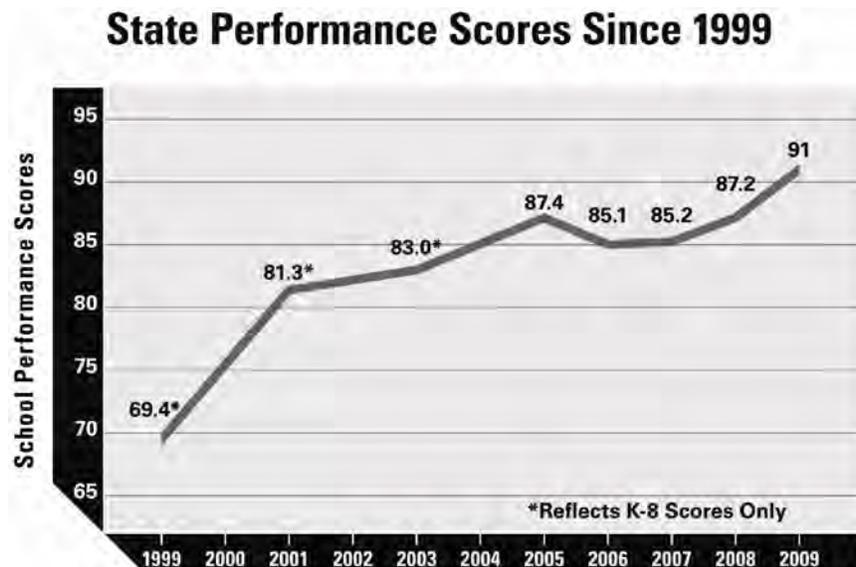
Since NAEP scores have been reported, Louisiana has demonstrated success in increasing student achievement in mathematics and in fourth-grade reading [\[APPENDIX A16: NCES](#)

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 fourth-grade reading, the percentage of students scoring *Basic* or *Above* **rose by 6 percentage points** between 1992 and 2007 (IES).
- In fourth-grade math, the percentage of students scoring *Basic* or *Above* **increased 33 points** between 1992 and 2009 (IES).
- In eighth-grade math, the percentage of students scoring *Basic* or *Above* **rose by 30 points** between 1992 and 2009 (IES).

Results on State Assessments

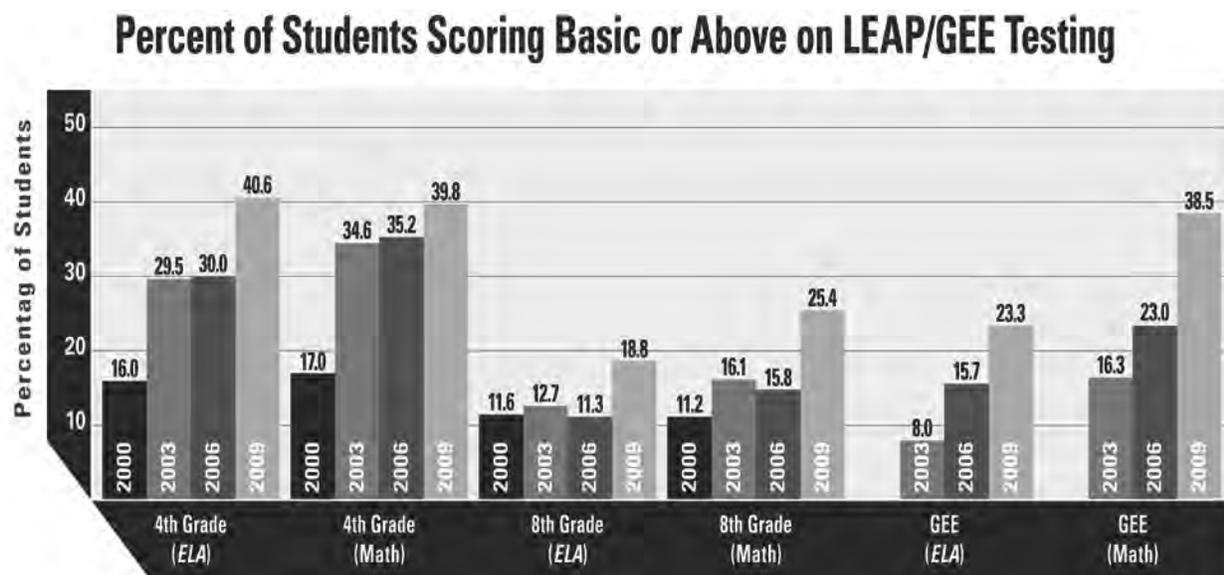
As mentioned in section A1, Louisiana has a cutting-edge accountability system that has driven substantial improvement in educational achievement over the past decade. Initiated in 1999, our Accountability System identifies our persistently lowest-achieving schools by providing each school with a School Performance Score (SPS) based on student achievement data and other school factors. The graph below shows the increase in the state’s performance scores in K-8 schools since 1999.



Louisiana students have also made considerable improvement on the state’s criterion-referenced, ESEA-compliant LEAP tests (LEAP, iLEAP, and GEE). For example:

- In fourth-grade English/Language Arts, the percentage of **students** scoring *Basic*¹ or *Above* **rose by 17 percentage points** from 2000 to 2009.
- In eighth-grade English/Language Arts, the percentage of **students** scoring *Basic* or *Above* **rose by 8 percentage points** from 2000 to 2009.
- In fourth-grade math, the percentage of **students** scoring *Basic* or *Above* **rose by 16 percentage points** from 2000 to 2009.
- In eighth-grade math, the percentage of **students** scoring *Basic* or *Above* **rose by 12 percentage points** from 2000 to 2009.

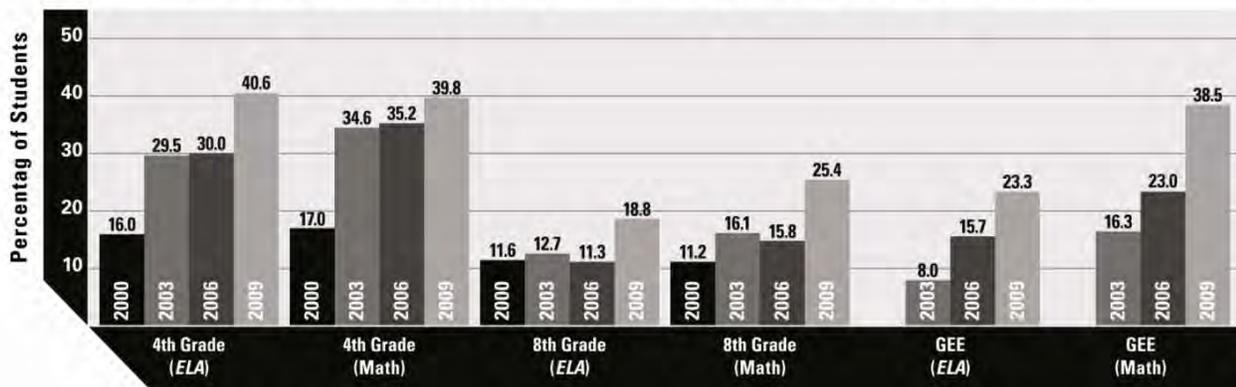
The chart below illustrates the academic performance gains made by all students between 2000 and 2009.



In addition, we have seen significant improvement in learning outcomes among students in special education programs, as measured by state assessments.

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

Percent of Students with Disabilities Scoring Basic or Above



(ii) (b) Louisiana has decreased achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA.

Since 1999 Louisiana has produced a reduction in achievement gaps among low-income and minority students in nearly all grades and subjects, as measured both on the NAEP and on state assessments.

Results on NAEP

Louisiana is the only state in which the gap between African-American and white students has narrowed significantly in both fourth-grade reading and eighth-grade math NAEP tests (Education Trust, 2009). For example:

- The gap between African-American and white students in fourth-grade reading was **reduced by 15 points** on the NAEP scale score from 1998 to 2009.
- The gap between African-American and white students in eighth-grade math **shrank by 10 points** from 2000 to 2009.
- The gap between students eligible and those not eligible for the National School Lunch Program in fourth-grade reading was **reduced by 11 points** from 1998 to 2009.
- In fourth-grade reading, the average scale score for **male students increased by 8 points** from 1998 to 2009, while the average scale score for **female students increased by 7 points** over that same time period. The gap change was not statistically significant. In NAEP fourth-grade math, the average scale scores for **females and males each**

increased by 11 points from 2000 to 2009. There is no significant gender gap in fourth-grade math.

- The average scale score in fourth grade math for students with disabilities increased from 168 in 1998 to 183 in 2009.

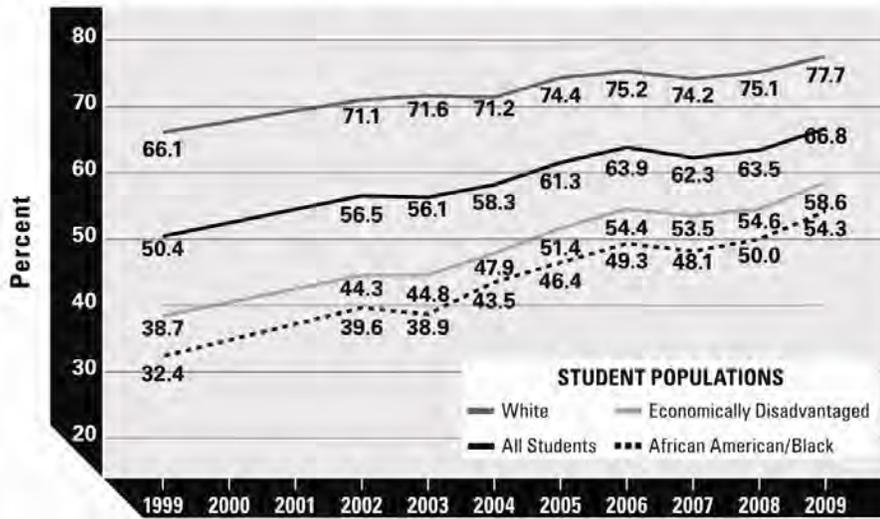
Results on State Assessments

Louisiana has also significantly narrowed achievement gaps between students, as measured on state assessments. Since 1999 LEAP scores have improved for minority students. Louisiana has also experienced success in closing the economic gap, as measured on state assessments. For example:

- The gap between African-American and white students in percent scoring *Basic* or *Above* in eighth-grade ELA was **reduced from 38 percentage points** in 2003 to **29 percentage points** in 2009.
- The gap between African-American and white students in percent scoring *Basic* or *Above* on eighth-grade Math was **reduced from 41 percentage points** in 2003 to **33 percentage points** in 2009.
- The percentage of students who participate in the federal free/reduced lunch program who scored *Basic* and *Above* in fourth-grade reading was 28 percentage points below non-participating students in 2003, but the gap had narrowed to 21 points in 2009.
- The percentage of students who participate in the federal free/reduced lunch program who scored *Basic* and *Above* in fourth-grade math was 31 percentage points below non-participating students in 2003, but the gap had narrowed to 28 points in 2009.

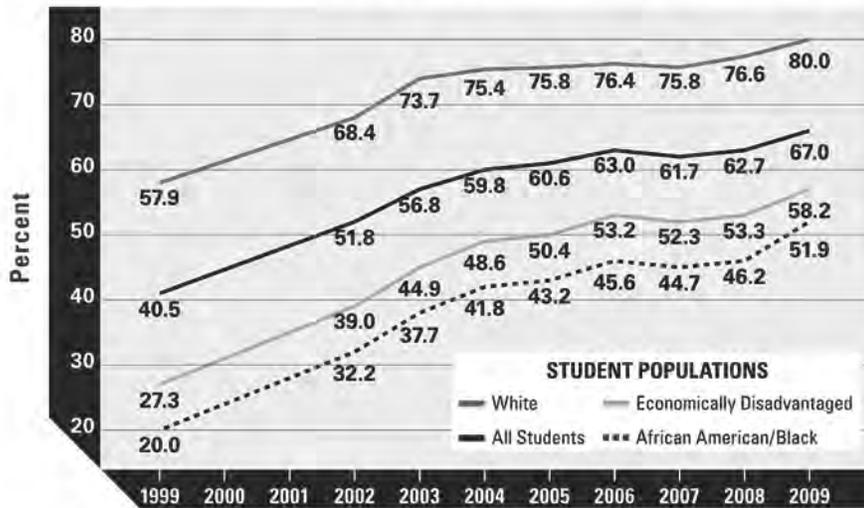
The graphs below reflect the percentage of students statewide who scored *Basic* or *Above* on the MATH and ELA portion of the LEAP test, and show the narrowing gaps among student groups referenced above.

Percentage of Students Who Scored *Basic* or Above on the *ELA* Portion of the LEAP Test*



*First-time testers and Full Academic Year: 1999-2001 grades 4 and 8; 2002-2005 grades 4, 8 and 10; 2006-2008 grades 3-8 and 10

Percentage of Students Who Scored *Basic* or Above on the Math Portion of the LEAP Test*



*First-time testers and Full Academic Year: 1999-2001 grades 4 and 8; 2002-2005 grades 4, 8 and 10; 2006-2008 grades 3-8 and 10

(ii)(c) Louisiana has successfully increased high school graduation rates.

Louisiana’s cohort graduation rate has increased over the years for which relevant data are available. According to the Editorial Projects in Education Research Center, approximately 62 percent of all students in Louisiana graduated from high school with a regular diploma in four years. This rate increased to 67 percent in 2009.

To improve the percent of students graduating on time, Louisiana established the **Ninth 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 10th 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 ninth to 10th grade and a halving of the ninth-grade dropout rate.

Ninth-Grade Statewide High School Initiative: 2006 to 2009

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

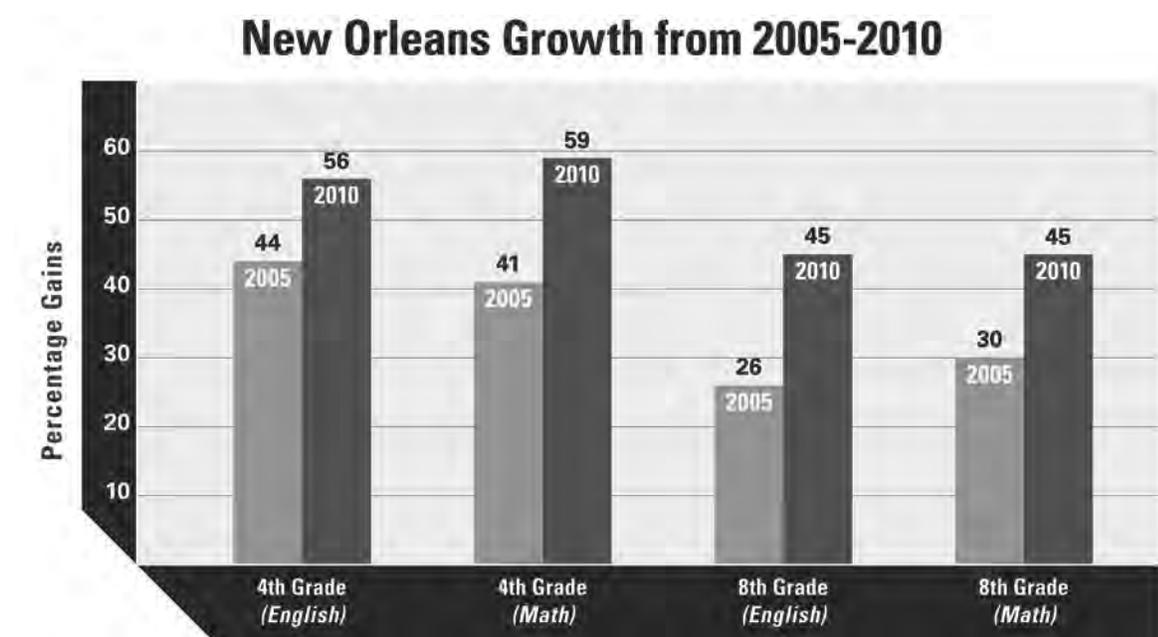
In addition, Louisiana has made a substantial commitment of ARRA funds toward improving the high school graduation rate through Jobs for America’s Graduates (JAG) programs, the state’s High School Redesign Initiative, and expanded Career and Technical Education offerings.

Contributions to Student Gains

It is clear that **the comprehensive reform agenda** described above and in section A1(i) – including higher standards and better-quality assessments, increased access to data, dramatic improvements in the quality of teaching and leadership, and bold interventions in low-

performing schools – contributed to increases in student achievement described above. Equally evident is that specific initiatives and programs have had a particularly strong impact. For example, we credit the Recovery School District with dramatically increasing student outcomes in Louisiana’s persistently lowest-achieving schools. And a statewide literacy pilot, begun in 2006, has contributed to significant improvements in student literacy over the past several years. Each of these programs – and their results – is described in more detail below.

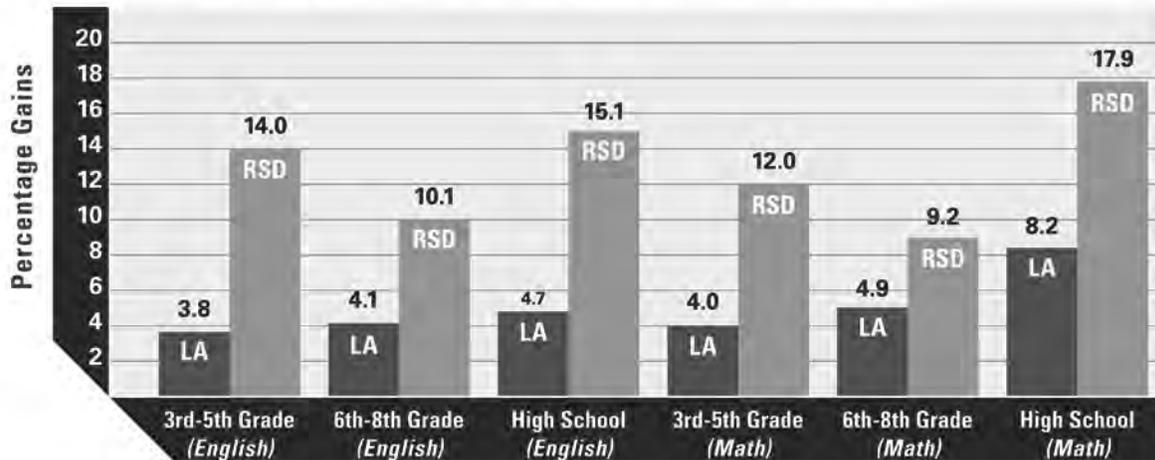
The Recovery School District. Driving much of the most recent increases in student achievement has been the state’s school turnaround effort. Students in the Recovery School District (RSD) showed significant growth in achievement in both reading and math from 2005 to 2010, as shown in the table below.



In addition, students’ LEAP results in the RSD 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 graph below illustrates that RSD schools (direct-run and charter) outperformed state gains in the percent of students scoring *Basic* or *Above* between 2007 and 2009.

Gains in Percent of Students Scoring *Basic* and Above

2007 to 2009 (Charters and Direct-Run Schools)

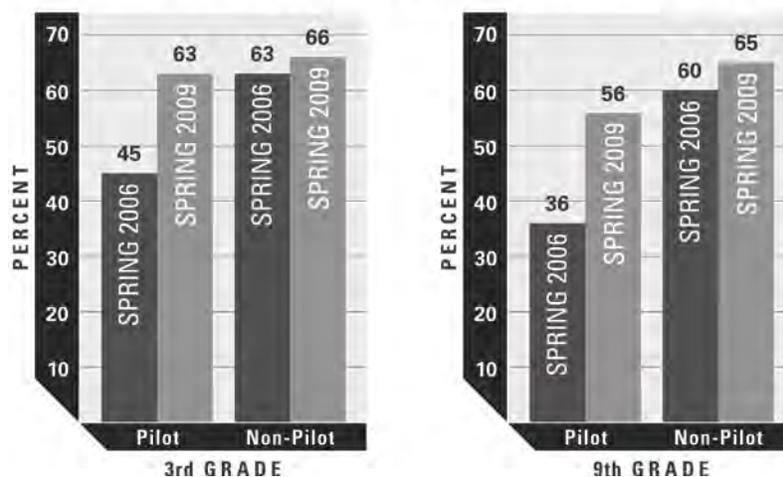


Louisiana Literacy Plan. In the fall of 2006, the LDOE began a kindergarten through 12th-grade pilot of the *Louisiana Literacy for All Plan*. Five pilot districts were selected to participate, and in the following year, four more districts were brought into the pilot program, including the RSD. Each participating district is required to include a complete feeder system spanning kindergarten through 12th grade resulting in a total of 27 schools from the nine districts participating during the 2008-09 school year. These feeder systems ensure continuity of interventions and instructional practices for students as they progress between grades and schools.

The graphs below show results for Louisiana's K-12 Literacy Pilot as compared to the statewide percentage of students scoring *Basic* or *Above* on the ELA portion of the iLEAP. The charts display statewide testing results for third- and ninth-grade students participating in the K-12 Literacy Pilot program. Among third-graders in the pilot, there was an 18-point gain over three years compared to a mere 3-point gain in the non-pilot schools. Among ninth-graders in the pilot program, there was a 20-point gain, compared to a 5-point gain in non-pilot schools.

K-12 Literacy Pilot Program (Compared to Statewide Results)

% Students Scoring *Basic* or Above on *ELA* Portion of *iLEAP*



Conclusion – Louisiana’s State Success Factors

Ten years ago, few would have thought that Louisiana could be the best at something other than our food and culture. But dramatic change is evident in this state. Louisiana’s approach and results prove it is on the right trajectory – and is fully capable of harnessing the will for bold changes that multiply these results. The reforms implemented over the past 10 years have improved the quality of teachers and leaders in our schools and, as a result, have increased student achievement, narrowed achievement gaps, and increased high school graduation rates. These results, combined with the underlying conditions established over the past decade and the commitment to bold reform accelerated by Hurricane Katrina, have motivated so many of our LEAs to sign on to the Louisiana *Reform Plan*, and prepared *all* districts to continue their significant progress toward our *Reform Plan* goals. With Race to the Top funding, Louisiana will continue its reform trajectory to extend our significant improvements in achievement statewide, until every student in the state achieves at least the gains we have already achieved with so many.

(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.³

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)(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,

³Phase 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.

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) Louisiana’s Participation in the Common Core State Standards Initiative

On **May 14, 2009**, Louisiana Governor Bobby Jindal and State Superintendent Paul Pastorek signed a 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. The Louisiana Board of Elementary and Secondary Education approved a resolution in May 2010 to adopt the common core standards by July 2010. These standards 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. CCSSI expects the final standards to be released by late spring 2010 [[APPENDIX B5: CCSSI Release Date](#)].

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 English-speaking and non-English-speaking 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. [\[APPENDIX B6: CCSSI International Benchmarking and the Common Core\]](#)

(ii) Louisiana’s progress toward and plan for adoption, extension, and implementation of the CCSSI standards

The Louisiana Department of Education (LDOE) will utilize Race to the Top funding to implement a high-quality plan for the adoption and rollout of 100 percent of the common core standards before August 2010. Louisiana is well poised to adopt, extend, 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), our existing statewide curricular standards. In **May 2010**, LDOE convened a committee composed of state staff, teachers, and leaders to guide Louisiana’s work in adopting, extending, and implementing the common core standards through the steps outlined below.

Adoption. By a resolution signed on May 20, 2010, the Louisiana Board of Elementary and Secondary Education (BESE) committed to adopt the common core standards no later than July 2010 [\[APPENDIX B7: Common Standards Resolution\]](#). 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 [\[APPENDIX B8: Legal Process for Adopting Standards\]](#). In **June 2010**, LDOE will present to BESE recommendations for the adoption of the common core standards, and BESE will approve a motion to adopt 100 percent of the common core standards for ELA and math, with full implementation to occur within three years.

Extension. Louisiana is committed to **going beyond the common core** by adopting aligned standards in science and social studies, extending standards to pre-K, and enhancing the standards to ensure that the needs of students with exceptionalities are fully met. LDOE has

contracted with WestEd, an organization with extensive experience in developing standards, to coordinate the standards extension process. Between June and July 2010, LDOE will convene meetings between our content committees, WestEd, and district or school staff, as appropriate, to develop:

- Pre-K standards aligned with the common core;
- Aligned social studies standards;
- Aligned science standards, with a STEM focus; and
- Additional Louisiana standards (up to 15 percent as judged necessary).

Within one month of the standards' release, WestEd will also examine the standards to ensure sufficient focus on meeting the needs of students with exceptionalities (e.g., students in English language, special education, and gifted and talented programs, and culturally diverse populations).

Implementation. Between October 2010 and July 2012, LDOE will engage in a systemic and thoughtful process that involves teachers and leaders in the full implementation of the standards. To support initial implementation, within one month of the standards' release, WestEd will develop a crosswalk between the common core standards and the Louisiana GLEs for transition planning. LDOE will work to adjust the current existing summative and formative testing blueprints based on the crosswalk.

As described in section B3 below, LDOE will build district and school awareness of the new standards beginning in October 2010 through the use of posters, handbooks and other multimedia materials, face-to-face training and online learning (e.g., webinars) to highlight the changes they can expect, as well as set expectations for how the new standards will be rolled out.

Revision of the Comprehensive Curriculum will also occur during this same time period. LDOE will use contracted course developers and other subject-matter experts, including teachers and leaders, to develop curriculum guides aligned to grade- or course-level standards for grades pre-K–12. The guidelines will include best-practice, research-based methods that integrate successful strategies for literacy instruction, response to intervention, and the use of appropriate technology. Louisiana's *Comprehensive Learning Supports System* will also be utilized to ensure the diverse needs of all students (e.g., students in English language learner, special education, and gifted and talented programs, and those from culturally diverse backgrounds) are met.

Beginning in May 2012, LDOE will create professional development modules for the new aligned courses to ensure that teachers throughout Louisiana fully understand the new standards and curriculum. We will design these modules to be job-embedded and to model best practices for teachers. Beginning in July 2012, LDOE will administer this professional development program, using LEA staff and LDOE Content Experts and highly effective teachers to provide direct support to schools and districts. The common core standards professional development will be conducted in coordination with the professional development associated with using data to drive instruction, described in section D5. These activities are described further in section B3, below, and in the table of key activities for section B.

(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 originally committed to participate in two consortia that were both formed for the purpose of developing high-quality assessments. These consortia have since merged to form the *Partnership for Assessment of College and Career Ready Standards*. **Louisiana is one of eight governing states in the partnership, and has agreed to fully commit to implement the new assessments no later than the 2014–15 school year.** In addition to Louisiana, the partnership includes the following 26 participants: Alabama, Arizona, Arkansas, California, Colorado, Delaware, Florida, Georgia, Hawaii, Illinois, Indiana, Kentucky, Maryland, Massachusetts, Mississippi, New Hampshire, New Jersey, New York, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Tennessee, and District of Columbia.

As stated in the Memorandum of Agreement [[APPENDIX B9: Partnership for Assessment of College and Career Ready Standards Partnership Agreement and Participating States List](#)], the partnership’s purpose 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. The partnership is committed to developing quality assessments for all students, including students with disabilities and students who are English Language Learners (ELL). Special care will be given to assessments for these populations, and the partnership is considering the best means to achieve this goal. Use of technology will play a key role in the new test design and implementation.

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, assessment design will enable schools to administer summative performance assessments throughout the school year, closer in time to where instruction actually occurs, as well as to administer a greatly streamlined, computer-based test at the end of the year that enables results to be reported back to schools quickly enough to include them on students’ final report cards. Summative assessment results will be available within two weeks of test administration to enable classroom teachers, school leaders, district administrators, and state officials to *make better-informed decisions about instruction and accountability*, which, in turn, will improve students’ achievement, ensure their readiness for

college and careers, and boost their rates of postsecondary success.. While a two-week turnaround of summative assessment results seems ambitious, this process has been successfully piloted in Louisiana with End-of-Course assessments (EOCs). 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 partnership and the rigorous timeline for adopting core assessments. Louisiana will ensure that all assessments are rigorous and match our strong early work on value-added measures and data systems.

Notably, on **March 9, 2010**, the U.S. Department of Education approved Louisiana’s alternate assessment based on modified academic achievement standards under Title I, Part A of the *Elementary and Secondary Education Act of 1965* (ESEA). Combined with Louisiana’s previously approved system of standards and assessments in reading/language arts, mathematics, and science, Louisiana is one of only a few states that have a fully approved standards and assessment system under Title I of the ESEA. [\[APPENDIX B10: USDOE Approval of LA Alternate Assessment System\]](#) Louisiana will build on its experience in developing high-quality assessments appropriate for students in ELL and special education programs to ensure the common assessments address learners with exceptionalities.

(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* supports the statewide adoption and implementation of internationally benchmarked K-12 standards and high-quality assessments that build toward college and career readiness by the time of high school graduation.

Louisiana’s standards and assessment system is already ranked within the top 10 in the

country (Achieve, Inc., 2007; Editorial Projects in Education Research Center, 2007; The American Federation of Teachers, 2008). However, we have 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). The newly transformed LDOE will increase districts’ and schools’ capacity to create and sustain a culture of continuous improvement through an ongoing, job-embedded professional development approach addressing standards, assessments, and curriculum. This process will be supported by permanent District Capacity teams, professional learning networks, and school-level leadership teams (see section A2).

Following adoption of the common core standards and related assessments, as described in sections B1 and B2 above, **the *Reform Plan* includes a comprehensive approach to implementing enhanced standards and high-quality assessments that includes five primary goals:**

- Align Louisiana curricula with the common core standards;
- Expand the Advanced Placement program for all Participating LEAs;
- Align LA’s other assessments, such as end of course assessments, LEA and ELDA, with the new assessment system developed through the partnership;

- Align LA’s accountability systems with the new standards and assessments;
- Build teacher capacity to meet the new standards and use the assessment systems; and
- Foster statewide awareness and understanding of the new standards and assessments.

These goals will be supported by the LDOE College and Career Ready Policy, which was developed in collaboration with the Board of Regents, the Bill and Melinda Gates Foundation, Achieve, and Education Counsel and adopted by BESE on January 12, 2010. Achieving these goals will require bold changes in our education policies and practices. Through our experience, however, we have proved 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. The activities we have planned to meet each of these goals are described in more detail below, and summarized in the key activities/timeline table for section B.

Align curricula with common core standards. To drive and inform state and local policy change in this area, we will align LA’s comprehensive curriculum and Pre-K curriculum, and provide information to institutions of higher education so they can modify their curricula for freshmen.

Louisiana will redesign the state’s *Comprehensive Curriculum* to focus on the common standards. Revisions will ensure that the model courses, instructional materials, and syllabi resources align with the common standards. These resources will be easily accessible through an online portal for use by districts, schools, and educators. The timeline in the key activities table below details the rollout plan of the new common standards and assessments.

A central focus of our curriculum alignment will be the development of rigorous curricula for math and science courses with applications to STEM fields (e.g., forensics, biotechnology, and robotics) and 21st-century skills. We will integrate engineering and design into the science standards of all K-8 sciences courses; develop a high school engineering course; and include technology standards in all courses at all levels.

To help students in English Language, special education, and gifted and talented programs meet and exceed the high academic standards in language arts and math, we will ensure that they have access to teachers and personnel at the school and district levels who are well-prepared and qualified to support their needs while taking advantage of the many strengths and skills they bring to the classroom. Finally, we will regularly share information about the

results from students' End of Course tests with colleges and universities to help them modify the content needed for freshman courses.

Expand Advanced Placement programs for all Participating LEAs. Louisiana will expand AP course offerings, particularly in STEM subject areas, within all Participating LEAs. This expansion will increase rigor in high school and better prepare students, especially poor and minority students, for entry-level college coursework expectations.

Align LA's other assessments with the new assessment system. Louisiana will also adopt an aligned assessment system for measuring progress toward the common standards that includes more valid summative assessments. And Louisiana will ensure that the common assessment system returns results with sufficient speed (e.g., within two weeks) to analyze results, determine and support 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.

We will also ensure that the LEAP Alternative Assessments (for students with significant cognitive disabilities and students with persistent academic disabilities) and the English Language Development Assessment (ELDA) are aligned to the common core standards and to the Louisiana extensions of these standards (described in section B1). This alignment will ensure that ELDA, LEAP and the common assessments continue to address the needs of English Language Learners and special education children, are rigorous, and match our state's strong early work on data systems and value-added measures.

Our Enhanced Assessment of Grade-Level Expectations (EAGLE), an online assessment for the four content areas, will be retooled to provide diagnostically useful data on the growth toward 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 [\[APPENDIX B11: EAGLE\]](#). These enhancements may include computer-adaptive features. EAGLE will also be enhanced to serve as an instructional improvement system (IIS) for LEAs (see section C3).

Align accountability systems with new standards and assessments. Louisiana will adjust its accountability measures to align with college- and career-readiness expectations. For

example, the state's School Performance Score for persistently low-performing schools to enter the Recovery School District (RSD) will increase from 60 to 75 over the next two years (see section E2). Also, our value-added system used to support teacher effectiveness will be expanded to incentivize high performance and more validly identify performance gaps (see section D2).

Build teacher capacity to meet new standards and use assessment systems.

Louisiana's new standards and common assessments will complement the state's recently-passed value-added teacher evaluation legislation to produce data that are useful to teachers and leaders in improving student achievement. The *Teaching Improvement Cycle* (see section D5), a process implemented successfully in the Recovery School District, will be used to help teachers and leaders reflect on the use of these standards and assessments and their impact on student learning. The cycle enables practitioners to intervene at key points to ensure that the standards and assessments are being used effectively. We will use Content Experts (including highly effective teachers and leaders) to advance teacher knowledge and use of the standards and assessments, with the objective to have a Standards Content Expert Teacher in every school.

In addition, we will adopt strategies that translate the standards and information from assessments into classroom practice for all students, including high-need students (e.g., students who participate in special education, English Language Learners (ELL), and gifted and talented programs). Louisiana will provide learning supports for these students using our *Comprehensive Learning Supports System*. This system describes classroom-based approaches, support for transitions and student interventions to enhance students' understanding of the new standards, assessments, and curriculum. Although Louisiana's ELL population is less than 2 percent, to ensure that these students master the common standards so they are college- and career-ready, we will incorporate the promising practices for ELLs identified by research (Short & Fitzsimmons, 2007), which include:

- Teaching language through content and themes;
- Building and activating background knowledge;
- Using native language strategically when explaining difficult concepts;
- Teaching the components and processes of reading and writing to students who do not read in any language;
- Ensuring literacy-rich environments where students are immersed in a variety of language experiences;

- Providing opportunities for classroom discourse and interaction that are well-designed to enable ELLs to develop communicative strengths in language arts; and
- Delivering instruction that develops foundational skills in English that enable ELLs to participate fully in grade-level coursework

For all students, including those receiving special education, we will also provide supports to help teachers individualize instruction to meet the needs of each and every child, e.g., scaffolding instruction to begin at students’ knowledge level and using developmentally appropriate materials.

Foster statewide awareness and understanding of new standards and assessments.

Louisiana 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 have improved, and how they will benefit students. LEAs will provide stakeholders with tactile experiences using the new standards through various professional learning methods (such as face-to-face trainings and online learning; see section D5). In addition, to accomplish the Race to the Top 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 (e.g., Urban League) with demonstrated experience in providing college and readiness training. They will work with high school students in Participating LEAs where the graduation rate is subpar 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.

(B)(3) KEY ACTIVITIES/TIMELINE

The following table summarizes the key activities, described above, that will support the above goals and advance our transition to enhanced standards and high-quality assessments.

Key Activity	Supporting Evidence	Action	Start Date	End Date
Revise the <i>Louisiana Comprehensive Curriculum</i> based	Curriculum that is clearly aligned with standards and assessments can	Present the College and Career Readiness Policy to BESE.; BESE adopts the policy.	Jan. 2010	Jan. 2010

Key Activity	Supporting Evidence	Action	Start Date	End Date
on the common core standards with greater emphasis on Literacy and Numeracy, postsecondary and workforce readiness, “21st century skills,” and STEM.	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).	BESE passes a resolution to adopt the standards by July 2010.	May 2010	May 2010
		Develop a crosswalk between the common core standards and the Louisiana GLEs for transition planning.	May 2010	June 2010
		Convene ELA and math committees to review/verify the common standards; determine additional Louisiana standards (15 percent as judged necessary).	June 2010	July 2010
	The Louisiana Math Science Partnership (MSP) is the only 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	Present to BESE the motion to adopt and implement 100 percent of the common standards for ELA and math; BESE adopts motion.	June 2010	June 2010
		Align state science and social studies standards to the common core standards, where appropriate.	July 2010	Jan. 2011
		Integrate engineering and design into the science standards of all K-8 science courses.		
		Address technology in the standards in all courses at all levels.		
		Include technology in the standards in all courses at all levels.	Sep. 2010	Sep. 2010
		Recruit and hire a Math Coordinator to work with the math standards, curriculum and PD development. (LDOE currently has coordinators		

Key Activity	Supporting Evidence	Action	Start Date	End Date
	school students.	for ELA, science, and social studies).		
	[APPENDIX B12: Math Science Partnership 2007 – 2008 Report]	Adjust existing formative and summative assessments to align with 100 percent of the common core standards and Louisiana standards (15% as judged necessary).	Sep. 2010	Jan. 2012
		Present to BESE the motion to adopt and implement the science and social studies standards (aligned to the common standards, where appropriate).	Mar. 2011	Mar. 2011
		Generate and continually build awareness of new standards to help LEAs set expectations for learning (using existing District staff).	Oct. 2010	June 2011
		Develop and release RFP to develop, print, and distribute GLE posters and handbooks as well as other multimedia during Year 2 (2011 – 2012).	Jan. 2011	Feb. 2011
		Revise the <i>Comprehensive Curriculum</i> , organizing the common standards (and additional state standards as necessary) as the basis for units of instruction; establish contracts with course developers, content area literacy strategy experts; develop curriculum guides aligned to grade/course-level standards for grades pre-K–12, to include best-practice/research-based methods and integrating literacy strategies, technology, Response To Intervention, and LA’s <i>Comprehensive Learning Supports System</i> to meet the diverse needs of all students	Oct. 2010	July 2012

Key Activity	Supporting Evidence	Action	Start Date	End Date
		(ELL, special education, etc.)		
Embed in the undergraduate and alternative teacher preparation curriculum the common core standards and Louisiana's newly aligned <i>Comprehensive Curriculum</i> with accompanying assessments and instructional tools.	Assurance from the Board of Regents and private providers to incorporate new standards and curriculum into pre-service programs.	With BOR, develop matrices for the common core standards in ELA & math to identify changes to teacher preparation curriculum.	Aug. 2010	Dec. 2010
		Develop alignment matrices for state standards for science (with a STEM focus) and social studies.		
		Submit matrices and requests to change curriculum to the BOR and LDOE.	Jan. 2011	Feb. 2011
		Meet with and attain approval from university curriculum and private provider committees to change the curriculum.	Feb. 2011	May 2011
		Implement changes to teacher preparation curriculum.	May 2011	Ongoing
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	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).	Develop professional development modules for courses aligned to the common standards and additional Louisiana standards (15 percent as judged necessary).	May 2012	Ongoing
		Create special STEM-focused programs and career academies directly related to STEM fields; e.g., Forensics, Biotechnology, Robotics, Project Lead the Way, Environmental & Spatial Technology, etc.	Jan. 2011	Ongoing
	Sustained professional development increases teacher effectiveness and classroom instruction in such a way as to	Recruit four Regional Teams of four Content Area Experts (16 total; one each for ELA, math, science and social studies) to support District delivery of professional development	June 2011	Aug. 2011

Key Activity	Supporting Evidence	Action	Start Date	End Date
<p>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.</p>	<p>increase achievement of low-achieving students (Haycock, K., 1998).</p>	<p>to teachers in the Participating LEAs.</p>		
		<p>Deliver PD (TOT) for Content Experts and District personnel in four regions, to enable them to re-deliver training to teachers.</p>	July 2012	Ongoing
		<p>Content Experts and District personnel will provide ongoing PD in a job-embedded format that includes modeling and mentoring. Content Experts will provide training and support in LEAs.</p>		
		<p>Replace the Graduate Exit Exam (GEE) with EOC tests aligned with the common core standards.</p>	July 2010	Ongoing
		<p>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).</p>		
		<p>Implement Biology EOC test; Develop and field-test one for English III.</p>		
<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</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>Implement the English III EOC test and begin item development and field-testing for American History.</p>	July 2011	June 2012

Key Activity	Supporting Evidence	Action	Start Date	End Date
necessary to support multiple EOC tests. (EOC assessments for Algebra I, Geometry and English II have already been developed and implemented)	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).	Implement the American history EOC test.	July 2012	June 2013
	EOC assessments maintain consistent curricular expectations and ensure a common quality standard, and enable more in-depth assessment of the curriculum; and students understand that their engagement in coursework matters (Education Commission of the States, 2008).	Develop new EOC tests that will be used for college entrance or college placement (e.g., Algebra II, Chemistry).	July 2011	June 2014
	EOC assessments are considered more rigorous (College and Career Readiness Policy Report, 2009).			
Increase Advanced Placement (AP) courses offered to students in traditional settings and via the Louisiana Virtual School (LVS); and provide corresponding professional development.	Participation in AP courses successfully prepares more students, especially minority student populations and females, for success in STEM disciplines (Gonzalez, E. O'Connor, K., & Miles, J., 2000).	Collaborate with College Board Program and Higher-Education to provide a course support system for AP and pre-AP efforts.	Apr. 2010	June 2011

Key Activity	Supporting Evidence	Action	Start Date	End Date		
<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' enrollment in AP; and to ensure minority students and girls are included, especially in STEM-focused AP courses).</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>Recruit schools or universities in each region of the state to be College Board-approved training sites for AP & pre-AP teachers.</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., & Miles, J., 2000). [APPENDIX B13: AP International Ranking Chart]</p>	<p>Partner with College Board to train the instructors for these sites.</p>				
		<p>Provide AP courses through the LA Virtual School 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>Seek legislation to procure state funds for AP test fees for students taking AP</p>			<p>Feb. 2011</p>	<p>June 2011</p>

Key Activity	Supporting Evidence	Action	Start Date	End Date
		courses		
		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.	July 2011	June 2012
		Increase the number of AP courses offered each year until every school is offering at least four AP courses.	July 2011	June 2014
		Increase the course offerings (e.g., engineering and other STEM-focused courses), professional development, and franchise courses provided by LA AP Academy.	July 2011	June 2012
		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. <i>(State-funded training will continue for several years to build the capacity of schools to offer AP and pre-AP courses.)</i>	June 2013	Aug. 2014
Support accelerated early learning by implementing a developmentally appropriate pre-K curriculum that aligns with the common standards and focuses on research-based approaches and all	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	Align the pre-K standards with the common core standards.	July 2010	Feb. 2011

Key Activity	Supporting Evidence	Action	Start Date	End Date
areas of development, especially on the early language, cognitive, and pre-reading skills that prepare children for continued school success.	or “starting point” for professional development (Scott-Little, C., Kagan, S.L., Frelow, V.S., & Reid, J., 2008).			
	Louisiana early learning guidelines include: <ul style="list-style-type: none"> - LA Early Learning Standards - LA pre-K Program Guidelines - Early Childhood Approaches to Learning - LA pre-K and K Portfolio Assessment Guide 	Present to BESE the motion to adopt and implement the revised pre-K standards aligned with the common core standards. BESE adopts motion.	Mar. 2011	Mar. 2011
	[APPENDIX B9 – Partnership for Assessment of College and Career Ready Standards Partnership Agreement and Participating States List]	Adjust the pre-K <i>Comprehensive Curriculum</i> to ensure alignment with the common core standards; include the best-practice/research-based methods.	Oct. 2010	July 2012
Participate in consortia of states to develop common high-quality assessments that align with the common core standards. By no later than the adoption of these new assessments,	Louisiana currently administers online EOC tests and returns students’ scores within 48 hours.	Join consortia of states that are working jointly to develop and implement common, high-quality assessments aligned with the common standards. Race to the Top funds will not be used to create summative assessments. In particular, Louisiana will:	Jan. 2010	Jan. 2013

Key Activity	Supporting Evidence	Action	Start Date	End Date		
<p>LDOE commits to providing summative assessment data to districts within two weeks of the completion of the tests.</p>		Initiate development of subject area, grade-level, and End-of-Course assessments (stated in B2)				
		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				
		Release an RFP for platform and evaluate submissions				
		Recruit test items from NAEP, TIMSS, and PISA for the item bank				
		Build common summative assessments using shared selected-response and short-answer test items				
		Work with consortia to apply for funds through the Race to the Top assessment competition to develop summative assessments				
		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 may include computer-adaptive assessments, expanding Louisiana's large base of currently computer-adaptive assessments.			Jan. 2012	Ongoing

Responsible Parties

Debbie Schum – Executive Director, College and Career Readiness - Goal Office, LDOE

Jill Slack – Director, Literacy - Goal Office, LDOE

Guillermo Ferreyra – Executive Director, STEM - Goal Office, LDOE

Scott Norton – Executive Director, Accountability - Business Office, LDOE

Nancy Beben – Director, Accountability - Business Office, LDOE

Susan Batson - Director, Special Education, School Supports & Regulation - Business Office, LDOE

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

Performance Measures 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 re-deliver professional development on the Comprehensive Curriculum	0	0	0	675	675
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 toward the data integration, infrastructure investments, and data-driven professional development needed to ensure teachers and leaders have the information needed to be effective.

America COMPETES Element	Included in LA’s LDS
<p>(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system. <i>Louisiana completely meets this element; the P-12 Longitudinal Data System provides each student a unique identifier named GENID. The student identifier does not allow them to be uniquely identified by the user.</i></p>	√
<p>(2) Student-level enrollment, demographic, and program participation information. <i>Louisiana completely meets this element. The state collects from each LEA student-level enrollment, demographic, and program participation information. State law mandates collection of student information from the LEAs via a prescribed interface schedule.</i></p>	√
<p>(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs. <i>Louisiana completely meets this element and it is available and reported in the Longitudinal Data System. Detailed data describing the points at which students enter and exit the P-16 system are collected and put into statewide LDS from all public post-secondary institutions from the state of Louisiana. In addition, we match to the National</i></p>	√

America COMPETES Element	Included in LA's LDS
<i>Student Clearinghouse to ensure data are accurate and to gather additional data for non-public institutions and students attending post-secondary institutions out-of-state.</i>	
<p>(4) The capacity to communicate with higher education data systems. <i>Louisiana completely meets this element. The Department of Education communicates with all public and nonpublic high schools and all in-state higher education data systems through a direct connection or batch uploads.</i></p>	√
<p>(5) A State data audit system assessing data quality, validity, and reliability. <i>Louisiana completely meets this element. Diagnostic checks are routinely conducted to validate attendance, exit codes, discipline, truancy, free and reduced lunch, and all other main elements. Systems are also audited by legislative auditors.</i></p>	√
<p>(6) Yearly state assessment records of individual students. <i>Louisiana completely meets this element. 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>(7) Information on students not tested, by grade and subject. <i>Louisiana completely meets this element. Districts upload on an interface schedule into the P-12 LDS data on students not tested by grade or subject, e.g., course grades, student attendance, discipline (e.g., suspensions), etc.</i></p>	√
<p>(8) A teacher identifier system with the ability to match teachers to students. <i>Louisiana completely meets this element. An annual October 1st data collection schedule allows LDOE to match data between teachers, students, and courses.</i></p>	√
<p>(9) Student-level transcript information, including on courses completed and grades earned. <i>Louisiana completely meets this element. Louisiana's Student Transcript System currently collects all transcript information, including courses completed and grades earned for students grades 9-12.</i></p>	√
<p>(10) Student-level college readiness test scores. <i>Louisiana completely meets this element by collecting college readiness test scores (ACT) data.</i></p>	√
<p>(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework. <i>Louisiana completely meets this element. It is available in the higher education data systems which are linked to LDOE's P-12 LDS.</i></p>	√
<p>(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education, including whether students enroll in remedial coursework. <i>Louisiana completely meets this element by exchanging information between LDOE P-12 data system and the data systems of higher education and other agency partners (e.g., DHH, BOR and DOJ) throughout the state.</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.⁴

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

Louisiana’s status as a national leader in the use of information to improve instruction (Editorial Projects in Education Research Center, 2009) demonstrates our shared beliefs with Arne Duncan, secretary of the U.S. Department of Education. As 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 already ranks 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). But our commitment to giving every student access to a great teacher drives Louisiana to make even further enhancements to our data systems, for three reasons. First, leaders at all levels need reliable, valid data about the effectiveness of each teacher to inform decisions about professional development, compensation, tenure, dismissal, and other issues. Second, teachers themselves need information about how their own students are performing and about practices they can use to improve each student’s learning. Third, parents, community members, and other stakeholders

⁴ 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.

need user-friendly data about school and teacher performance so they can be active partners in improving school performance over time.

To meet these needs, Louisiana will use Race to the Top funds to make data accessible to a variety of stakeholders and ensure that it can be used to make policy, operations, management and resource allocation decisions at multiple levels through the following systems:

Value-Added Teacher Preparation Program Assessment Model (TPPAM). Louisiana is already using LDS data through TPPAM, which assesses the average effect of new teachers from each teacher preparation program on student learning, taking student, class, and school factors into account [[APPENDIX A14: 2009 Value-Added Report](#)]. TPPAM demonstrates LA's capacity to link student performance data to teacher effectiveness to inform decisions regarding educational policy and programs. The information from TPPAM is made fully available to the public. As described in section D4, the state uses TPPAM data to intervene in programs whose graduates perform below other new teachers according to value-added analysis.

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. 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 are and will continue to be made available to educators at a variety of levels, to provide objective data that can guide decisions regarding instruction, professional development, school improvement initiatives, and personnel assignments. Statewide access to value-added assessment data on teachers is expected to be available for all LEAs in 2012.

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 makes a variety of useful data available to teachers, principals, superintendents, and state leaders. The portal allows teachers and principals to verify that teacher-student links are accurate prior to the data being used in analyses examining achievement outcomes [[APPENDIX C1: CVRP Overview and Screen Shots](#)]. After analyses have been completed, teacher-student achievement outcome reports are placed in CVRP for teacher, principal, and superintendent access. The reports display, via a user code, a teacher's student achievement outcomes for *each*

content area and, if applicable, results for specific student groups (e.g., high-achieving, low-achieving, students with disabilities, English language learners). Eventually, the functionalities offered through CVRP will be folded into the more comprehensive Human Capital Information System (HCIS; described in section D2). Louisiana piloted CVRP in 16 schools from 11 different LEAs in 2009-10. A second pilot, testing CVRP in 20 LEAs, will begin in spring 2010 and full rollout will occur in fall 2011 for all Participating LEAs.

The Human Capital Information System (HCIS) is perhaps one of the most exciting endeavors to increase the availability and use of data to increase student achievement and teacher effectiveness. HCIS will be built over the next two years as the repository of the vast amount of human capital data collected as the *Louisiana Education Reform Plan* is implemented. HCIS will store existing human capital data such as certification and value-added effects, as well as newly collected teacher evaluation, placement, distribution, promotion, and compensation data. HCIS will be accessible through INSIGHT (described below) so that teachers, leaders, administrators, researchers, 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.

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 (e.g., attendance, achievement, discipline records, etc.) to let parents, teachers, and school leaders know whether each student is on-track or at-risk for meeting major milestones (e.g., promotion, graduation, grade-level expectations, etc.). We will involve educators and parents in the development of the Annual Student Progress Report to ensure a user-friendly format. We will make the report available electronically and in print, in English and in other languages, to teachers, principals, district and state leadership teams, students, parents, and other community stakeholders. Additionally, LDOE and the LEAs will participate in a marketing campaign to inform parents and families of the existence, importance, and methods of dissemination of the Annual Student Progress Report. Teachers will help parents and families understand the report and how to use the information to help their children.

INSIGHT. Louisiana's *Reform Plan* will build on the strength of its existing data systems to make data even *more* accessible and usable to stakeholders through the development of a centralized information web-based portal, called INSIGHT. Louisiana's new value-added educator evaluation legislation will mean it is critically important for educators to have access to

information about their impacts upon student achievement. Teachers, leaders, administrators, researchers, and other stakeholders will have unprecedented access through this portal to data and information from our instructional improvement system, Enhanced Assessment of Grade-Level Expectations (EAGLE); HCIS; and our LDS. INSIGHT will connect viewers to customized dashboards, through which they will be able to use data and share information to identify practices and policies and evaluate programs that are most effective in educating all students, particularly those that are most effective in closing the achievement gap. We will convene a consortium composed of researchers, university staff, and other key stakeholders (e.g., STEM-related private foundations, the Center for Research On Education Outcomes, and others) to meet with LDOE staff quarterly to help us address this challenge and create innovative solutions. This process will involve a Memorandum of Understanding between universities and researchers and LDOE on data sharing.

The data and analyses available on INSIGHT will allow teachers, leaders, administrators, and our partner researchers to see the academic growth pattern of individual students over time and determine whether they are consistently progressing academically. INSIGHT will also provide teachers with predictions of how well students will do in the future on state assessments or the ACT, so that they can differentiate instruction and measure the effects of their teaching on student learning. It will also give teachers links to information and professional development to help them reflect on their own teaching practices and better address the needs of students. Accessibility to this information will enable teachers and leaders to have more informed conversations with parents and families about their children's progress, and make those conversations easier to facilitate.

One critical use of INSIGHT will be to enable the STEM Goal Office as well as LEAs and teachers to track our progress in increasing enrollment and success in STEM-related courses, especially for currently underrepresented groups such as girls, low-income students, and minority students. INSIGHT will provide timely data about course-taking and results on End-of-Course and AP assessments in the STEM fields, disaggregated by student gender and socioeconomic subgroups, enabling the STEM Goal Office and local educators to monitor whether each school and LEA is making strides towards the state's goals. The data will enable teachers, LEAs, LDOE, and the Regional STEM Hubs (described in section D5) to design

professional development and support to meet the real needs of educators taking on this challenge.

We are committed to refining our data systems to ensure that LDOE and our LEAs can sustainably provide the necessary support tools and resources for all the other reforms Louisiana will undertake as part of this proposal. Our partnership with numerous state agencies in the creation of a P-20 LDS will enable us to significantly increase educator and researcher use of data.

(C)(2) GOALS

The above systems will increase access to and use of statewide longitudinal data, by:

- Increasing the timely exchange and integration of multisystem P-20 LDS data within LDOE and among statewide agencies, for use by a variety of stakeholders, including teachers, principals, district and state administrators, students, parents, partner researchers, and other community members;
- Strengthening the link between student achievement data and teacher effectiveness to make decisions about policy, operations, management and resource allocation through continued use of the Value-Added Teacher Preparation Program Assessment Model and the Value-Added Assessment Initiative for Schools and Teachers;
- Providing key stakeholders with access to data about important student indicators showing whether each student is on-track or at-risk for meeting major milestones, including access to information about STEM course-taking and success, disaggregated by student gender and socioeconomic subgroups;
- Consolidating statewide human capital data into one central repository (HCIS) and providing data about educator effectiveness to the public; and
- Creating a web-based information portal (INSIGHT) to provide the stakeholders listed above with highly accessible, clear information to facilitate instructional decisions and interventions, program evaluations, and policy decisions.

(C)(2) KEY ACTIVITIES/TIMELINE

As described above, LA is committed to 4 key activities to meet these goals:

Key Activity	Action	Start Date	End Date
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Key Activity	Action	Start Date	End Date
Expand and adapt P-20 LDS to integrate existing LDOE systems with external state agency data. [APPENDIX C2: P20 Longitudinal Data System Partnership Confidentiality Agreements]	Create a centralized longitudinal data repository linking new and existing student, teacher; and school data currently housed in multiple 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 rollout 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 rollout of CVRP across the state.	Aug. 2011	July 2012
Design a web-based portal and on-line reporting mechanism (INSIGHT) where key stakeholders, including researchers, can access LDS data and other information.	Convene consortium composed of researchers and university staff to help LDOE develop research questions.	Sep. 2010	Nov. 2010
	Develop analytic models to predict student success with guidance from the research consortium.	Oct. 2010	Dec. 2010
	Design INSIGHT, our web-based portal, for key stakeholders to access student information.	Oct. 2010	Apr. 2011
	Develop features and format of <i>Annual Student Progress Report</i> for parents; involve teachers, leaders, and parents in development to ensure a user-friendly format that includes making the report available in other languages as needed. A marketing campaign about the existence, importance, and methods of dissemination of the report will also be conducted during this period. System will include detailed reports on STEM course completion and success, disaggregated by subgroup.	Nov. 2010	Mar. 2011
	Provide training and technical support to key stakeholders using INSIGHT, our web-based reporting portal.	Mar. 2011	Ongoing
	Disseminate and continuously improve the <i>Annual Student Progress Report</i> and annual campaign regarding the existence, importance, and methods of	Annually	Ongoing

Key Activity	Action	Start Date	End Date
	dissemination regarding the report.		
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 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.	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 provide individual teachers with the capability to analyze their value-added score from which they can address the specific needs of their students based on growth data.	June 2010	Ongoing
	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; number 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, Delivery Unit, LDOE

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

Carol Mosley - Design and Implementation Supervisor, Information Technology Office, LDOE

Dave Elder - Director, Information Technology Office, LDOE

Performance Measures 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
Statewide LDS which includes all elements in the America COMPETES Act (PL-110-69)	All data elements are in place. Design for a singular, centralized integrated LDS containing data from multiple systems and agencies is in design stage.	50% or more of the State's targeted longitudinal data will be loaded and available to internal users.	100% percent of the State's longitudinal data will be loaded and accessible.	LDS is fully operational. Accessibility and performance benchmarks have been set; continuous system improvement throughout the year.	Ongoing, continuous improvement to the reporting capacity based on user need.
Provide stakeholders with access to interagency P-20 data in the state's LDS, e.g., longitudinal data from educational, social service, corrections, health, and workforce systems		Data exists in all identified systems; centralized repository does not exist; system in design.	Select vendor; complete design; begin building centralized system; pilot test system in select Participating LEAs.	Conduct full-scale systems roll-out in Participating LEAs.	Complete rollout for all LEAs.

Provide access to student-level information for all students returning to public school from the previous year. (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.)	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.	
Total number of hits to INSIGHT, Louisiana’s centralized information web-based portal.		Baseline data on the no. of hits	15% increase from previous year	25% increase from previous year	25% increase from previous year
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

Ensuring effective teachers in every classroom requires both data *about* teachers and data *for* teachers. Long before Race to the Top (R2T), Louisiana understood the importance of having an instructional improvement system (IIS). We created the Enhanced Assessment of Grade-Level Expectations (EAGLE) to provide this capability. EAGLE provides teachers, principals, and administrators with meaningful support to systematically manage continuous instructional improvement. Its functions include: a formative assessment engine, an item bank, and a content assessment reporting system in which teachers can upload data. With R2T funds, EAGLE will be enhanced to allow districts the capability to upload information to the system. It will also serve as a statewide framework to access data to structure conversations about teaching and learning.

Our Human Capital Information System (HCIS) will provide teachers with frequently updated effectiveness information, allowing them to more readily identify their own areas of instructional improvement and opportunities for professional development. Access to HCIS will allow principals, administrators, researchers and other key stakeholders to use data to draw conclusions about teacher needs for targeted support. This information can be used to help measure the impact of current professional development programs and future needs.

The combination of these two data sets will prove invaluable at improving instruction and academic outcomes for all students, and continuously increasing teacher effectiveness.

Louisiana’s plan for using data to improve instruction is threefold:

- Ensure each LEA’s acquisition and adoption of an instructional improvement system that provides teachers, principals, and administrators with data and resources needed to inform instruction on a week-by-week and monthly basis;

- Use state and regional support teams (see Section A2 for detailed description) to increase school and district capacity to use data to support continuous instructional improvement; and
- Make the data from the instructional improvement system and the statewide Longitudinal Data System accessible to researchers to increase the identification, dissemination, and replication of best practices for educating different types of students (i.e., students with disabilities, English Language Learners, and students whose achievement is well below or above grade level).

(i) Increasing the acquisition, adoption and use of instructional improvement systems.

Louisiana will rely on two primary strategies toward this goal. First, all Participating LEAs have agreed to and will be required to acquire, adopt, and use an instructional improvement system (IIS), either the Enhanced Assessment of Grade-Level Expectations (EAGLE) or another from the state-approved list that meets similar standards for quality. Second, planned improvements to EAGLE will make LEAs statewide (both Participating and not) much more likely to adopt and use the system because it will be low-cost, highly functional, and fully integrated with Louisiana’s changing standards, assessments, and other information systems.

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 (HHP) 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, though they retain the option of purchasing one from a pre-qualified (by LDOE) vendor. Louisiana’s goal, however, is to retool EAGLE as a web-based IIS that is so useful to teachers and leaders that LEAs statewide will be compelled to

adopt and use it. Using the EAGLE system, teachers will be able to identify student strengths and weaknesses, plan curriculum, access targeted classroom resources, and refine instructional strategies based on student performance. The 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. Our marketing campaign targeting teachers and leaders, promoting the features and benefits of the enhanced EAGLE, will increase usage. Providing all LEAs access to EAGLE should dramatically reduce operational costs statewide because LDOE maintains and provides annual upgrades to the system.

In March 2010, the Department of Commerce through the National Telecommunications and Information Administration (NTIA) awarded Louisiana an \$80 million broadband stimulus grant to expand high-speed Internet access to more than 80 community anchor institutions – including universities, K-12 schools, and libraries – in some of the most economically distressed regions in Louisiana, e.g., the Delta parishes and the northeast part of our state. This broadband expansion project will help LDOE ensure that all of our schools, LEAs, and other stakeholder groups, particularly those in impoverished regions, have the technology platform needed to access the state’s online portal and conduct on-line formative and summative assessments. All instructional improvement systems will use the same technology-based tools (i.e., online reports and analyses based on assessments).

Participating LEAs will also receive the added benefit of access to the Human Capital Information System (HCIS) which will provide teachers with frequently updated effectiveness information, allowing them to more readily identify areas of instructional weakness and opportunities for professional development (see the figure below for an example of a teacher’s HCIS experience*). This interface will use technology to support CMPS as well the newly-required annual performance evaluations to draw conclusions about teacher needs based on evaluations 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 have 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 [\[APPENDIX C4: HCIS Administrator\]](#).

RACE TO THE TOP
HCIS TEACHER

My Effectiveness

Ms. Sora Abigail | Teacher, 5th Grade • Springfield Middle School | January 19, 2010 | Logout

So What?

You are ranked as Effective in Instruction. To become Highly Effective try development work in these three areas:

- Use online tools to assist advanced students in independent learning
- Develop strategies for working with ELL students in groups and one-on-one
- Increase student participation through development of peer-to-peer teaching and learning units

Increasing your effectiveness in these areas means 12% student achievement gains in your classroom.

My Action Plan: Towards Effectiveness

Action	Strategies
Action 1: Identifies and plans for individual differences.	Meet with Mentor Teacher Yvette Fleury on student differentiation strategies. Schedule peer tutorial and feedback session.
Action 2: Manages learner behavior to provide productive learning opportunities.	Work on collaborative electricity teaching unit with student groups
Action 3: Plans for professional self-development.	Schedule classroom observation and feedback session from ELL Master Teacher.
Action 4: Integrates technology into instruction.	Resources IAP cluster group in technology instruction. 45 minute Weekly meetings Wednesday @ 2:30 Webinar Differentiated Instruction at a Glance. Length 1.5 hrs CLUs: 8
Action 5: Active role in building-level decision making	Master Teacher Matthew Petit Demo lesson "Student Participation strategies"

My Students Performance

Overall Score: **C** (30%) (25)

Performance by Category:

- Planning: 3
- Class Management: 4
- Instruction: 2
- School Improvement: 2
- Professional Development: 1

*For a clearer picture of a teacher’s experience on HCIS, see [\[APPENDIX C3: HCIS Teacher\]](#).

Each of these systems, independently and/or collectively, will significantly enhance the ability of school, district, and state leaders to monitor student achievement and support 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 student progress and identifying the needs of those schools in turnaround [\[APPENDIX C6: HCIS_IIS Turnaround\]](#). 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) Louisiana’s support for participating LEAs and schools in providing effective professional development about the systems and the resulting data to support continuous instructional improvement.

Evidence from the Recovery School District ,our High-Poverty High-Performing schools and charter schools shows us that establishing a professional culture rooted in data analysis requires a substantial amount of coaching and professional development. Additionally, although one hallmark of the current instructional improvement system is the intuitiveness and ease-of-use, we estimate that some level of technical support in the form of professional development will be necessary for every teacher and leader to have the core technical and pedagogical skills needed to use data to inform instruction. We will accelerate ease of use of EAGLE (IIS) by closely monitoring how educators use the system, what they discuss in the social networking component and the type of feedback shared through the Professional Learning Networks described in section A.

Job-embedded professional development is essential to the effective implementation of an instructional improvement system. **Participating LEAs have agreed to schedule job-embedded PD opportunities during the school day** for teachers to reflect on student achievement data and collaborate to adjust and improve their instructional practices based on data. LDOE will build LEAs’ capacity to do this by training Participating LEAs to: (1) incorporate the use of EAGLE (or the pre-qualified system equivalent) in the *Teaching Improvement Cycle* (a model to support teachers and leaders in using data described in section D5); (2) use EAGLE to drive Response to Intervention (RTI) – the practice of providing high-quality instruction and intervention matched to student needs – by analyzing each student’s learning rate over time and reviewing levels of performance to make important educational decisions; and (3) review test and classroom data to personalize student learning and identify students for placement into AP course work, including STEM-related courses.

LDOE will support Participating LEAs in this way through a **network of coaches**, each of whom will serve seven schools. These coaches will conduct trainings at the school level on using EAGLE to plan instruction, analyze data, and develop instructional action plans to meet individual students’ needs. The trainings will equip educators with the skills to access all functionalities of EAGLE as an instructional improvement system. The goal of our professional development strategy is to increase the use of data to enhance and differentiate instruction

through a tightly integrated set of information and improvement practices that empowers educators to understand the unique needs of their students and the specific instructional strategies that will meet those needs. This will assist teachers in meeting the needs of all students, especially students with exceptionalities (e.g., English Language Learners, special education, gifted and talented, etc.).

Indeed, one of the areas in which Louisiana teachers are most in need of professional development about using data is addressing the challenges of students who have fallen dramatically behind expectations. To help all teachers in their effective use of data with these students, Louisiana will build on the success of programs such as the Accelerated Recovery Program (ARP), which was developed in St. Landry Parish. ARP aims to help middle school students lagging two or more grade levels behind their peers make a transition from the seventh to ninth grade. This transition is accomplished in part by providing teachers with professional development on strategies for disaggregating and applying student data, mapping and pacing the Louisiana Comprehensive Curriculum, and using new technology-based strategies that support and enhance the curriculum.

(iii) Ensuring that data is accessible and available to researchers.

LDOE currently routinely provides longitudinal data to many university-based researchers and private foundation partners in Louisiana and other states. These data inform a range of investigator-initiated studies as well as program evaluations such as teacher programs, preparation programs, after-school programs, preschool programs, literacy programs, dropout prevention programs, etc. Our current approaches to sharing data with researchers, however, are highly labor-intensive to implement. We are currently building a model to automate and tremendously upgrade our enhanced longitudinal data system and its accessibility to researchers and other stakeholders. This model has five primary strategies.

Collecting vastly more data into a central warehouse. Through INSIGHT, described in section C2, teachers, leaders, administrators, researchers, and other stakeholders will have unprecedented access to data and information from EAGLE (IIS), HCIS, and our LDS. The LDS warehouse will amass into one place all of the state's student, teacher, and school data along many dimensions (e.g., achievement, value added, attendance, discipline, educational program enrollment, and ELL and disability status)

Making this information immensely more accessible through a web-based portal.

The development of INSIGHT as a centralized web-based portal will make all of LA's data much more accessible to educators, researchers and other stakeholders beyond the walls of district and state systems. INSIGHT will connect viewers to customized dashboards, through which to use data, and share this information to identify practices and policies and evaluate programs that are most effective in educating *all* students, particularly those effective in closing the achievement gap.

Convening a consortium of researchers to work with LDOE in identifying and conducting fruitful research initiatives that can pay off for student learning. We will convene a consortium composed of researchers, university staff, and other key stakeholders (e.g., STEM-related private foundations, the Center For Research On Education Outcomes, and others) to meet with LDOE staff quarterly to help us address our state's academic performance challenges and create innovative solutions. This process will involve a Memorandum of Understanding between universities and researchers and LDOE on data sharing. Through this collaboration, we will expand communication among researchers, policymakers and practitioners as we support the search for solutions to the challenges of school reform. The LDOE and Participating LEAs will work together through the Professional Learning Networks to encourage the use of research in policy action and improvement of practice.

Creating a leading-edge business model for researcher privileges that maximizes access while preserving student privacy. LDOE is also working with a group of university researchers to develop a business model for researcher privileges to assure maximal and independent access to the data while providing appropriate FERPA protections. These researchers are part of our research consortium (which also includes LDOE senior data management and executive staff) and have regular access to our data now (e.g., The College of Education and Value-Added Assessment Program at Louisiana State University, The Cowen Institute for Public Education Initiatives at Tulane University, and the Picard Center for Child Development and Life Long Learning at the University of Louisiana at Lafayette). Once the business model is developed, it will be shared with a broader array of our research consortium partners, and efforts will shift to refining the business practice model, testing security issues, and developing a model for technical support around researcher inquiries, such as the exact meaning of data elements.

Generating insights with “data mining” that can transform instructional practice statewide. INSIGHT will provide the necessary access to allow for robust data mining [APPENDIX C7: Race to the Top LDS_HCIS Systems Map]. For example, using the data from INSIGHT, researchers will be able to isolate subgroups of students who are not achieving typical gains under standard instructional approaches, and then conduct studies to determine what different strategies are needed to reach these students. INSIGHT will therefore 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 (through HCIS and the Comprehensive Performance Management System, described in Section D) makes this data set incredibly rich. LDOE is eager to work collaboratively with researchers, universities 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:

- Vastly increasing adoption and use of instructional improvement systems by both Participating and non-Participating LEAs;
- Create a statewide benchmark system that includes formative assessments by enhancing EAGLE as an instructional improvement system, which uses technology to help teachers and leaders analyze student achievement data and make decisions to drive instruction;
- Creating INSIGHT, a centralized information web-based portal, to provide access to data from EAGLE (IIS), HCIS, and the state’s LDS so educators, researchers, and other key stakeholders 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 INSIGHT to ensure Participating LEAs utilize all of the capabilities of its linked accessed systems, including EAGLE (IIS), HCIS, and the state’s LDS; and
- Convening a research consortium composed of researchers, university staff, and other key stakeholders (e.g., STEM-related private foundations, Center For Research On Education Outcomes, and others) to meet with LDOE staff quarterly to help address our state’s academic performance challenges and create innovation solutions.

(C)(3) KEY ACTIVITIES/TIMELINE

The *Louisiana Education Reform Plan* contains 5 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, prequalify 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	Align current EAGLE items with the common core standards. (An organization currently under contract will perform these duties.)	July 2010	Jan. 2011
		Use EAGLE benchmark system to determine criteria to prequalify other benchmark systems to ensure a consistent state model.	July 2010	Oct. 2010
		Annually develop additional EAGLE test items to measure the new standards, including the state’s new standards in STEM subjects.	July 2010	Dec. 2013
		Prequalify other benchmark systems based on criteria.	Oct. 2011	Ongoing
		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.,	Jan. 2011	June 2014

Key Activities	Supporting Evidence	Actions	Start Date	End Date
	integrated into the centralized P-20 LDS. All of this data will be available to researchers.	read aloud, large print) will be developed for all subjects per LDOE policy to assist and support high-need students.		
		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.	Jan. 2011	Feb. 2014
		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.	Feb. 2011	Ongoing

Key Activities	Supporting Evidence	Actions	Start Date	End Date
		Develop instructional resources that align with new standards and curriculum. Teachers may use the resources to improve their instruction to meet student needs based on student performance on benchmark tests, with an emphasis on STEM subjects.	Mar. 2011	June 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
Enhance EAGLE to have increased instructional improvement system capabilities; e.g., integrating formative assessment data from EAGLE and other qualified vendors, other data from the statewide LDS, and with HCIS through development and use of the web-based portal, INSIGHT.		Convene research consortium of interested researchers, university staff and other stakeholders, to help LDOE design, develop, and test the expanded instructional improvement system capabilities for EAGLE.	Sep. 2010	July 2011
		Pilot the retooled EAGLE (IIS) and LDOE online portal with select Participating LEAs.	Aug. 2011	June 2012
		Roll out the retooled EAGLE (IIS) and LDOE's online portal to all Participating LEAs.	Aug. 2012	June 2013
		Conduct hands-on training workshops for districts and schools. The hands-on workshop will teach teachers, school leaders, and administrators how to use	Aug. 2011 for pilot LEAs; Aug. 2012 for all Participat-	June 2014

Key Activities	Supporting Evidence	Actions	Start Date	End Date
		EAGLE, the other qualified vendor instructional improvement systems and LDOE's online portal.	ing LEAs	
		Build and market social networking component of EAGLE.	Sept 2010	Sept 2011
		Make the retooled EAGLE (IIS) and LDOE online portal available to all LEAs statewide.	June 2013	Ongoing
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).	Convene Task Force of teachers, principals, university staff, state staff, researchers, etc., to develop Louisiana's RTI technical assistance plan.	Jan. 2010	Apr. 2010
		Develop a centralized portal on LDOE website to store current and future RTI resources to facilitate information sharing with educators and researchers.	May 2010	Ongoing
		Develop and disseminate RTI framework to Participating LEAs; including: activities, policies, roles/responsibilities (including those of special education teachers), definitions, parental roles, and guidance on how to sustain impact.	June 2010	Sep. 2010
		Develop a professional development plan to support RTI implementation, with an emphasis on integrating and leveraging student data across intervention areas.	July 2010	Aug. 2010
		Conduct RTI Needs Assessment in selected Participating LEAs to determine what schools can do to better implement RTI, including with ELLs; analyze results.	Aug. 2010	Aug. 2010
		Implement RTI in select Participating LEAs. Districts	Aug. 2010	May 2011

Key Activities	Supporting Evidence	Actions	Start Date	End Date
		selected will vary in size and geography, and include LEAs with ELLs.		
		Create partnerships with Higher-Ed and alternative teacher-preparation programs to incorporate RTI into pre-service curriculum.	Aug. 2010	May 2011
		Implement RTI in remaining Participating LEAS.	Apr. 2011	Ongoing
<p>Develop teachers' and leaders' capacity to use EAGLE (IIS) and LDOE's online portal 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>	Create common scope and sequence – a schedule of assessed standards and an assessment calendar, which includes time for planning what to teach, administering assessments, analyzing data, implementing instructional action plans, and reflecting upon re-taught skills.	Oct. 2010	May 2011
		Identify small group of Participating LEAs to receive P.D; pilot group will vary in size and geography and include ELLs and special education students.	Apr. 2011	June 2012
		Identify school leadership teams of 4+ educators: lead, logistics head, and content area leaders.	May 2011	May 2011
		Recruit and train coaches for school leadership teams at a 1:7 coach-to-school ratio.	June 2011	Aug. 2011
		Organize six intra-LEA meetings to train school/instructional leaders on the data-driven instructional process.	Sep. 2011	June 2012
		Organize three individual school meetings to assess the implementation of the data-driven instructional process, based on a set of predetermined	Sep. 2011	June 2012

Key Activities	Supporting Evidence	Actions	Start Date	End Date
		performance rubrics.		
		Continue program in existing Participating LEAs, but with slightly less support. Implement full support program in remaining Participating LEAs.	Aug. 2012	Ongoing
		Continue training on using and analyzing data incorporating newly implemented EAGLE (IIS).	Aug. 2012	Ongoing
Build a network of researchers using LDOE's growing data warehouse to address high-priority questions		Convene consortium of researchers to work with LDOE in identifying and conducting research initiatives that can pay off for student learning	July 2010	Ongoing
		Develop and execute Memorandum of Understanding with research institutions on data sharing	July 2010	Dec 2010
		Complete development of model for researcher privileges to assure maximum and independent access to the data while providing appropriate FERPA protections	July 2010	Dec 2010
		Share model with broader array of research partners to enable refinement of the model, testing of security issues, developing a system of technical support for researcher inquiries	Jan 2011	Ongoing
		Launch research and data-mining initiatives based on model	Jan 2011	Ongoing

RESPONSIBLE PARTIES

Nancy Beben – Director, Accountability - Business Office, LDOE

Fen Chou – Research Analyst, Accountability - Business Office, LDOE

Diana Jones – Coordinator, Response to Intervention (supporting all Goal Offices), LDOE

Terry Simoneaux – ELL Supervisor, School Supports and Regulation - Business Office, LDOE

- (4) District Improvement Superintendents, Reform Team, District Service Center, LDOE
- (4) LDOE Diagnostic Analysts (supporting all Goal Offices and the District Service Center), LDOE

Performance Measures 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

(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—

- 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;
- Alternative routes to certification (as defined in this notice) that are in use; and
- 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) Louisiana's legal, statutory, or regulatory provisions that allow alternative routes to certification for teachers and principals, including 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 them with a first-in-the-nation measurement system. Since its founding in 1999, a broad-based, 36-member Blue Ribbon Commission for Educational Excellence Commission (composed of state, higher education, district, school, and community leaders) has generated recommendations for approval by state boards that 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 state policies expanding certification pathways for teachers and leaders as follows:

State Policy or Statute	Title	Description
Title 28, Bulletin 746, § 233; 235; 237	<i>Alternate Teacher Preparation Programs</i>	Identifies three alternative teacher preparation programs, including: <ol style="list-style-type: none"> 1. Practitioner Teacher Alternative Path: allows intensive coursework with full-time teaching (programs offered at five Louisiana colleges/universities and two private providers); Elements of the program are at: https://www.teachlouisiana.net/pathways.asp?PageID=83. 2. Master’s Degree Program: Includes pathway to M.A.T. (programs offered at 10 Louisiana colleges/universities); Elements of the program are at: https://www.teachlouisiana.net/pathways.asp?PageID=14. • Certification only: Flexibility in delivery for those who don’t elect for a degree program (programs offered at 13 Louisiana colleges/universities); Elements of the program are at: https://www.teachlouisiana.net/pathways.asp?PageID=15.
Title 28, Bulletin 746, § 705	<i>Educational Leader Certificate Level 1</i>	Provides pathways for teachers to obtain an 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). <ol style="list-style-type: none"> 1. Master’s Degree Path: hold or be eligible for valid teaching certificate and educational leadership graduate degree, and pass the School Leaders Licensure Exam (SLLA) 2. Alternative Path 1: hold or be eligible for valid teaching certificate, graduate degree, and individualized program of educational leadership, and pass the SLLA 3. Alternative Path 2: hold or be eligible for valid teaching certificate, and graduate degree, have 240+ hours of leadership experience,

State Policy or Statute	Title	Description
		<p>and pass the SLLA</p> <p>4. Alternative Path 3: hold or be eligible for valid teacher certificate, undergo rigorous screening by approved provider, educational leader practitioner/residency preparation program, and pass the SLLA</p> <ul style="list-style-type: none"> • Leader Preparation – first summer • Principal residency and support – second year • Leader preparation – second summer • Practitioner Leader performance review—mid-year and end of program • Ongoing support – second and third year

Louisiana embraces highly effective alternative certification preparation programs that are offered by universities and private providers, including The New Teacher Project, Northwestern State University, University of Louisiana at Monroe, and others. Both universities and private providers have flexibility in the delivery of the alternative programs but are held accountable for the effectiveness of their completers. A thorough report by the Louisiana Board of Regents, *Value-Added Assessment of Teacher Preparation in Louisiana: 2005-2006 To 2007-2008: Background & New Results*, outlines the effectiveness of redesigned and new alternate certification programs for teachers, and addresses in detail the successes of these programs [\[APPENDIX A14: 2009 Value-Added Report\]](#). Louisiana’s alternative certification providers are selective in accepting candidates, provide supervised, school-based experiences and ongoing support, and adapt and limit coursework to complement school-based experiences. The mode of delivery is different in each pathway; however, all address the same teacher standards and K-12 state/national content standards. All redesigned and new alternate programs required collaboration by school/district personnel for approval, and all have been evaluated by national experts. All programs must address all concerns identified by national experts before their programs have been approved for implementation by state boards. Completers pass the same Praxis examinations for certification and are awarded the same level of certification that undergraduate preparation programs award (Bulletin 746, Chapter 2).

(ii) Alternative routes to certification in use in Louisiana.

Louisiana has seven alternative routes to certification currently in use, including three for teachers and four for principals. Each of these is described in detail below.

Alternative Routes to Teacher Certification

(1) Practitioner Teacher Alternate Certification Program. This route includes Summer Teaching Preparation— 12 credit hours (or equivalent 180 contact hours) for Grades PK-3 and General Special Education Mild/Moderate: An Integrated to Merged Approach; 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, summarized in the table below:

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

*This diverse learner course provides K-12 education students with the culturally inclusive awareness, skills, and knowledge to meet the diverse needs of learners. The course includes historical and current topics and issues in education relevant to providing appropriate and equitable education experiences for diverse populations of students. Observations and service-learning experiences are required to acquaint candidates with the needs and abilities of all students, best pedagogical practices, and laws and policies governing education.

- Teaching Internship and First-Year Support (12 credit hours or equivalent 180 contact hours). Practitioner teachers assume full-time teaching positions in districts. During the school year, candidates participate in two seminars (during the fall and during the spring or the spring and fall, depending on entry point) that address immediate needs of the Practitioner Teacher Program teachers, and receive one-on-one supervision through an internship provided by the program providers. For all-level areas (art, dance, foreign

language, health and physical education, and music), field experiences should be provided across grades K-12. For General-Special Education Mild/Moderate Grades 1-5, Grades 4-8 and Grades 6-12 seminars will cover instructional strategies in core content areas, state reading competencies with alignment to state literacy plan; numeracy strategies; classroom management; lesson plans—development and implementation; assessment; collaboration between special education and general education.

- Teaching Performance Review (End of First Year). Program providers, principals, mentors, and practitioner teachers form teams to review first-year teaching performance of practitioner teachers. If weaknesses are cited, teams will identify additional types of instruction to address areas of need.

(2) **Master's Degree Alternate Certification Program.** This route includes:

- Methodology and Teaching (12 to 15 credit hours)—which 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)
- 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

*This diverse learner course provides K-12 education students with the culturally inclusive awareness, skills, and knowledge to meet the diverse needs of learners. The course includes historical and current topics and issues in education relevant to providing appropriate and equitable education experiences for diverse populations of students. Observations and service-learning experiences are required to acquaint candidates with the needs and abilities of all students, best pedagogical practices, and laws and policies governing education.

Early Interventionist Birth to 5 Years	Significant Disabilities 1-12	Hearing Impaired K-12	Visual Impairments Blind K-12
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, and 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

(3) **Certification-Only Alternate Certification Program.** This route includes eighty contact hours of classroom readiness training focused on instructional design and delivery as well as classroom environment and classroom management.

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

Grades PK-3, 1-5, 4-8, 6-12	All-level programs	Special Education Mild/Moderate
Instruction in child or adolescent	Instruction in child AND	Instruction in special needs of the

development or psychology, the diverse learner*, classroom management/organization, assessment, instructional design/strategies	adolescent psychology plus other required regular education coursework (listed left)	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
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*This diverse learner course provides K-12 education students with the culturally inclusive awareness, skills, and knowledge to meet the diverse needs of learners. The course includes historical and current topics and issues in education relevant to providing appropriate and equitable education experiences for diverse populations of students. Observations and service-learning experiences are required to acquaint candidates with the needs and abilities of all students, best pedagogical practices, and laws and policies governing education.

Early Interventionist Birth to Five Years	Significant Disabilities 1-12	Hearing Impaired K-12	Visual Impairments/Blind K-12
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

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.

Teacher Preparation Program	Practitioner Teacher Program	Master's Degree Program	Non-Masters/Certification-Only	2008-2009* Alternate Route	2008-2009 Undergraduate Route Completers

			Program	Completers	
Centenary College		√	√	10	9
Dillard University				0	6
Grambling State University	√			57	15
Louisiana College	√		√	12	18
The New Teacher Project - Private Provider	√			296	0
Louisiana Resource Center for Educators Certification Solutions – Private Provider	√			174	0
Louisiana State Department of Education - University coursework & 3 years of teaching experience			√	70	0
Louisiana State University – Shreveport			√	44	73
Louisiana State University – Alexandria			√	4	21
Louisiana State University – Baton Rouge		√	√	26	227
Louisiana Tech University		√	√	74	107
McNeese State University		√	√	60	108
Nicholls State University			√	47	86
Northwestern State University	√	√	√	48	64
Our Lady Holy Cross College			√	33	11
Southeastern Louisiana University		√	√	25	180
Southern University - New Orleans			√	31	34
Southern University - A & M College			√	5	7
Tulane University			√	2	0
University Of LA at Lafayette			√	119	194
University Of LA at Monroe		√		60	63
University Of New Orleans	√	√	√	60	44
Xavier University Of LA	√	√		13	6
TOTALS	7	10	17	1270	1273

Total number of teacher certificates issued:

July 2007- June 2008	
Total:	11,310

July 2008- June 2009	
Total:	10,964

Alternative Routes to Principal Certification

Louisiana offers four pathways to attain certification in Educational Leadership, including a master’s degree in Educational Leadership, as well as three alternative routes. These include:

- (1) **Master’s Degree Path:** this program requires participants to hold or be eligible for a valid teaching certificate, receive an educational leadership graduate degree, and pass the School Leaders Licensure Exam (SLLA).
- (2) **Alternative Path 1:** this program requires participants to hold or be eligible for a valid teaching certificate, receive a graduate degree, participate in an individualized program of educational leadership, and pass the SLLA.
- (3) **Alternative Path 2:** this program requires participants to hold or be eligible for a valid teaching certificate, receive a graduate degree, complete 240+ hours of a leadership experience, and pass the SLLA.
- (4) **Alternative Path 3:** this program requires participants to hold or be eligible for a valid teacher certificate, complete a rigorous screening by approved provider, participate in an educational leader practitioner/residency preparation program, and pass the SLLA.

All educational leadership programs in Louisiana were redesigned to address new certification requirements and sunsetted on July 1, 2006, if they did not address new expectations after being evaluated by national experts. In the chart below, checkmarks indicate which new and redesigned Educational Leadership certification program, as defined above, is offered at each institution of higher education or private provider. Note that, as described in Section D1(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. Because that route does not require the individual to go through a formalized program, it is not included in the table below.

Educational Leadership Program	Master's Degree Program in Educational Leadership	Alternate Pathway 1 (Master's Degree in any field and an individualized plan of study)	Alternate Pathway 3 (Educational Leader Practitioner Residency Program)	2008- 2009 Alternate Route Completers	2008-2009 Redesigned Masters Degree Route Completers
Advance Innovative Education – Private Provider			√	4	0
Grambling State University	√			0	0
Louisiana State University – Shreveport	√	√		2	20
Louisiana State University – Baton Rouge	√			0	38
Louisiana Tech University	√	√		0	4
McNeese State University	√	√		0	34
New Leaders for New Schools – Private Provider			√	8	0
Nicholls State University	√			0	18
Northwestern State University	√	√		0	14
Our Lady Holy Cross College	√	√		0	32
Southeastern Louisiana University	√			0	32
Southern University - A & M College	√			0	45
The School Leadership Center of Greater New Orleans – Private Provider			√	0	0
University Of LA at Lafayette	√			0	21
University Of LA at Monroe	√	√		0	28
University Of New Orleans	√			0	20
Xavier University Of LA	√			0	11

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) Louisiana’s process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill those areas.

Louisiana employs three primary strategies to monitor shortage areas and prepare teachers and principals to fill those areas: using the TEACH Louisiana website, expanding recruitment and preparation options, and providing incentives to universities and other providers that respond to areas of need. Each of these is described in detail below.

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 identifying needs and supplying candidates through TEACH Louisiana, **LDOE expands recruitment and preparation options** to meet LEA or state teacher and leader shortages. This process has led to a variety of new program options that respond directly to identified areas and specialties of high need. For example, when school turnaround leader expertise was identified as a shortage area, LDOE launched the Louisiana School Turnaround Specialist Regional Provider Programs at seven local universities. Resources were coordinated between LDOE and the Board of Regents through state funding and the Wallace Foundation Grant to provide training from the University of Virginia and complete the development of a common training curriculum for consistent delivery of services. In addition, based on teacher shortages, LDOE recently launched and funded The New Teacher Project to recruit and prepare teachers in Shreveport and Baton Rouge. LDOE also created a “Math for Professionals” certification option to identify additional math teachers and respond to a statewide math teacher shortage, and accredited the School Leadership Center of Greater New Orleans as an alternative route to principal certification in one of the state’s greatest areas of need.

Several examples of LDOE’s recent expansion of recruitment and preparation options to fill shortage areas also arise from the Recovery School District (RSD). The 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. The 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, and

aggressively recruiting nationally and locally through online and print job postings and job fairs, to create 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, the 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, the 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 5 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 successfully replicated this process this year, in other regions where severe staffing shortages exist in the state. The pipeline model refined by the 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. To achieve that scale, LDOE has decided to bring this function to the state level and launch the program statewide through the dual programs of **Centralized Staffing Services** and the **Model Staffing Initiative** (see section D3 for details). 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.

Finally, through its Teacher Preparation Accountability System, Louisiana **provides incentives to teacher preparation organizations** for producing additional new teachers beyond a baseline in identified teacher shortage areas, and in five districts that had between 31 and 55 percent of the teachers in their districts uncertified. Due to these incentives, increases in certified teachers occurred in all identified teacher shortage areas. The accountability system has undergone revision since Hurricane Katrina, and additional teacher shortages areas have been identified. The revised accountability system will be fully implemented during 2010-2011 and increases are expected in the number of certified teachers prepared to serve in shortage areas.

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 an 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

Currently, school districts across the country typically fail to distinguish great teaching from good, good from fair, and fair from poor. Teacher evaluation records reveal that 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).

Louisiana is the national leader in creating statewide systems for measuring and acting on evidence of teacher and leader effectiveness. Acknowledging that teacher and leader effectiveness is one of the most critical factors in driving increased student achievement; the Louisiana legislature passed House Bill 1033 in May 2010. This historic value-added legislation mandates the roll-out of the Comprehensive Performance Management System (CPMS) statewide. By linking student achievement to educator evaluations, professional development and support, and school and district accountability, this new law ensures that every student in Louisiana is taught by an effective teacher and every school is led by an effective leader.

HB 1033 supports statewide efforts to increase teacher effectiveness by:

- Requiring **annual evaluations** for all Louisiana teachers and administrators, using multiple ratings categories, up from the previous three-year cycle;
- Requiring that by 2012-13, **50 percent of all teachers and administrator evaluations be based on evidence of growth in student achievement** using value-added assessment if available, and other state-approved measures for grades and subjects that do not yet have value-added;
- Providing rich information to teachers and administrators about their practice, guiding the system's efforts in **providing excellent support to help all teachers improve**;
- Requiring LEAs to **provide "intensive assistance programs" to teachers and administrators** who do not meet effectiveness standards;
- Requiring LEAs to **initiate dismissal for educators who**, despite this intensive support, **are still not effective**; and,
- Preventing the state from granting or renewing certification to teachers who do not meet effectiveness standards for three years based on student academic growth.

These requirements apply to all LEAs and will have a tremendous impact on student achievement statewide. The statewide adoption of this new evaluation system will completely change the type of educator effectiveness data that is available to administrators, teachers and parents and the 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*. In addition, this legislation will be the backbone of the state's larger effort to design the CPMS to evaluate all teachers and leaders fairly, rigorously and accurately; to provide rich data that enable every teacher and leader in the state to improve their practice; and to use that

information to inform all of the critical decisions made about teaching and leadership in every Louisiana school. Louisiana will create the best statewide systems in the nation for measuring and acting on evidence of effectiveness. LDOE has already begun the work of creating a principal and teacher evaluation system through grants from the Bill and Melinda Gates Foundation and others.

By signing the Partnership Agreement, all Participating LEAs have agreed to go *beyond* the legislation's requirements. Participating LEAs have agreed to use evaluation data to develop new compensation systems based on each teacher's and leader's ability to raise student growth effectively. These districts have also agreed to use data to target job-embedded professional development and make all decisions about promotion, equitable school staffing, release and tenure. In Participating LEAs, effectiveness data will infuse *all* decisions related to teaching and leadership.

(i) Louisiana's approach to measuring student growth for each individual student will apply statewide.

Louisiana leads the nation in measuring student growth in all tested grades and subjects. Section B3 describes the comprehensive approach to implementing enhanced standards and high-quality assessments prioritized in the *Louisiana 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 has already started the development of a model to calculate student growth for every tested grade or subject throughout the state.**

To ensure our ability to implement a Comprehensive Performance Management system that measures growth for *every individual student*, Louisiana will also design assessments aligned to the common core standards for a majority of our currently non-tested grades and subjects. Parallel with the rollout of the Curriculum Verification and Reporting Portal (CVRP) in 2010-2011, 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, and evaluator assessments 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 become 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.

As described further in section D2(iii), Louisiana will use this growth data in tested and non-tested subjects for a variety of purposes, including supporting classroom practices and serving as a critical factor in evaluations of teacher and principal effectiveness. The CVRP will enable every teacher to review aggregate growth data and individual summative assessment results for every student taught. 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. And 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.

(ii) Plan to design and implement rigorous, transparent, and fair evaluation systems for teachers and principals.

Under state law, every Louisiana teacher and principal must receive an annual evaluation that differentiates effectiveness using multiple rating categories. Data on student growth will not be just a significant factor; it will be the predominant factor: by the 2012-2013 school year, 50 percent of teacher evaluations will be based on evidence of growth in student achievement using a value-added assessment model. BESE will establish measures of student growth for grades, subjects, and personnel for which value-added data are not available. The other 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. Evaluation systems will include a minimum of four rating categories, ranging from “expert” (teachers with more than 1.5 years of

annual student growth who receive the highest qualitative ratings), to “ineffective” (teachers with less than one year of student growth who receive poor qualitative ratings). Altogether, annual evaluations will provide both a clear picture of each educator’s results with students and a rich profile of the practices that are contributing to those results.

Evaluation systems will be 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 several focus groups and information sessions in locations throughout the Participating LEAs to solicit input and feedback from administrators, principals, and especially teachers and unions (e.g., Association of Professional Educators of Louisiana) regarding the design and development of the new evaluation systems and the tools used to implement them. LDOE will also work with LEAs to host monthly virtual meetings for teachers to answer questions about the value-added systems and their role in evaluations.

The state will also convene an Educator Evaluation Advisory Committee to make recommendations regarding measures of student growth for grades and subjects for which value-added data is not available. **The Advisory Committee will be comprised of at least 50 percent classroom educators.** Membership will also include parents and representatives of the Associated Professional Educators of Louisiana, the Louisiana Association of Educators, the Louisiana Federation of Teachers, the Louisiana Association of School Superintendents, the Louisiana Association of Charter Schools and the Louisiana Association of Principals. This Committee will advise BESE on the continued improvement of the evaluation model and its implementation.

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) Annual evaluations of teachers and principals will include timely and constructive feedback, and provide teachers and principals with data on student growth for their students, classes, and schools.**

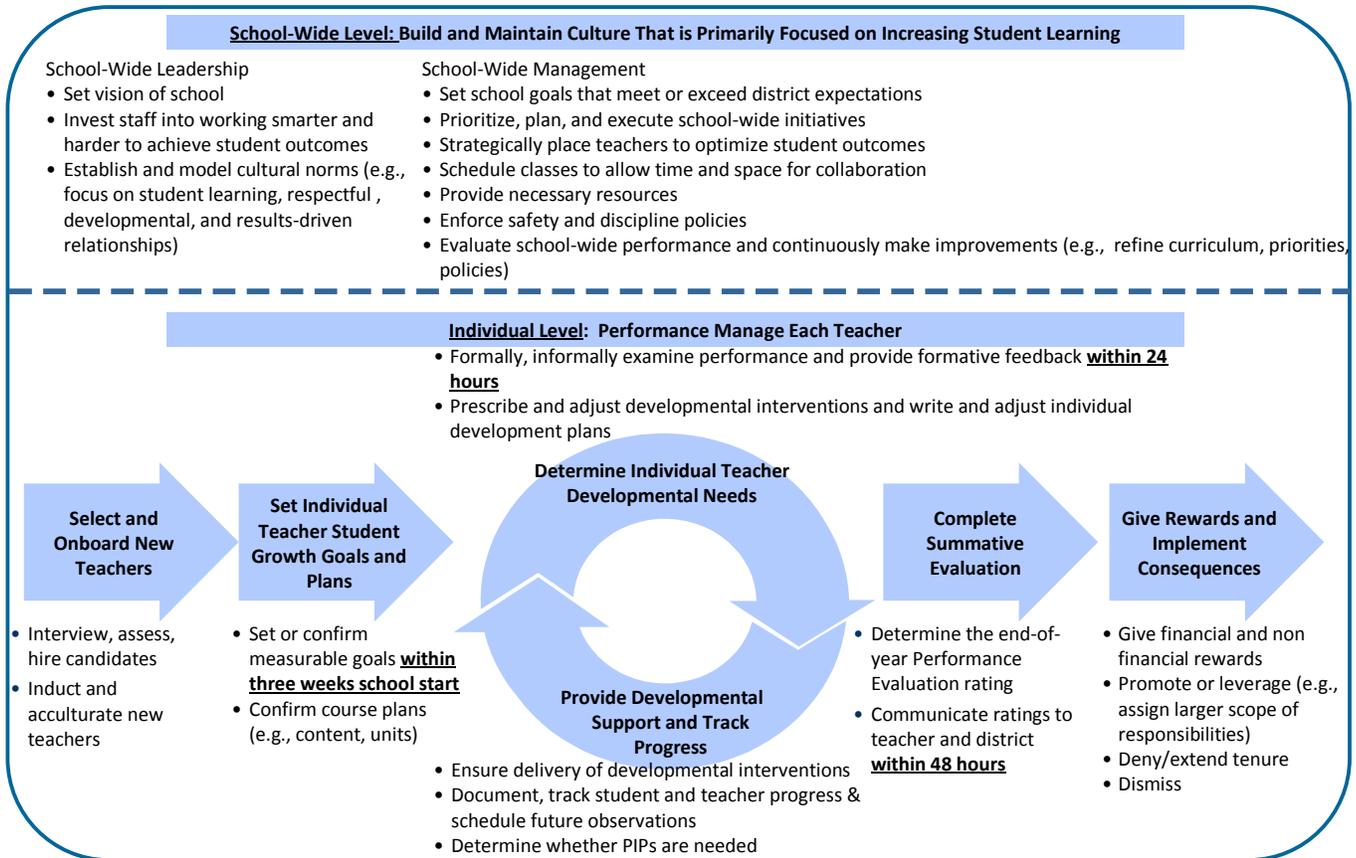
Under new legislation adopted in May 2010, every Louisiana teacher and principal in every LEA *must* receive an annual evaluation with timely and constructive feedback and data. The law requires LEAs to develop and implement an “intensive assistance program” for any teacher or administrator who does not meet the state’s performance standards, as described in section D2(iv) regarding professional development.. The legislation gives BESE authorization to monitor LEAs’ implementation of annual evaluations.

With the Comprehensive Performance Management System (CPMS), Participating LEAs will make formal evaluation results available to educators within one week and provide probationary and tenured teachers with constructive feedback within 48 hours. Informal evaluations will also be conducted and will require a 24-hour turnaround. All features of CPMS are designed to provide constructive and actionable feedback on performance (see Figure 1 below for an overview of the performance management process). 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 two LEAs and several charter schools. Based on the pilot and the feedback from teachers and principals, the system will be adjusted and refined before rollout in all Participating LEAs. LDOE will provide intensive support for CPMS implementation to Participating LEAs through on-site assistance, training and consulting including readiness assessments, technical assistance, monitoring, and feedback.

Figure 1.

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



(iv) Louisiana will ensure the use of these evaluations to inform decisions regarding teachers’ and principals’ professional development, compensation, promotion, tenure status, and retention or dismissal.

Louisiana’s Participating LEAs have agreed to use the results of educators’ evaluations to inform all human capital decisions, including professional development, tenure, promotion and additional responsibilities, compensation, retention and release. Each of these is described in turn below.

Professional Development

Legislation adopted in May 2010 requires *all* LEAs to offer professional development and assistance to every teachers and administrators. For teachers and administrators who do not meet performance expectations, the law requires LEAs to take additional action, developing an

“intensive assistance program” that is designed to address the individual’s specific challenges; pinpoints the steps the individual should take to improve and timeline for those steps; and outlines the assistance, support and resources to be provided by the LEA. If subsequent evaluation – either at the end of the following year or earlier – reveals the educator still performs unsatisfactorily, the LEA *must* initiate a dismissal, as described in the dismissal section below. Louisiana will use four key strategies to support educators’ professional development : HCIS Professional Learning Networks, Teaching Improvement Cycle and teacher and principal induction programs.

When teachers and leaders log on to HCIS to receive their evaluation feedback, they will be connected to professional learning activities that are aligned to the identified strengths and weaknesses that appear in their formative and summative performance data (described in sections C2 and C3). These activities will inform teachers’ individual professional development plans designed to build on their specific areas for development.

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.

CPMS will also greatly enhance the ability of Louisiana’s inductions support programs support new teachers’ areas of need. The data created through CPMS will indicate areas of weakness and make this data available to program administrators so that they can match new teachers with induction and training activities that are specifically designed to address these areas and help teachers increase the academic achievement growth of their students.

Compensation, Promotion and Retention

Traditionally, public education has defined 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). Oftentimes, 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 teacher effectiveness as a significant factor when awarding promotions and prioritizing retention, including during surplusing, 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 the National Governors Association, is charged with developing a sustainable and comprehensive teacher compensation system and action plan that will enhance teacher effectiveness. **The BRC’s final policy recommendations will be implemented by all Participating LEAs through the Partnership Agreement.** In June 2010, the BRC released recommendations regarding a comprehensive teacher compensation framework to the Board of Regents and the state Board of Elementary and Secondary Education [[APPENDIX D2: Revised Louisiana Comprehensive Teacher Compensation Framework](#) and [APPENDIX D3: Blue Ribbon Commission Membership List](#)]. Districts and schools will use this framework when selecting, developing and implementing a comprehensive teacher compensation model. The framework identifies key elements that schools and districts must consider (such as multiple career paths, ongoing professional development, valid and reliable performance instruments, and value-added data) and 10 implementation steps (such as the collection of data and the determination and distribution of performance awards) that will be used by all Participating LEAs through the Partnership Agreement.

Finally, under new legislation adopted in May 2010, BESE will establish a definition of “highly effective teacher”. Louisiana’s Participating LEAs have agreed to use this definition of teacher effectiveness as a significant factor in promotion, retention and compensation decisions.

Tenure and/or full certification

Under Louisiana law, effectiveness data must be used to inform all certification and renewal decisions. BESE *may not issue or renew a teacher’s certification* unless the teacher meets the state’s standard of effectiveness. In Louisiana, BESE alone determines whether teachers receive teaching certificates or have those licenses renewed over time. Under new legislation adopted in 2010, BESE *may not grant* certification or renewal to any teacher who has

not met the state's standards for effectiveness based on student growth data. As a result, chronically ineffective educators will not be certified to teach in Louisiana.

To increase the rigor behind tenure decisions, **Participating LEAs are required to implement a system for obtaining tenure under which administrators make clear and active tenure and recertification decisions for effective teachers, and discontinue employment for persistently ineffective teachers.** Two things will help ensure that this happens: 1) CMPS will provide value-added data to enable evaluation decisions based specifically on student growth; and 2) LDOE will contract with a qualified vendor to build a tenure notification system that will integrate with HCIS.

CPMS data will ensure that administrators have the information about teachers' effectiveness needed to make informed decisions about tenure. Teachers in Louisiana (other than those who 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. With ready data about each teacher's effectiveness, administrators will be able to determine whether recertification is warranted, and ensure that ineffective teachers do not remain in the classroom.

The tenure notification system will alert administrators of teachers' tenure dates and the individual timelines for each evaluation and observation that must take place before a teacher is eligible to earn tenure. These notifications will help ensure that administrators are aware of each teacher's path to tenure and that all necessary decisions related to teachers' effectiveness have been acted upon prior to the tenure date [\[APPENDIX D4: HCIS Tenure\]](#). **Our goal is to ensure that probationary teachers in Participating LEAs who are *less* effective than an average first-year teacher are dismissed instead of being awarded tenure.** This goal was advanced when the Louisiana Legislature passed House Bill 1033, which establishes a minimum standard of "effectiveness" as that equal to the average effectiveness of a first-year classroom teacher. In addition, Louisiana has strong policy and legislative infrastructure in place to support the removal of tenured teachers who are ineffective.

Louisiana does not grant tenure to principals.

Dismissals

All LEAs in Louisiana are required by law to dismiss teachers and administrators who chronically under-perform despite receiving substantial assistance and support. Under

new legislation passed in 2010, LEAs *must* implement intensive assistance programs (IAPs) for any educator rated ineffective even for a single year, and *must* initiate dismissal proceedings for all teachers and administrators who, after undergoing IAPs, are still ineffective.

To encourage principals to take this action, all principals will be held accountable for the effectiveness of the teachers in their schools. Louisiana's CPMS will require that one principle measure of principal effectiveness is 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 the Louisiana Association of Principals, Association of Professional Educators of Louisiana, Louisiana Federation of Teachers, and Louisiana Association of Educators throughout the Race to the Top planning process.

Participating LEAs have also agreed to transition to a system in which administrators receive performance contracts, to ensure that decisions to retain principals in a given school are entirely dependent on their ability to improve student achievement. 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. 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 three goals to improve teacher and leader effectiveness based on performance:

1. Link value-added achievement data for every student to each educator in Louisiana;
2. Rigorously evaluate the effectiveness of every teacher and principal based substantially on student outcomes, and provide frequent and substantive feedback to inform adjustments in practice; and
3. Use achievement data and rigorous evaluations to inform decisions regarding teachers' and principals' professional development, compensation, promotion, retention, tenure, certification, and dismissal.

(D)(2) KEY ACTIVITIES/TIMELINE

The Louisiana Reform Plan contains 8 key activities that will improve teacher and principal effectiveness based on performance.

Key Activities	Supporting Evidence	Actions	Start Date	End Date
Linking Educators to Student Achievement				
Implement H.B. 1033, Louisiana’s recently passed value-added legislation requiring annual evaluations of all teachers and administrators		Launch advisory committee; develop evaluation system (see later rows in this table); develop and issue detailed guidance to LEAs on implementation; communicate new provisions widely to educators, parents, and other stakeholders.	July 2010	Ongoing
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 to refine practices.	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	Sept. 2012	May 2013

Key Activities	Supporting Evidence	Actions	Start Date	End Date
		principals at all LEAs statewide, which connects student achievement data to individual school leaders.		
Rigorously Evaluate the Effectiveness of Every Teacher and Principal Based on Student Outcomes				
Integrate human capital data into a comprehensive HCIS to gather data on vacancies, recruitment, selection, staffing, and educator effectiveness, 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.		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 to its feeder CVRP to give individual teachers the capability to 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.	June 2010	Ongoing
		Select HCIS vendor(s); confirm user requirements, design information system, build information system aligned with 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.	Apr. 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	June 2013	Ongoing

Key Activities	Supporting Evidence	Actions	Start Date	End Date
		<p>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.</p>		
		<p>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.</p>	July 2013	Ongoing
<p>Working collaboratively with stakeholders, establish a tool within CPMS to evaluate teachers, leaders, and support staff. 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>The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness</i> (Weisberg, D., Sexton, S., Mulhern, J., & Keeling, D., 2009)</p> <p><i>Avoiding a Rush to Judgment: Teacher Evaluation and Teacher Quality</i> (Toch & Rothman, 2008)</p> <p><i>School leadership that works: From research to results.</i> (Marzano, R. J., Waters, T., & McNulty, B., 2005)</p> <p><i>Principal Effectiveness</i> (New Leaders for New Schools, 2009)</p> <p>[APPENDIX A14: 2009]</p>	<p>LDOE creates CPMS with key partners and vendors. Infrastructure includes: timely feedback to teachers and leaders; 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 predefined leadership competencies, student achievement data.</p> <p>Conduct initial CPMS pilot for teachers. Develop LDOE capacity to implement CPMS through additional</p>	<p>Apr. 2010</p> <p>Apr. 2010</p> <p>May 2010</p>	<p>Aug. 2010</p> <p>May 2011</p> <p>May 2012</p>

Key Activities	Supporting Evidence	Actions	Start Date	End Date
	Value-Added Report]	personnel and training.		
		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 predefined leadership competencies.	May 2010	May 2014
		Expand Louisiana participation in the Teacher Advancement Program.	Aug. 2010	May 2014
		LDOE and LEAs formulate key stakeholder engagement measures and refine CPMS based on input and prepare to implement system.	Feb. 2011	Ongoing
		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	Sept. 2011	Apr. 2012
		Provide consulting support to LEAs to implement broad-scale CPMS rollout.	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.	Apr. 2013	Ongoing
Use Evaluation Data to Adjust Practice and Policies and to Inform Decisions				
Transition school administrators to performance contracts that are directly aligned		Require participating LEAs to change to performance contracts for principals and provide sample contracts and	Aug. 2012	July 2015

Key Activities	Supporting Evidence	Actions	Start Date	End Date
to student achievement and improvements in teacher effectiveness.		technical assistance for the change.		
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 tenure 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
Create LEA options for a performance-driven sustainable compensation system based on BRC recommendations, with consideration to performance-driven compensation systems that may already be in place. Examples include, but are not limited to: 1. Maintain previous salary schedule but provide bonuses for performance. 2. Create an " Opt-in" system, in which teachers can decide to maintain traditional step structure	<p>“The Pros and Cons of Performance-Based Compensation” (Smylie, M.A., Allensworth, E., Greenberg, R.C., Harris, R., & Solomon, L. & Podgursky, M., 2001).</p> <p>Odden, A. & Kelley, C., <i>Paying Teachers for What They Know and Do: New and Smarter Compensation Strategies to Improve Schools</i> (Thousand Oaks, CA: Corwin Press, 1996).</p>	Implement a communications plan that was developed through a grant from the National Governors Association to disseminate information about the Louisiana Comprehensive Teacher Compensation Framework to schools and districts that will be selecting or creating teacher compensation models.	Aug. 2009	Apr. 2010
		Create tools (such as financial models, implementation plans, salary handbooks, and calculators) to implement several models for performance-driven	Oct. 2010	March 2011

Key Activities	Supporting Evidence	Actions	Start Date	End Date
<p>or enter a performance-based compensation system.</p> <p>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.</p> <p>4. Create an LEA-designed compensation system to implement LEA-specific compensation reform.</p> <p>5. Assist LEAs in submitting Teacher Incentive Funds grants to supplement performance incentives.</p> <p>Align performance-based compensation systems with CPMS.</p>		<p>compensation based on recommendations from Blue Ribbon Commission for Educational Excellence and aligned with the state's CPMS.</p>		
		<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>	<p>May 2011</p>	<p>Ongoing</p>
		<p>Provide PD and support to implement state-developed, performance-based compensation system in participating LEAs.</p>	<p>Sept. 2011</p>	<p>Ongoing</p>

RESPONSIBLE PARTIES

Elizabeth Shaw – Director of Human Capital - District Service Center, LDOE

Andrew Vaughan – Director, Teacher Certification and Quality - Human Capital Unit, District Service Center, LDOE

Patrice Saucier – Director, Professional Development - Human Capital Unit, District Service Center, LDOE

Beth Gleason – Special Projects Manager - Delivery Unit, Office of State Superintendent, LDOE

Performance Measures 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
Criteria	General goals to be provided at time of application:	Baseline data and annual targets				
(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"> Developing teachers and principals. 	0	1 LEA	100%	100%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Compensating teachers and principals. 	0	1 LEA	100%	100%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Promoting teachers and principals. 	0	1 LEA	100%	100%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Retaining effective teachers and principals. 	0	1 LEA	100%	100%	100%
(D)(2)(iv)(c)	<ul style="list-style-type: none"> Granting tenure and/or full certification (where applicable) to teachers and principals. 	0	1 LEA	100%	100%	100%
(D)(2)(iv)(d)	<ul style="list-style-type: none"> Removing ineffective tenured and untenured teachers and principals. 	0	1 LEA	100%	100%	100%

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.

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 on a preliminary basis to inform development, promotions, compensation, retention, tenure, and release; and to inform necessary adjustments and corrections to the CPMS. 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.

General data to be provided at time of application:	
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) ⁵	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.

⁵ 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)(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.

(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) Louisiana's plan to ensure that students in high-poverty and/or high-minority schools have equitable access to highly effective teachers and principals.

Louisiana must have 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 four components:

1. **Create increased demand** for highly effective educators throughout the state by redefining educator evaluation through value-added student data;
2. **Increase the supply** of effective teachers and leaders available to high-poverty, high-minority schools via statewide talent pipelines;
3. **Develop an expert teacher corps** that uses remote technology to ensure that all students have access to talented teachers, particularly in STEM subjects, even if recruitment pipelines fall short; and
4. **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 that ensure that high-poverty, high-

minority schools are not served by ineffective teachers and principals at higher rates than other schools.

Create increased demand for highly effective educators throughout the state.

As described in section D2, 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 about the percentage of persistently ineffective teachers and leaders within schools or districts will create increasing demand for high-quality educators across the state. 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 in a Participating LEA may result in a loss of Race to the Top funding.

Expand successful supply chains to build talent pipelines for shortage areas statewide.

The Recovery School District (RSD) has successfully created talent pipelines for high-poverty, high-minority schools, which have also been used in other regions of the state with severe staffing shortages (see section D1 for details). Through an **aggressive recruitment campaign, partnerships with national recruiting partners, and rigorous screening**, the RSD in New Orleans received approximately 2,600 applications for 142 teaching vacancies in 2009, resulting in the highly selective 5 percent ratio of applicants to hires. In 2008, the RSD expanded the talent supply chain for RSD schools located in 13 LEAs. Using the same techniques that were proven effective in the RSD, the state successfully recruited 13,061 teacher applicants (8,096 of whom were certified). Of these, 2,012 were screened to identify 764 high-quality candidates to refer to high-need schools statewide. In future years, LDOE will work collaboratively with the RSD and LEAs to 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 across the state.

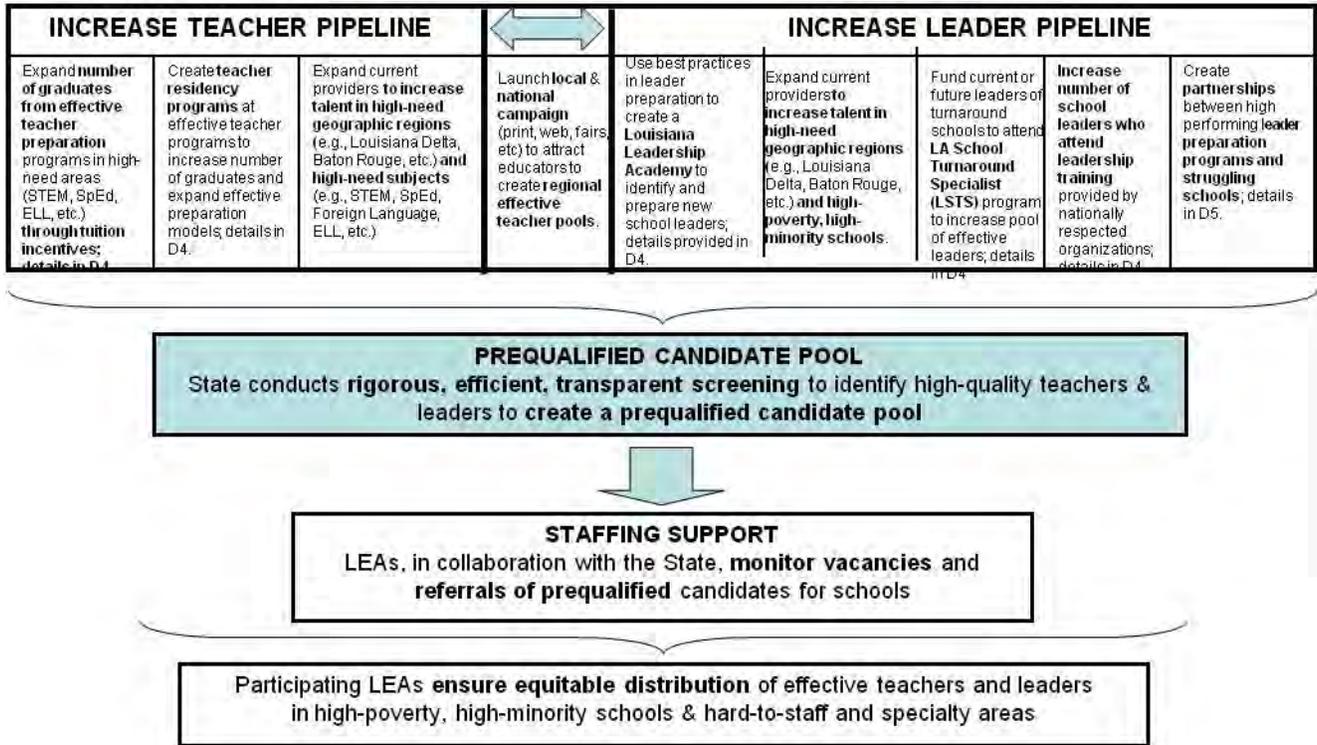
Louisiana will also build on the success of its **Teacher Preparation Accountability System** (TPAS) to continue to increase the number of teachers prepared to serve in high-need areas. Prior to Hurricane Katrina, the state implemented TPAS to assign bonus points to universities for producing new teachers in shortage areas such as STEM subjects or rural areas with high percentages of uncertified teachers. As a result, the number of new teachers who

completed university programs in shortage areas increased each year, including in special education, STEM subject areas, middle school, elementary education and early childhood education. The number of minority and male teacher candidates also increased. The Board of Regents will continue to award bonus points for universities that prepare new teachers in these and additional teacher shortage areas (e.g., foreign languages and reading) once the revised accountability system is implemented during the next year. The Board of Regents has also recently approved the creation of post-baccalaureate and post-masters academic certificates to encourage certified teachers to complete programs that will allow them to add certification to their teaching certificate. This will provide schools with a greater number of teachers who can teach in more than one content area.

Building on the TPAS, Louisiana will work with the state's most successful teacher and leader preparation programs (as evidenced by their graduates' value-added assessments) to expand the number of graduates who are placed in high-need areas by offering tuition incentives, creating new university-based teacher residency programs, launching a Louisiana Leadership Academy, creating partnerships between effective leader preparation programs and struggling schools, and staging local and national marketing campaigns to attract qualified applicants. The above activities are summarized in the state's Human Capital Talent Pipeline in Figure 2.

Figure 2.

Louisiana Human Capital Talent Pipeline



Develop an expert teacher corps.

To extend and supplement the pipeline activities described above, Louisiana will build a statewide initiative to provide talented teachers, with a STEM emphasis, to all students in the state, even if the recruitment pipeline does not generate enough high-quality applicants to fill all vacancies. Through this initiative, LDOE will:

1. Identify expert teachers already teaching in Louisiana using the Comprehensive Performance Management System (CMPS) and evaluation mechanisms outlined in D2;
2. Invite them to become part of a statewide expert teacher corps;
3. Offer members additional compensation in return for educating more students or building the capacity of other educators; and
4. Offer all LEAs (including both Participating and non-participating districts) the services of members in the expert corps via remote technology. The Louisiana Virtual School (described in section B3) and the state’s extensive broadband capacity (described in

section C3) will enable LEAs that are unable to fill vacancies in STEM and other positions the option of tapping into the corps for this purpose.

Provide Centralized Staffing Services and adopt the Model Staffing Initiative

Even when the state successfully recruits and prescreens a large pool of high-quality candidates through the activities described above, prior experience shows that high-need LEAs and schools often do not have sufficient capacity to successfully 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; and
3. **Provide consulting services** to LEAs or schools that experience difficulty 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 and geographic locations.

The **Model Staffing Initiative** (MSI) is a group of contracted consultants who assist principals with staff planning and vacancy forecasting to ensure that schools implement more effective hiring and retention practices. The consultants used for MSI and Centralized Staffing Services will come from the same nationally recognized provider. [\[APPENDIX D6: Model Staffing Initiative\]](#) These consultants will use data regarding teacher and leader shortages in general, and the distribution of effective teachers and leaders specifically (e.g., in low-performing, high-minority schools or high-need areas such as STEM, English Language Learners (ELL), and special education) to realign staffing practices in support of identification, hiring (where necessary), and placement of effective teachers and leaders. Louisiana projects that the percentage of effective teachers and leaders will grow steadily over the next four years because of the strategies implemented through our *Reform Plan*. The research consortium

(described in sections C2 and C3) will help LDOE and our MSI and Central Staffing Service consultants define the ratio of ineffective-to-effective teachers that causes a school and/or LEA to require more equitable distribution of effective teachers and leaders.

Louisiana's talent pipeline initiatives described above will provide the quality candidates for schools receiving MSI. Also, MSI will identify *existing LEA staff*, in addition to new talent from the pipeline, based on the data that emerges from their staffing analysis. The consultants will also help LEAs create effective strategies for successful retention of the newly placed teachers and leaders. Pending full implementation of HCIS, the consultants will also assist schools and LEAs in monitoring the equitable distribution of effective teachers and leaders, using existing systems.

The MSI will replicate the staffing practices and effective hiring techniques successfully used by Recovery School Districts and other LEAs. Louisiana recently received support from the Bill and Melinda Gates Foundation to support the MSI in four districts. During the R2T grant period, LDOE will launch nine MSIs to affect staffing practices in Participating LEAs. Each MSI will support 25 to 30 high-poverty, high-minority schools. Consulting support will be provided over a four-year period, beginning in 2010-11.

To leverage lessons learned from previous implementations of the MSI, 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 and retention techniques that 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; and
4. Provide recruitment and retention incentives to effective teachers and leaders to work in high-need schools, locations, assignments, and in 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) **These activities will increase the number and percentage of effective teachers working in hard-to-staff subjects and specialty areas including mathematics, science, special education, language instruction educational programs, and other shortage areas.**

The activities described above will assist the state in tracking shortage areas, ensuring equitable distribution of highly effective educators across those shortage areas, and dramatically increasing the number of educators who are available to serve in hard-to-staff areas and high-poverty, high-minority schools. In collaboration with the state, Participating LEAs 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 English Language Learners 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** by identifying and expanding local and national partnerships to address teacher shortage areas, if needed;
4. **Strengthen the skills** of teachers already working in high-need 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-need 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-need schools;
7. **Increase numbers and expand geographical reach** of nationally recognized teacher recruitment and preparation organizations (such as The New Teacher Project and Teach For America) 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 through the dual programs of Centralized Staffing Services and the Model Staffing Initiative (MSI).

(D)(3) KEY ACTIVITIES/TIMELINE

The Louisiana Reform Plan contains 7 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 D2] 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 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. D(3)(i)	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 -Incentivized retention in high-need schools, -Receive support and guidance from Centralized Staffing Services (LDOE) and Model Staffing Initiative (MSI) to implement effective hiring and staffing techniques.	June 2011	Sep. 2014
		Convene research consortium to help LDOE define the proportion of ineffective-to-effective teacher ratio that causes a school and/or LEA to require more equitable distribution of effective teachers and leaders.	June 2011	Dec. 2012
Create a pipeline of high-quality teachers and leaders through	Decker, P.T., Mayer D. & Glazerman, S. (2004) <i>The Effects of Teach For</i>	Expand recruitment efforts with national recruiting partners who have a track	June 2010	Ongoing

Key Activities	Supporting Evidence	Actions	Start Date	End Date
<p>alternative and undergraduate 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. D(3)(i)-(ii)</p>	<p><i>America on Students: Findings from a National Evaluation.</i></p> <p>[APPENDIX D7: Human Capital Staffing Plan]</p> <p>[APPENDIX A14: 2009 Value Added Report]</p>	<p>record of effective practice in Louisiana and maintain a focus on high-need subjects.</p>		
		<p>Conduct a statewide needs assessment for highly effective teachers, including tracking centrally reported vacancies and fill-rates in participating LEAs.</p>	June 2010	Ongoing
		<p>Create regional highly effective teacher pools through the centralized talent pipeline to attract candidates from within and outside of Louisiana.</p>	June 2010	Ongoing
		<p>Build LDOE’s capacity to recruit and deploy high-quality, prescreened candidates using the Centralized Staffing Services.</p>	June 2010	Ongoing
<p>Build a statewide initiative to provide talented teachers, with a STEM emphasis, to all students in the state, even if the recruitment pipeline does not generate enough high-quality applicants to fill all vacancies</p>		<p>Identify expert teachers already teaching in Louisiana using CMPS and the evaluation mechanisms outlined in D2.</p>	June 2010	Oct. 2010
		<p>Invite identified teachers to become part of a statewide expert teacher corps.</p>		
		<p>Offer members additional compensation in return for educating more students and/or building the capacity of other educators.</p>		
		<p>Offer all LEAs the services of members in the expert corps via remote technology and the Louisiana Virtual School.</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 [APPENDIX D8: LA</p>	<p>LEAs design and submit incentive plan.</p>	Oct. 2010	Jan. 2011
		<p>LEAs implement incentive plan.</p>	Apr. 2011	Ongoing

Key Activities	Supporting Evidence	Actions	Start Date	End Date
	TAP Overview]			
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. D(3)(i)-ii)	Clotfelter, C., Glennie, E., Vigdor, H. L. J. (2006) <i>Would Higher Salaries Keep Teachers in High-Poverty Schools?</i>	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).	June 2010	Ongoing
Provide data-supported advocacy to maintain and expand allocations to support teacher recruitment and placement services by national partners.		Pursue a legislative solution to fund continued support of national recruiting partners.	Apr. 2010	June 2011
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 district services to transition to	Daly, T., Keeling, D., Grainger, R., & Grundies, A. (2008). <i>Mutual Benefits: New York City's shift to mutual consent in teacher hiring.</i>	Implement MSI in Participating LEAs to assist districts in shifting to mutual consent hiring and ensuring high-quality staffing in high-poverty, high-minority schools. Build LDOE capacity to support these practices in all LEAs.	June 2010	June 2015
		Mandate site selection in Participating LEAs per Partnership Agreement.	Sep. 2011	Ongoing
		Create partnerships between high-performing leader preparation programs and low-performing schools.	June 2011	Ongoing
		Utilize human capital information system for participating LEAs to report vacancies centrally and for the LDOE and LEAs to monitor distribution and retention of	June 2012	Ongoing

Key Activities	Supporting Evidence	Actions	Start Date	End Date
site selection and support hiring in high-poverty and high-minority schools within an LEA. D(3)(i)-(ii)		highly effective teachers to high-poverty, high-minority schools.		

RESPONSIBLE PARTIES

[APPENDIX D7: Human Capital Staffing Plan] contains details regarding the parties responsible for implementing planned activities.

Elizabeth Shaw – Director, Human Capital Unit - District Service Center, LDOE

Andrew Vaughan – Director, Teacher Certification and Quality, Human Capital Unit - District Service Center, LDOE

Patrice Saucier – Director, Professional Development, School Supports & Regulation - Business Office, LDOE

Karen Burke – Assistant Superintendent, Business Office, LDOE

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

Performance Measures for (D)(3)(i)	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>					
General goals to be provided at time of application:	Baseline data and annual targets				
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]					
General data to be provided at time of application:					
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]					
Data to be requested of grantees in the future:					
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.

(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) Louisiana’s plan to link student achievement and student growth data to the students’ teachers and principals, programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State.**

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 the programs' value-added rating based on their graduates' impact on student learning. The Louisiana Board of Regents (BOR) provided research funds for the model to be developed by Dr. George Noell (Louisiana State University and A&M College) during 2002-2006, and grant funds from the BOR and Carnegie Corporation of New York were used during 2007-2009 to further refine the model. In addition, the Carnegie grant funded a State Research Team composed of a researcher for every public university, private university, private provider, and LDOE to conduct a qualitative research study to identify factors that had a positive impact upon effective teacher preparation programs. Using the TPPAM, **the Board of Regents, in partnership with LDOE, has publicly reported value-added data since 2006 on all redesigned or new programs at state-approved public universities, private universities and private providers who have 20 or more teachers teaching in specific content areas** [\[APPENDIX A14: 2009 Value-Added Report\]](#).

The results from the new value-added assessment will be one of multiple measures that will be used to examine the quality of teacher preparation programs, all through the Teacher Preparation Program Accountability System. Data made available through the state's new value-added educator evaluation system will also be made available to preparation and credentialing programs to inform their continuous improvement. Measures will also include an **Institutional Performance Index** (e.g., Praxis passage rates; new teacher survey results) and **Quantity Index**, which have been used to calculate a Teacher Preparation Performance Score for each university in the state since 2001. Performance Scores also inform labels (such as Exemplary, High Performing, Satisfactory, At Risk, and Low Performing) for each provider, as well as rewards or corrective actions based on the score. In 2010-2011, a third index called **Student Growth in Learning** (based on graduates' value-added results) will be added to the formula to calculate the Teacher Preparation Performance Scores for universities and private providers.

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 universities and private providers accountable for preparing high-performing educators**. Programs are required to enter into Programmatic Intervention if their new teachers perform below other new

teachers or significantly below other new teachers in a specific content area, as measured by the value-added assessment. Universities and private providers are required to closely examine identified weaknesses in their programs and develop a plan of action to increase the effectiveness of new teachers in the identified areas. For example, in 2009, TPPAM data revealed that the University of Louisiana at Lafayette's non-Master alternative certification program was preparing new teachers in grades 1-5 language arts whose growth was less than the mean growth of other new teachers. The University President has identified weaknesses and made changes in the program to address them.

Universities and private providers in Louisiana are currently involved in the development of an **Educational Leadership Accountability System** that will similarly examine the success of individuals who have completed educational leadership preparation programs. As part of a \$4.2 million grant awarded to Louisiana by The Wallace Foundation during 2004-2008 and a \$3.4 million grant awarded by The Wallace Foundation during 2008-2010, higher education, LDOE, universities, and districts have been working together to develop a cohesive educational leadership system within the state. One part of the system has been the development of indicators that measure leader success. The new Educational Leadership Accountability System will be piloted during 2010-2011 and fully implemented during 2011-2012.

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. Specifically, the *Louisiana Education Reform Plan* will improve teacher and principal preparation by:

1. **Expanding the Value-Added Teacher Preparation Program Assessment Model** to assess programs' success in preparing highly effective educators;
2. **Strengthening the Louisiana Teacher Preparation Accountability System** to spur necessary action among programs whose graduates fall short;

3. **Creating a Louisiana Leader Preparation Accountability System** to report value-added ratings on principal preparation programs based on the impact of their graduates on student achievement, and hold programs accountable; and
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

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 have licenses to operate in Louisiana and offer clinical-based experiences in Louisiana for teacher and/or educational leadership preparation. This will ensure availability of data on the quality of teacher and leader 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 either raise the bar on in-state teacher preparation programs or create awareness of ineffective out-of-state programs that should not be provided a license to operate in Louisiana. The availability of data on effective out-of-state teacher preparation programs will also inform the teacher pipeline (described in section D3) and identify better practices from out-of-state programs which may help to improve in-state programs. 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 ensure accurate linkage of the graduates of these 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 who have weaknesses in one content area speak to the importance of producing effective new teachers in Louisiana. Through the *Louisiana Education Reform Plan*, we will redesign the teacher preparation accountability system to:

1. Work with the BOR and LDOE to map out a *Programmatic Intervention Plan* when a preparation program receives a poor rating (Level 4 or 5) in a specific content area [\[APPENDIX D9: Programmatic Intervention Plan\]](#). Additionally, the BOR and LDOE will provide more intensive assistance and monitoring on the intervention, and close programs that have proved unsuccessful at producing effective 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 include effect estimates from the Value-Added Teacher Preparation Assessment; and
4. Add additional teacher shortage areas when calculating the Quantity Index for the Teacher Preparation Accountability System.

Creating a Louisiana Educational Leader Preparation Accountability System

Louisiana's five years of experience developing the TPPAM system has strengthened the state's belief that one of the best ways 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.

Multiple measures will be used to assess the effectiveness of the educational leader preparation programs, including program indicators (e.g., passage rates on state licensure examinations; percentage of completers that attain a Level 1 license; percentage of completers that attain a Level 2 license; percentage of completers who are hired into educational leadership

positions requiring licensure, etc.) and leader indicators (e.g., principal success in meeting AYP; increase in attendance rate of teachers; decrease in expulsion rate of students; etc.).

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 the effectiveness of the new leaders' schools. Once obtained, this measure will be integrated into the formula for the 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- and out-of-state programs that do not meet the expectations of the accountability system 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) Louisiana's plan to expand preparation and credentialing programs that are successful at producing effective teachers and principals.

As outlined in section D2 of this application, Louisiana will increase rigor in measurement of and support for 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 about 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 the highest (i.e., Level 1 and Level 2) effect estimates based upon the Value-Added Teacher Preparation Assessment Model in areas of teacher shortages and agree to teach in districts with shortages. Over the grant period, Louisiana will provide incentives to 240 participants.

2. **Redesigning undergraduate teacher preparation programs** to create programs with one-year, full- or part-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 the core elements** of the most successful programs in less-accessible parts of the state; and
4. **Expanding successful programs to prepare STEM teachers**, such as the *GeauxTeach* program at LSU's Gordon Cain Center for Scientific, Technological, Engineering and Mathematical Literacy (STEM), among the first replications of UTeach to attract the non-traditional STEM student and now one of the largest secondary STEM teacher preparation programs in the country; and LSU and its partners' Central Louisiana Academic Residency for Teachers (CART), providing an alternative pathway for college graduates and career changers with a math or science background to become teachers, funded by a U.S. Department of Education Teacher Quality Partnership grant. In addition, through a federal Teacher Quality Partnership Grant, 9 rural districts are working with LSU and other partners to pilot a new alternate certification program to offer high quality graduates of science, technology, engineering, and mathematics (STEM) fields or mid-career changers lead a Master of Science degree in Natural Sciences. The program will prepare highly effective math and science teachers who have committed to teach for three years in the partner districts. Future extensions of the program may include a fourth alternate certification pathway that combines math and science content and methodology for new teachers in math, chemistry, physics, and biology.

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., the NYC Department of Education, New Leaders for New Schools, and the UK model) 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 will be required to meet

certain prequalifying conditions and guidelines for continued enrollment in the academy. A pilot will be launched in summer 2011.

2. Using the **Educational 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 will pay 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

Louisiana already has a history of strong collaboration between the BOR, LDOE, universities, and districts as all teacher preparation and educational leadership programs in the state have undergone redesign or been newly approved during the past 10 years. 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 implement data-driven instruction. In addition, it will allow them to further adapt a curriculum that was aligned with the state and national standards during the redesign process as they make the necessary changes in their curriculum to prepare new teachers to address the new core standards, assessments, and curriculum (described in sections B and C) that will be adopted by the Board of Elementary and Secondary Education during summer 2010. Educators must be prepared to use these new tools. LDOE and BOR will work closely with teacher and leader preparation programs to ensure that teachers and leaders graduate with a deep understanding of and practical experience using data to drive instructional practice.

In collaboration with LDOE, universities will take a lead in creating 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 based on 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, members of the higher-education community will train universities and private providers to integrate the modules into their teacher and leader preparation programs.

Higher education will also work with the LDOE, private providers, and teachers as additional quantitative and qualitative research is conducted to identify leading indicators that help to identify effective new teachers who complete programs, teach children who demonstrate growth in learning, and are retained in the teaching profession. In addition, research will be conducted to identify levers for change that are specific strategies implemented by teacher preparation programs that result in value-added scores improving. A State Research Team composed of researchers from all public universities, private universities, private providers, BOR, and LDOE will be formed to oversee the implementation of the research studies. State and external funding will be used to conduct the studies.

(D)(4) GOALS

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

- Expanding the Value-Added Teacher Preparation Program Assessment Model to assess out-of-state preparation providers and provide richer reporting of data about programs’ effectiveness;
- Strengthening the Louisiana Teacher Preparation Accountability System to spur even more action among programs whose graduates fall short;
- Creating a Louisiana Leader Preparation Accountability System to report value-added ratings on principal preparation programs based on the impact of their graduates on student achievement, and hold programs accountable; and
- Continuing to strengthen relationships with schools of education, and make them partners in this reform.

(D)(4) KEY ACTIVITIES/TIMELINE

To improve the effectiveness of teacher and leader preparation programs, Louisiana will undertake 5 key activities:

Key Activity	Supporting Evidence	Action	Start Date	End Date
Improve teacher preparation programs Improve the quality of	Levin, J. & Quinn, M. (2003) <i>Missed Opportunities: How We</i>	Publicly report the effect estimates for all state-approved public	July 2010	Ongoing

Key Activity	Supporting Evidence	Action	Start Date	End Date
<p>Louisiana’s teacher preparation programs to ensure that preparation programs that are producing highly effective staff are expanded, and underperforming programs are limited, including launching pilots of new teacher preparation programs and expanding promising STEM-focused teacher preparation initiatives.</p>	<p><i>Keep High-Quality Teachers Out of Urban Classrooms.</i></p> <p>[APPENDIX A14: 2009 Value Added Report]</p>	<p>universities, private universities, and private providers using the Value-Added Teacher Preparation Program Assessment Model (TPPAM).</p>		
		<p>Develop a system to report the effect estimates for all state-approved out-of-state university programs that prepare teachers using TPPAM.</p>	<p>Sep. 2010</p>	<p>Ongoing</p>
		<p>BOR will monitor the implementation of Programmatic Intervention Plans developed by public universities that attain a poor (Level 4 or Level 5) effect estimate on their TPPAM.</p>		
		<p>LDOE monitors the Programmatic Intervention Plans of private universities and private providers who attain a poor (Level 4 or Level 5) effect estimate.</p>		
		<p>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.</p>	<p>May 2010</p>	<p>June 2011</p>
		<p>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</p>	<p>Sep. 2011</p>	<p>Ongoing</p>

Key Activity	Supporting Evidence	Action	Start Date	End Date
		private providers that prepare teachers.		
		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 use EAGLE, IIS, and HCIS and plan appropriate professional development to address needs identified through the modules.	Sep. 2010	Apr. 2012
		Train universities and private providers to integrate the modules/simulations into their teacher preparation programs.	Sep. 2011	Apr. 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 districts with shortages; focus on already-promising STEM-related preparation programs that can be scaled up or replicated.	June 2010	Ongoing
		Redesign undergraduate teacher preparation	Aug. 2010	Sep. 2012

Key Activity	Supporting Evidence	Action	Start Date	End Date
		programs to create one-year, full- or part-time teaching residencies, attain approval of the programs, and implement the programs at two to three universities.		
		Re-create the core elements of the most successful programs in less-accessible parts of the state.	July 2010	Ongoing
<p>Improve leader preparation programs 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 that are producing highly effective staff are expanded and underperforming programs are limited, including launching pilots of new leader preparation programs.</p>	<p>[APPENDIX D10: LA School Turnaround Specialist Program Overview]</p> <p>[APPENDIX D11: LA School Turnaround Specialist Performance Measures]</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	Apr. 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	Apr. 2012
		Supplement and strengthen existing monitoring and evaluation programs to incorporate student achievement data.	July 2010	Ongoing
Create a robust and effective network of Louisiana Leadership Academies using universities and		Design Louisiana Leadership Academy based on existing best practices in school leadership training (NYCDOE, NLNS, UK	July 2010	Apr. 2011

Key Activity	Supporting Evidence	Action	Start Date	End Date
independent providers (e.g., 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
Attain external funding and implement research studies that build upon the value-added results.		Identify external funding	June 2010	Sept. 2010
		Implement quantitative and qualitative research studies.	Oct. 2010	Aug. 2012
Expand effective leader preparation programs.		Expand private providers of leader preparation programs.	July 2010	June 2013
		Fund high-potential traditional educators to attend nationally prominent leadership training.	July 2010	June 2013

RESPONSIBLE PARTIES

Elizabeth Shaw – Director, Human Capital Unit - District Service Center, LDOE

Andrew Vaughan – Director, Teacher Certification and Quality, Human Capital Unit - District Service Center, LDOE

Karen Burke – Assistant Superintendent, Business Office, LDOE

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

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
General goals to be provided at time of application:	Baseline data and annual targets				
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%

General data to be provided at time of application:	
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
Data to be requested of grantees in the future:	
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) Louisiana’s plan to 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.**

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*. Participating LEAs 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 professional learning strategies employed in the *Reform Plan* and outlined below 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 implement a proven **District Capacity Building** process in our LEAs (described in section A2, part III) that was successfully piloted in 2009 and 2010. In addition, through funding from The Wallace Foundation, a **video and field guide** is being produced that features High-Poverty High-Performing (HHP) principals and their schools that will be available during 2010-2011 to help all principals in the state. This will serve as a valuable resource as HHP principals mentor other principals and assist in their development.

The **National School Administration Manager (SAM) Project** will also help change the role of the principal from the managerial leader to the instructional leader, resulting in an increase in time spent on improving teaching and learning. Staff members from universities, private providers, and the Louisiana Department of Education have been trained to deliver the model in university programs and to principals in districts during 2010-2012. In addition, the **Vanderbilt Assessment for Leadership in Education (VAL-ED)** will use student achievement data to identify appropriate professional development for individual leaders. VAL-ED is a research-based evaluation tool that measures the effectiveness of school leaders by providing a detailed assessment of a principal's perceived performance. Aligned to the Interstate School Leaders Licensure Consortium, it focuses on learning-centered leadership behaviors that influence teachers, staff, and student achievement. It is a 360 assessment intended to be taken by not only the principal, but by teachers and the principal's supervisor, ensuring that the very best feedback is given. The instrument was piloted in 2008-2009 in four schools, and a pilot involving more than 433 public and charter schools is being implemented during 2009-2010 through funding from The Wallace Foundation. Louisiana has also partnered with the state of Nevada, The New Teacher Center and the National State Directors of Special Education (NASDSE) to develop an **electronic mentoring program for special education teachers**, the first of its kind to address the needs of special education teachers in their first through third year of teaching. The program was piloted in spring 2010 with over 40 mentees and 15 mentors; an evaluation of the project is currently underway. The New Teacher Center plans to expand this pilot next year to over 600 special education personnel across the nation. This type of mentoring is being heralded as an example of the next generation of induction support for special education teachers.

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 enhancements to EAGLE as an instructional improvement system (described in section C3) will provide teachers with rapid access to rich formative assessment data, and via INSIGHT, LDOE's online portal, to teacher performance data through the Human Capital Information System (HCIS) (described in D2). Race to the Top 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 that schools and districts can build their capacity to use data well, LDOE will help LEAs and schools implement the practices below, which will be phased in according to their needs.

1. Provide **job-embedded professional development, based on student outcomes**, which includes: coaching and common planning and collaboration time, as stipulated in the Participating LEA Partnership Agreement.
2. Use the **Teaching Improvement Cycle** for teachers and leaders to reflect on teaching practices to improve instruction tied to the standards and assessments, including for students in special education, English language learner, or gifted and talented programs.
3. Implement the **Louisiana School Turnaround Specialist Program (LSTS)** to train leaders to take over failing schools and provide tuition subsidies for turnaround leaders (see section D3 for details).
4. Support principals by **creating a mentor program** between principals from High-Performing High-Poverty (HPHP) schools and principals from high-poverty/high-minority low-performing schools. Value-added performance data will be used to match mentors with mentees within their districts or regions.
5. Implement the **Teacher Advancement Program (TAP)** in select Participating LEA schools, based on need; this program will 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.

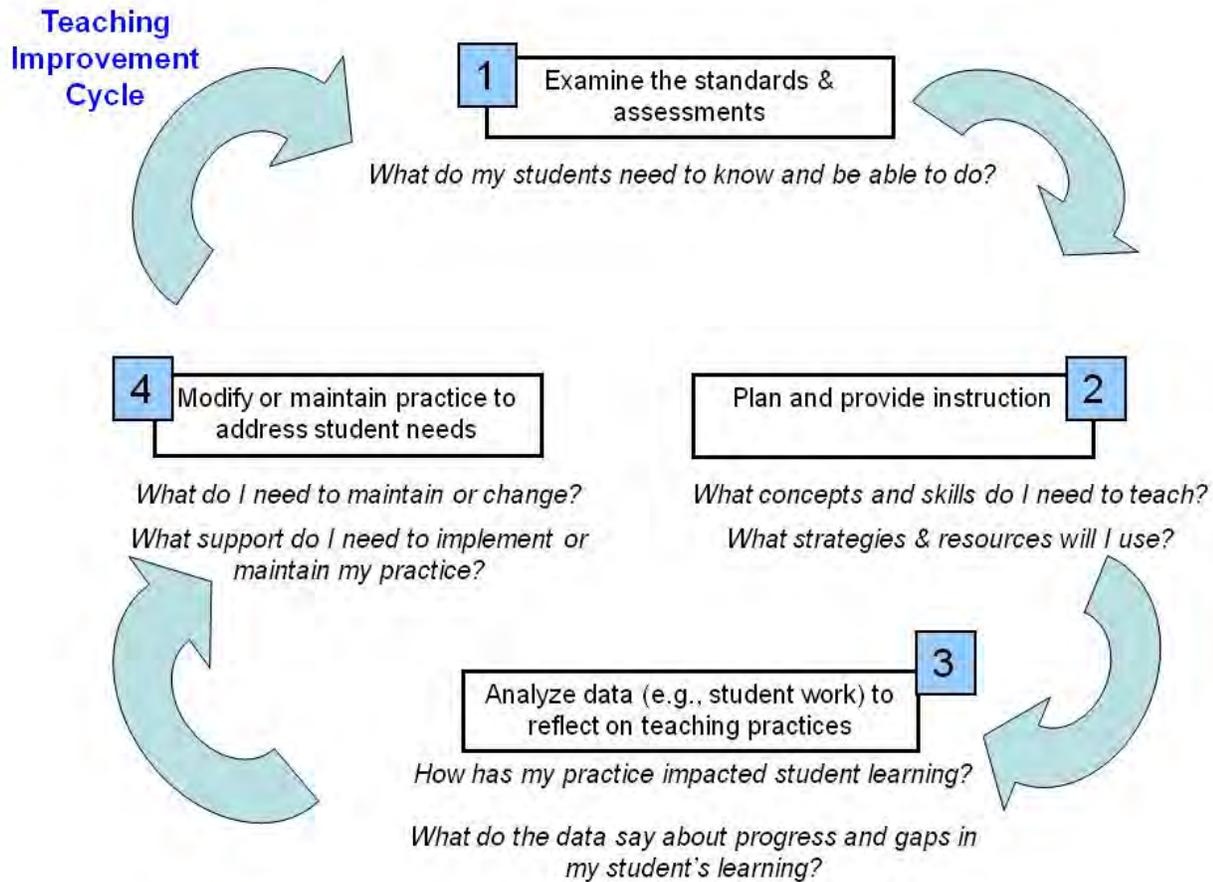
6. Implement the **Learning Agenda**, a principal effectiveness laboratory that will capture the key learnings about the principal actions, school practices, and policies that lead to improved student achievement in “breakthrough schools” to inform future improvements in principal practices. Information gleaned from participants of the Learning Agenda will be provided to managing staffs of TAP for the continuous improvement of those respective programs.

The Professional Learning Networks (described in section A1) and the social networks (which are a component of EAGLE (IIS)) will provide a forum for LEA and school participants to share their successes, challenges, and new learning from implementing each of these practices. This mechanism is an additional means of helping LEAs support their peers in overcoming challenges they face in implementing the described practices.

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. **LDOE will assist schools in finding ways to make better use of time** (e.g., scheduling common planning time for teachers to meet, “banking time”). 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. The cycle (summarized in Figure 3) has been used successfully in the RSD and in other schools in the state to ensure that students learn the standards at a proficient or advanced level of performance.

Figure 3.



The *Teaching Improvement Cycle* describes the process (and critical questions) by which **teachers and principals 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 gain 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. Coaching and training will also incorporate specific information on instruction, assessment, and strategies for working with students who have

exceptionalities (e.g., linguistically and culturally diverse; gifted and talented; and special education students).

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.

Using Professional Development to Drive Improvements in STEM

All of the above strategies will of course apply to teachers in all fields, including the STEM disciplines. Louisiana’s support for teachers in STEM, however, will be additionally enhanced by the establishment of the Louisiana STEM Alliance, with its network of five Regional STEM Hubs whose core mission is to boost teachers’ readiness to deliver excellent STEM instruction to all students. As described in section A2, each Regional STEM Hub will be anchored by a STEM-capable partner like the Louisiana Arts and Science Museum in Baton Rouge and Sci-Port: Louisiana’s Science Center in Shreveport. Hubs will work with area LEAs and schools to:

1. Identify needs and gaps in STEM teacher preparation, professional development, and applied learning opportunities;
2. Inventory area STEM resources, such as businesses, research centers, and higher education, that could be enlisted to fill those gaps; and
3. Design and deploy programs that mobilize those resources to meet the needs of area teachers and students.

These programs will build on an already vibrant and growing network of STEM-related professional development opportunities for Louisiana teachers:

- **The New Orleans area Hub, Core Element**, already provides summer teacher training on science concepts with follow-up during the school year, research-based “STEM Kits” for use by teachers in classrooms, a network of master teachers who serve as mentors for K-12 teachers, and numerous opportunities for students to participate in applied learning opportunities;
- **Research Experiences for Teachers (RET)**, summer programs that allow middle and secondary teachers from STEM fields the opportunity to work with scientists or engineers

in areas relevant to subjects they teach, offered by several universities, science-rich institutions, and business partners;

- **Summer institutes for teachers** via LDOE’s Math Science Partnership (MSP), which uses a research-based format to give teachers the tools to integrate real-world STEM applications into their everyday lessons and discussions, and the Board of Regents’ LaSIP program, with funding from the National Science Foundation;
- **The Mickelson Teacher Academy** for third- through fifth-grade math and science teachers, with support from the ExxonMobil Foundation;
- **Louisiana Tech University’s CATALyST** professional development program, which partners with several districts to offer a variety of nanoscience education programs for teachers, focusing on teachers in rural minority K-12 populations, a group that is historically underrepresented in STEM disciplines;
- **Excellence in Science and Math Teaching**, with the support of the Shell Foundation, which backs two regional higher education collaboratives to provide programs in leadership development for K-12 teachers of math and science; and
- **The Intel Teach Program**, which has enabled LDOE educators to provide in-depth technology training to more than 3,000 principals, teachers, and media specialists.

Regional STEM Hubs will work to scale up these programs locally, replicate them in parts of the state where they do not currently operate, and build on their best practices as Hubs create new initiatives to fill gaps for LEAs, teachers, and students.

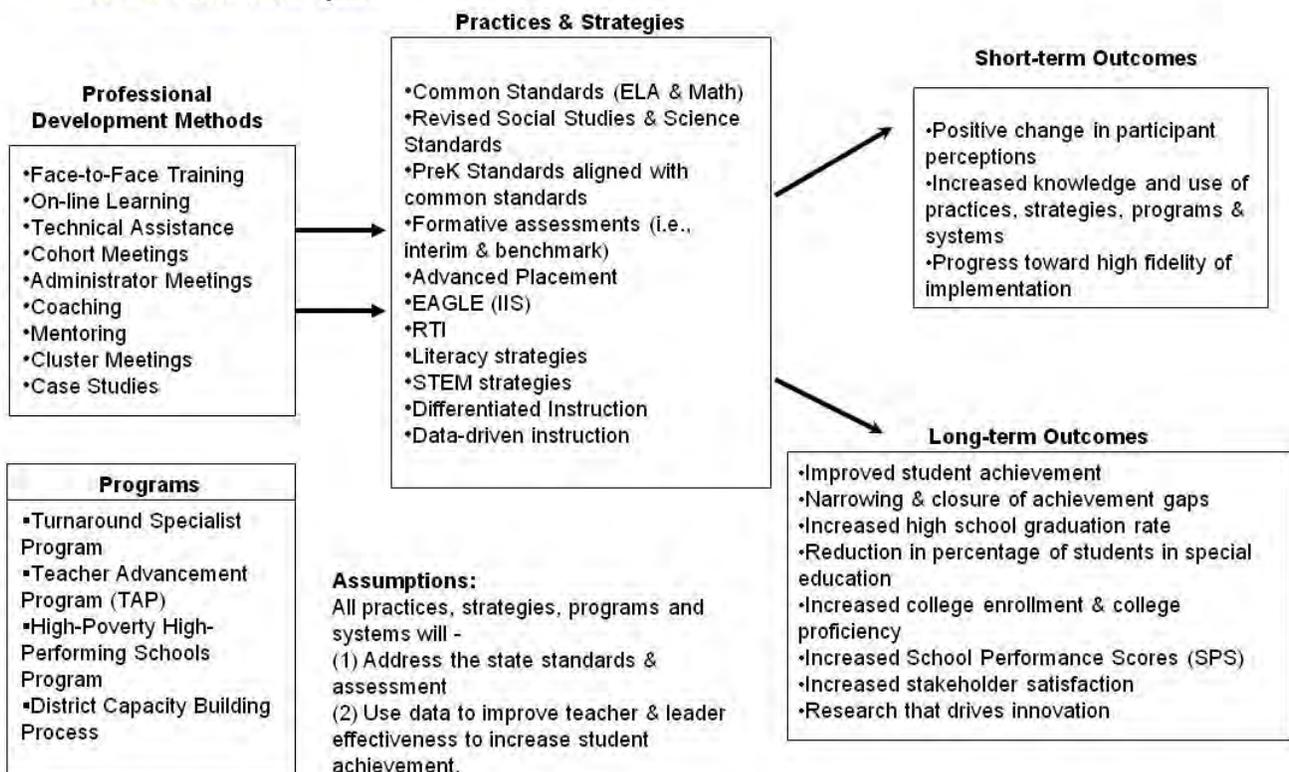
(ii) Louisiana’s plan to measure, evaluate, and continuously improve the effectiveness of those supports to improve student achievement.

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, see [APPENDIX D12: Professional Development Methods](#)) and *outputs* (processes and strategies taught and learned), lead to *outcomes* (impacts on teachers and students). The professional development methods used will be tailored to meet the specific needs of teachers and leaders according to the circumstances that are present or emerge in their respective LEAs. 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.

Professional Development Logic Model for Teachers and Principals



All professional development methods, practices and strategies will lead to short-and long-term outcomes; coaching will be used to sustain the long-term outcomes.

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. Evaluation data will be collected from participants via online surveys at two points: first, upon conclusion of the professional development method used; and second, after a three-to-six month period has elapsed. These data will measure the impact the professional learning has had upon the participant over time. 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 two goals in providing effective supports to teachers and leaders to improve performance:

- Build capacity of the LEAs and schools to implement strong professional development that increases data-driven instruction.
- Measure, evaluate, and continuously improve the effectiveness of professional development. All professional development methods, practices, and strategies will lead to short- and long-term outcomes; coaching will be used to sustain the long-term outcomes.

(D)(5) KEY ACTIVITIES/TIMELINE

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

Key Activity	Supporting Evidence	Action	Start Date	End Date
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	Fink, E. & Resnick, L. (2001). <i>Developing principals as instructional leaders.</i>	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 2012	Ongoing

Key Activity	Supporting Evidence	Action	Start Date	End Date
improve student achievement. LDOE will review and provide feedback on these plans.		Assist LEAs in creating a PD plan that is linked directly to staff performance data.	June 2011	Ongoing
Expand TAP in Louisiana.	[APPENDIX D8: LA TAP Overview] ; Desimone, L., Porter, A. C., Garet, M. S., Yoon, K. S. & Birman, B. F. (2001). <i>Effects of professional development on teacher's instruction: Results from a three-year longitudinal study.</i>	Expand TAP, including funding additional Executive Master Teachers to operate at the state level to provide additional support on TAP and the expanded implementation in TAP schools.	Sep. 2010	Apr. 2014
Implement high-quality PD especially in hard-to-staff subjects / positions, such as STEM and special education.		Working through the 5 Regional STEM hubs, identify gaps in STEM PD & existing STEM PD programs that are working; develop and implement plans to address gaps by scaling up or replicating successful initiatives and launching new initiatives. Working with the State of Nevada, the New Teacher Center, and NASDSE, implement electronic mentoring program to address the needs of special education teachers in their first through third year of teaching.	July 2010	Ongoing
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	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	Sep. 2010	Sep. 2014

Key Activity	Supporting Evidence	Action	Start Date	End Date
participating LEAs.		attend program.		
Create interactive case studies of effective leadership at High-Poverty High-Performing (HHP) 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 HHP schools and leaders of low-performing, high-poverty school leaders in participating LEAs.	Kannapel, P.J., Clements, S.K. (2005). <i>Inside the black box of high-performing high-poverty schools.</i>	Create a mentor program for principals of schools within Louisiana to mentor principals in high-priority schools.	Sep. 2010	Ongoing
		Create interactive case studies that 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	Apr. 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 programs accordingly.	Jan. 2011	Ongoing
The state will fully fund, implement and evaluate a pilot group of LEAs to participate in a formal		As described in section A2, part III.	TBD	TBD

Key Activity	Supporting Evidence	Action	Start Date	End Date
district capacity building process.				

RESPONSIBLE PARTIES

[\[APPENDIX D7: Human Capital Staffing Plan\]](#) provides details regarding parties responsible for implementing planned activities.

Patrice Saucier – Director, Professional Development, Human Capital – District Service Center, LDOE

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

Debbie Schum - Executive Director, College and Career Readiness - Goal Office, LDOE

Jill Slack – Director, Literacy - Goal Office, LDOE

Susan Batson - Director, Special Education, School Supports & Regulation - Business Office, LDOE

Performance Measures 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%
Percentage increase of principals 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 has clear authority to intervene directly in the state’s persistently lowest-achieving schools. **We were the first state in the nation to create a separate statewide entity dedicated solely to taking over and turning around schools that consistently perform at unacceptable levels.** The Recovery School District (RSD) was created by the Louisiana Legislature in 2003 with the passage of Revised Statute 17:1990 [APPENDIX A15: RSD Legislation RS 17:1990] and R.S. 17:10.5 [APPENDIX E1: RSD Legislation RS 17:10.5]. These statutes give the state, through the RSD, power to remove from local control any school 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, <http://www.doe.state.la.us/>). When the state brings a school into the RSD, it removes full governance authority over the school from the district and assumes full per-pupil funding levels for the school, as well. This direct authority has enabled LDOE to intervene in more than 5 percent of the state’s public schools, including more than 90 percent of schools in New Orleans.

The takeover authority provided through the RSD gives the state authority to intervene directly in low-performing districts. When the state brings a school into the RSD, it

retains jurisdiction over the school for at least five years, at which point it may make a recommendation to return the school to the LEA with stipulations and conditions; continue operations under the RSD; or close the school and reassign students to higher-performing schools. Since the decision about return of the school – and its funding – to the LEA rests completely in the state’s hands, the RSD gains enormous leverage to intervene in LEAs by demanding that they change in ways that make them suitable to govern previously failing schools. If LEAs are unwilling to make such changes, the state is fully empowered to retain the school in the RSD, as well as its per-pupil revenues. Finally, the RSD’s presence forces LEAs with schools eligible for intervention to pursue aggressive intervention strategies to prevent state takeover. Louisiana’s exercise of its takeover authority began in 2004, when RSD assumed control of five schools in Orleans Parish (New Orleans). After Hurricane Katrina in 2005, an additional 107 schools were transferred to RSD. 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 turnaround schools operated directly by the RSD. All schools in the RSD are given the freedom to hire and fire staff based on performance; required to implement longer school days and/or a longer school year; and required to use a data-driven instructional model that provides real-time feedback on student learning.

In 2008, the RSD expanded outside of New Orleans to take over five schools in the Baton Rouge area. In 2009, it took over an additional four schools in Baton Rouge and two schools in Shreveport. The RSD has also worked with several (mostly rural) LEAs pursuant to a detailed Memoranda of Understanding [[APPENDIX E2: LEA Intervention MOU](#)], which allows LEAs to continue to operate the schools upon the condition that they work collaboratively with the RSD regarding critical aspects of school operations, including the removal and replacement of any staff, review and approval of the curriculum, and the allocation and use of financial and other resources.

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) Louisiana's plan to identify the persistently lowest-achieving schools in the state.

Louisiana began aggressively identifying 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](#)]. SPSs are calculated for K-8 schools using student test scores (90 percent) and attendance (10 percent). Schools with a seventh- or eighth-grade configuration receive an SPS based on attendance (5 percent), dropouts (5 percent) and student test scores (90 percent). High schools (grades 9-12) receive an SPS based on test scores (70 percent) and their graduation index (30 percent). Our

graduation index includes a weighing cohort graduation rate and other graduation factors. The SPS of a school is calculated each year, and the resulting calculation leads to:

1. Labeling of schools (on an absolute value scale as well as on the basis of meeting growth targets); 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, Louisiana raised the SPS bar to 45. In 2005, the state raised the bar again to 60. And in 2010, Louisiana lifted the SPS bar to 65 (effective in 2011), and to 75 (effective in 2012). Louisiana will use this Accountability System to identify Title I schools and non-Title I eligible secondary schools that are the persistently lowest-achieving in the state. More than 9 percent of Louisiana schools have already been identified as AUS, and due to four consecutive years of failure, placed in the RSD. RSD presently consists of 117 schools (out of nearly 1,300 schools statewide), including 33 Recovery School District-operated schools, 51 charter schools and 33 schools heavily controlled by RSD through a memorandum of understanding with the LEA.

House Bill 1033 also stipulates that beginning in the 2011-2012 school year, School Performance Scores, now based on absolute values of student test scores, attendance, graduation rates and dropout data, will contain a value-added component. Under the law's provisions, the state board will decide how much value-added data will account for in school performance scores.

(ii) Louisiana's plan to support LEAs in turning around these schools by implementing one of the four school intervention models.

The backbone of the state's plan to turn around low-achieving schools has been and will continue to be the RSD. The RSD has used all of the four school intervention models (and even other strategies – see below) to dramatically increase student performance. The results have been remarkable in the 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 parallel 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, and 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 in RSD schools 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 area tested by the state, and increased at a rate that exceeds the state’s growth average in nearly every tested area. Further, schools that have been in the RSD for three years or more have increased student learning 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 these gains are quite dramatic. For example, the 10th-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 eighth-grade English language arts proficiency rate has grown from 26 percent to 32 percent. In addition, the mere existence of the RSD may have had an impact upon the 29 schools that have improved enough to no longer be deemed academically unacceptable – a number of schools moving out of AUS status that is *unprecedented* in Louisiana history. We believe districts’ fear of “ceding” schools to the RSD has been a motivational element in many of the AUS schools that have improved.

In future years, the RSD is prepared to – and will – take on more schools as necessary. However, in evaluating the academic performance of the 1,300 schools in the state, in addition to the 117 schools in RSD, Louisiana still has approximately 300 schools where 50 percent or more of the student population are performing below grade level. **It is clear that Louisiana must do more, and more quickly.** Two years ago, the state began to place schools under the supervision of the RSD through Memoranda of Understanding (described in section E1) whereby the RSD oversees LEAs’ operation of the chronically low-achieving schools, without taking over day-to-day operational responsibility from the LEA. Because of the significant magnitude of the problem, however, we must use 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) intervention models.

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

1. Pursuing one of the four intervention models in any schools currently in the RSD that remain persistently low-achieving. Though gains in RSD overall are very strong, a minority of RSD schools remain low-performing. The RSD is committed to restarting reform in these schools by: contracting 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; contracting the school's entire management to a proven charter operator; or other approaches consistent with R2T school intervention 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 will be encouraged to enroll these schools in HPSI. To qualify for HPSI, LEAs must present to the state a clear, binding plan to implement one of the four intervention models and to create 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 in the Timeline/Activities table below);
- Help in streamlining planning, spending, and reporting; and
- Access to the state's supply of turnaround leaders and teachers.

These LEAs and schools will be held to strict standards of execution and performance accountability. As a result, 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 the RSD when LEAs 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:

- 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 they fall into AUS for four years, will be subject to takeover by the RSD.
- 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 they fall into AUS for four years, will be placed into the RSD.
- 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. Louisiana operates a School Turnaround Specialist Program (LSTS) modeled after the University of Virginia’s Turnaround Specialist Program, through which we recruit, groom, and build a cadre of certified and experienced principals to turn around chronically underperforming schools. LSTS focuses on improving overall student achievement levels by engaging school leaders in an intense two-year executive leadership program, and providing curriculum delivered over six consecutive semesters of program activities by regional providers approved by the Board of Elementary and Secondary Education. Louisiana currently has seven approved regional providers for the LSTS program: Xavier University of Louisiana, Nicholls State University, University of Louisiana at Lafayette, Northwestern State University of Louisiana, Louisiana State University - Shreveport,

Louisiana Technical University, and University of Louisiana at Monroe. This geographic breadth enables candidates from any LEA in the state to have the opportunity to receive training.

LDOE will also make Model Staffing Initiative teams (described in detail in section D3) 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 to deliver consistent levels of outstanding performance by scaling up the incubation of Charter Management Organizations 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. Collaborating with industry experts, museums, universities, research centers, and other STEM-community partners to prepare and assist teachers in integrating STEM content across grades and disciplines. Examples include Louisiana’s current implementation of: the ExxonMobil’s *Mickelson Teacher Academy Program* to provide professional learning for third-through fifth-grade math and science teachers; Louisiana Tech University’s *CATALyST professional development program*, which partners with several districts to offer a variety of nanoscience education programs for teachers; and the *Xcite* program, which provides academic and professional networking opportunities for high school girls through a residential camp hosted on the campus of Louisiana State University.

7. Using Memoranda of Understanding between the RSD and LEAs. We are in the second year of piloting this strategy, described in section E1. The RSD has oversight over and collaborates with LEAs to address leadership, teaching, curriculum and instruction, and resource management. To date, this strategy has been used primarily in less-populated areas of the state (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. By continuing this approach, we will enable the 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:

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

(E)(2) KEY ACTIVITITES/TIMELINE

The Louisiana Reform Plan contains 9 key activities that 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	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).	Eliminate forced placement of teachers.	June 2010	Ongoing

Key Activity	Supporting Evidence	Action	Start Date	End Date
interventions.	Effective teachers appear to demonstrate results with students of all achievement levels, regardless of heterogeneity in their classes (Sanders, W.L & Horn, S.P.,1994).	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.		
	RSD schools' growth outperforms other schools in the state because the RSD places effective and highly effective teachers in low-performing schools. [APPENDIX A3: Growth in Recovery School District: New Orleans Schools 2007-2009].			
	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)	Hire highly effective teachers and leaders through the state's pipeline of high-quality teachers and leaders.	June 2010	Ongoing
		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.	Sep. 2010	Ongoing
	Instructional leadership has a strong influence on student achievement (Hattie, J., 2009).	For schools choosing the turnaround or transformation model, hire School Turnaround Specialists through the LA School Turnaround Specialist Program.	Oct. 2010	Ongoing
Invest in the incubation and scale-up of new high-performing schools across Louisiana, including charters, and ensure high-quality performance monitoring through	Louisiana charters showed significantly higher learning gains than would have occurred in traditional schools [APPENDIX E4: Education Week	Identify which schools within the LEA will receive turnaround interventions and decide, based on the definitions of federal regulations, to close, charter, transform,	May 2010	June 2010

Key Activity	Supporting Evidence	Action	Start Date	End Date
increased accountability.	Race to the Top Lessons from New Orleans]. 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).	or turnaround those schools.		
NOTE: Currently, RSD uses two “restart” approaches if any of its schools underperform: § Transformation (where new schools open in a building’s early grades and then expand to other grade levels) and § Conversion (where underperforming schools are offered to takeover by qualified charter management organizations (CMOs).	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.	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 others and invest in 5 to 7 CMOs that will, through ongoing discussions with Participating LEAs, focus on a small number (30) of the most underserved communities in LA.	May 2010	Ongoing
	Between 1999 and 2009, the state’s average School Performance Score (SPS) rose 32 percent from 69 to 91. Since 2000, the state has incrementally raised the minimum SPS for failing schools from 30	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.	June 2010	Ongoing

Key Activity	Supporting Evidence	Action	Start Date	End Date
	in 2000 to 60 in 2009. Over those years, the number of schools below 60 SPS has decreased from 313 to 55, showing that 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).	Hire leaders from a pipeline of experienced leaders or those accredited through: <ul style="list-style-type: none"> · The LA Leadership Academies · Alt-Cert Leader Preparation Programs · Turnaround Specialist Programs who are prepared to meet quality academic and financial turnaround performance measures.	June 2010	Ongoing
“Retry” change where needed in RSD schools that are still low-achieving. (See previous activity for retry approaches.)	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 at low levels and are not on a trajectory to improve adequately; determine if closure is warranted.	June 1, 2010 Repeat annually	Sep. 2010
		Using “transformations,” “conversions,” and other approaches within the four R2T models, 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

Key Activity	Supporting Evidence	Action	Start Date	End Date
Provide technical support, in the form of School Recovery and Support Teams (SRSTs), to 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. An SRST is composed of educational experts who can assess and provide high-quality technical assistance to school leaders and staff.	The RSD implemented an early model for school support by establishing the RSD New Orleans (2005) to support New Orleans RSD schools; subsequently, Comprehensive Quality Review (CQR) and Quality Monitoring School Review (QMSR) teams were established in 2008 around the state to support RSD schools outside New Orleans.	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
	Effective organizations couple their internal problem-solving capacities with constant access to, and consideration of, external knowledge (Fullan, M.,1999).	Create, train, and deploy SRSTs to implement Quality Monitoring School Review (QMSR) to provide ongoing support during a turnaround process in areas identified as improvement areas.	June 2010	Ongoing
		Identify district staff who 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/QMSR teams to support district turnaround efforts.	June 2010	Ongoing
Under the USDOE’s State and Local Flexibility Demonstration Act (Section 6131 off NCLB), seek authority from the U.S. Secretary of Education to consolidate and use federal funds in a flexible manner to support turnaround activities.	Because RSD replaces legacy institutions, it allows human and financial resources to be pointed at specific school needs (RSD budget, 2009).	Create a Performance Advisory Group composed of district and school leaders in charge of school turnaround tasked with streamlining state and federal reporting requirements.	Jan. 2010	Ongoing
	Constraints on the use of school funding actually limit student academic progress	Establish and sustain a Standing Review Board for all modifications to school and LEA reporting	Jan. 2011	Apr. 2011

Key Activity	Supporting Evidence	Action	Start Date	End Date
	(Mass Insight, 2009).	and audit requirements.		
		Create a reporting tool that streamlines all federal and state reporting and paperwork related to student progress required of LEAs.	Sep. 2011	Jan. 2012
		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.	Sep. 2011	Jan. 2012
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 seek to consolidate all other reporting requirements.	Constraints on the use of school funding actually limits student academic progress (Mass Insight, 2009).	Inventory all existing federal and state funds.	Oct. 2009	June 2010
		Identify which of those funds align with the initiatives outlined in the <i>Louisiana Education Reform Plan</i> .		
		For those not indicated in the <i>Reform Plan</i> , identify those key funding sources that can be removed.		
		Petition the federal government to block certain grant funds when appropriate to support the state’s <i>Reform Plan</i> .	Oct. 2009	Oct. 2011

Key Activity	Supporting Evidence	Action	Start Date	End Date
<p>Based on the 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"> § Expand Response to Intervention (RTI) to provide early, effective assistance to struggling students § Implement extended school day and/or year; provide additional hours for instruction, enrichment activities, and staff planning § Increase credit recovery and AP; expand AP and Louisiana Virtual School avenues to complete credit hours outside normal classroom settings § Implement school leadership teams § Implement job-embedded professional development § Implement comprehensive managed curriculum § Implement performance contracts for administrators § Implement site-based hiring § Implement hiring of teachers trained in STEM subjects § Implement inclusion of STEM curriculum 		<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> <hr/> <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>	June 2010	Ongoing

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

Siona LaFrance – Chief of Staff, Recovery School District Louisiana

Donna Nola-Ganey – Executive Director, School Supports and Regulation, Business Office

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 percent of all 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 that Louisiana used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues used to support elementary, secondary, and public higher education for FY 2008.

The State of Louisiana increased the amount of funds provided to education from 43.71 percent in FY 2008 to 48.08 percent in FY 2009. 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.

(ii) Louisiana’s policies lead to equitable funding between high-need LEAs and other LEAs and, within LEAs, between high-poverty schools 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 of in-state funding, and wealthier school districts receive a smaller percentage of 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 students and those in special education and career and technical education programs on those respective students beginning in school year 2010-11. These actions ensure that equity is applied not only across districts but within districts as well. 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) **Louisiana’s charter school law does not prohibit or effectively inhibit increasing the number of high-performing charter schools in the state or otherwise restrict student enrollment in charter schools.**

Louisiana does not place a cap on the number of charter schools that may be created in the state, the percentage of schools that can be charter schools, or student enrollment in charter schools. Louisiana’s charter law, LA R.S. 17:3983, provides 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, summarized in the table below. **The law does not place any restrictions on the number of any type of charter schools that may be created, nor does it limit the funding available to charter schools.**

Types of Charter Schools Authorized in Louisiana		
Type	Description	No. in Operation in 2009-10
Type 1	New start-up charter schools authorized by a local school board	5
Type 2	New start-up or conversion charters authorized by the state	11

	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	9
Type 4	New start-up or conversion charter schools authorized by BESE, but operated by a local school board	4
Type 5	Charter schools that are authorized by BESE and operated under the jurisdiction of the Recovery School District (RSD). By definition, these 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.	48
Total		77

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 grew 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 charter schools currently in operation educate more than 30,000 students (more than 4.5 percent of the state's total student population). This is much higher than the market share held by charter schools nationally, which in 2009 was at 2.9 percent (National Alliance for Public Charter Schools, 2009).

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) **Louisiana has laws, statutes, regulations, or guidelines regarding how charter school authorizers: approve, monitor, hold accountable, reauthorize, and close charter schools, and take into account student achievement as a significant factor 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; and have closed or not renewed ineffective charter schools.**

Louisiana’s 70 local school boards and the Louisiana Board of Elementary and Secondary Education (BESE) can authorize charter schools, 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. Louisiana’s charter law requires each authorizer to approve, monitor, hold accountable, reauthorize, and close charter schools based in significant part on student achievement; and encourages charter schools to serve student populations that are similar to local district populations. [See LA R.S. 17:3981(4) and LA R.S. 17:3982 A(1)(a) in [APPENDIX F2: Authorizing Statutes.](#)]

Initial Charter Approval:

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. The law requires authorizers to engage in an application review process that complies with the Principles and Standards for Quality Charter School Authorizing, as promulgated by the National Association of Charter School Authorizers (NACSA), and requires authorizers to use third-party reviewers to conduct an independent review of each charter application. The evaluation of new applicant groups focuses primarily on the merits of the written application and the composition of the founding team, and where possible, the academic data of operators with existing schools. 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 79 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.

Summary of Louisiana Charter School Applications

School Year	# of Applications Submitted	# of Applications Approved	# of Applications Denied
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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
TOTAL	157	64**	83

***15 charter schools were 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. Applicants are provided with detailed feedback on the evaluation of their application, so that they may use that information in their planning process if they decide to resubmit in the next application cycle.

Charter Renewal/Reauthorization:

Louisiana’s charter law requires that authorizers conduct: annual monitoring of each school’s progress; revocation of charters if schools fall short of expectations; and renewal of charters at the end of their terms only if they have met expectations. Student achievement must be the primary focus in all parts of this sequence. At the end of the third year of operation, a comprehensive report is prepared for each charter school and submitted to the chartering authority. That report, which includes information about the school’s fiscal, governance, and operational health as well as student performance and growth, is one of the components 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, schools are eligible to apply for renewal. Again, after a thorough review of the school’s performance, the chartering authority may renew a successful charter for additional periods of not less than three years.

Charter schools authorized by BESE (77 percent of all charter schools in the state) are approved, renewed and closed based on state policy. These charter schools operate under the

[APPENDIX F3: 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. While all schools receive a five-year initial charter, the framework outlines the minimum academic standards that must be achieved in year three of the charter term for schools to be eligible for extension through year five. It also lays out performance standards that must be met in the final contract year to receive full contract renewal.

The remaining charter schools in Louisiana are authorized by local school boards. Louisiana law provides sufficient authority and flexibility to these 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 variety of monitoring tools and protocols, evaluation and assessment activities, and rigorous performance standards that have been adopted by local charter authorizers in the state.

Within the state’s authorizing 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. In addition, under the state accountability system and RSD authority, the state may close or take over any charter school that persistently fails to meet state standards.

Charters Serving At-Risk Student Populations:

Louisiana law directly 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 that: *“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:

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 Closures:

Louisiana has closed two charter schools in the past five years:

- East Baton Rouge Arts and Technology Charter School (EBRATS) in East Baton Rouge Parish.
- New Orleans Free Academy in Orleans Parish closed in 2009 primarily for academic performance-related issues.

A majority of the charter schools operating in Louisiana were opened within the past three years. Prior to the 2005-06 school year, only 15 charter schools were operational statewide and each of these has met and continues to meet their academic goals.

Louisiana's Accountability System requires charter schools to establish and reach growth targets. When charter schools come up for renewal, the length of their renewal term depends upon their performance. Five-year renewal terms are the norm for schools that reach their anticipated growth targets. Schools performing at the high end of the performance spectrum are eligible for longer-term renewal – up to 10 years. In schools with mixed performance – but not low enough to warrant closure – the traditional 5-year renewal terms are limited to 3-year terms. Charter schools that are persistently low achieving have their charters revoked. As described in section E2, we will examine the performance of all existing schools in the RSD, including charter schools, to identify those that have failed to meet improvement targets, and take dramatic action to improve their performance or close them.

(iii) Louisiana's charter schools receive equitable funding compared to traditional public schools, and a commensurate share of local, state, and federal revenues.

Louisiana's charter school law (RS 17:3995) specifies that funding for each type of charter school in Louisiana is distributed in one of three ways, described below. **Each method ensures charter schools receive their commensurate, equitable share 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 Minimum Foundation Program (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 is the same as for Types 1, 3, and 4 charter schools.

In each circumstance above, charter schools receive the same amount of local- and state-generated money per child as the traditional district-run schools receive. [\[APPENDIX F4: Local and State LEA Per Child Cost Allocations Memos; APPENDIX F5: Local and State LEA Per Child Cost Allocations Chart\]](#)

With regard to federal funds, 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 school’s 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.

LDOE's fiscal and programmatic staff 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 its public school mailings and program notices relative to all state and federal funding sources. In addition, charter schools are included in LDOE databases that list education entities eligible for federal funding.

(iv) Louisiana provides charter schools with funding for facilities, assistance with facilities acquisition, access to public facilities, and other supports, and does not impose any facility-related requirements on charter schools stricter than those applied to traditional public schools.

Louisiana offers unparalleled facilities support to charter schools by providing free facilities to all Type 5 charter schools, which make up 62 percent of all charter schools in the state (LA R.S. 17:1990(B)(4)(a)). In addition, capital repairs and renovations for Type 5 charter schools beyond routine maintenance remain the responsibility of the school district that owns the building, not the charter school.

A number of important facilities-related provisions in Louisiana's charter law assist other types of charter schools in securing physical space to house their schools. Under LA R.S. 17:3982(B), charter schools receive priority for vacant school properties. Specifically:

[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.

For new charter schools, Louisiana’s Charter School Law provides in R.S. 17:3995(G) an avenue through which significant facilities funding can be provided:

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.

Also, Louisiana law provides that charter schools are eligible to access tax-exempt financing through the Louisiana Public Facilities Authority. Finally, Louisiana does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools.

(v) Louisiana enables LEAs to operate innovative, autonomous public schools other than charter schools.

We strongly believe that school autonomy is a condition for reform and innovation. Louisiana permits LEAs to support autonomy in schools that have demonstrated academic success by giving them flexibility in allocating resources, managing time, and other aspects of operating the school. Examples of autonomy include: site-based selection of teachers, and certain flexibilities regarding budget, schedule, length of school day and year, dual enrollment, and selection of curriculum and textbooks (within parameters). As described in Section E2(ii), the state provides these types of autonomy to all schools in the Recovery School District (RSD). In addition, innovative and autonomous schools that have been created by traditional LEAs throughout the state include:

- **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 laboratory 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 jump start 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 (STEM). 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.

In addition, **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, which is a residential high school with competitive admissions for high-ability students, and the New Orleans Center for Creative Arts, 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

Louisiana has created conditions that are favorable to education reform and innovation, and that have increased student achievement and graduation rates, narrowed achievement gaps, and resulted in other important outcomes.

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 include:

1. **Pay incentives to National Board Certified teachers, counselors, psychologists and social workers in schools** (Revised Statutes: 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.
2. **High-Poverty High-Performing Schools Initiative.** In 2009, Louisiana created the High-Poverty High-Performing Schools Initiative to honor, research, and learn from schools that have strong academic results (SPS > 100 for two consecutive years) despite 65 percent or more of the school's population being enrolled in a 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.

3. **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.
4. **The Teacher Advancement Program (TAP)** (Revised Statutes: 17:6048.1 et. seq.). Louisiana also piloted, with substantial positive results, 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 under Race to the Top. The state has steadily increased support of this program, including a budget increase of 20 percent in the previous year. In 2010, 78 schools were participating in pre-TAP programs (including studying TAP through visits to TAP schools, department-led training workshops, and TAP overview presentations to the school faculty) and an additional 76 schools have fully adopted the program statewide. 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. Highly effective teachers in these schools can earn up to \$5,000 in annual incentives based on their value-added scores and classroom ratings.
5. **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, 2009, Charter School Performance in Louisiana).

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

Louisiana has a comprehensive plan to increase access to rigorous STEM coursework for all students, including girls and other populations of underrepresented students. These plans include professional development for in-service teachers, and leveraging the support of an array of STEM-capable partners. Our plan rests on a two-part organizational structure for delivering these results:

- **High-level STEM Leadership at LDOE:** Louisiana’s STEM efforts will be spearheaded by the Director of the STEM Goal Office, one of only three such offices, who reports directly to LDOE’s top leadership (see A2(i)). The STEM Director will be responsible for driving STEM priorities through all of the activities of the *Reform Plan* and Race to the Top implementation. The STEM Goal Office and the State Superintendent of Education will be advised by a high-caliber Superintendent’s STEM Advisory Circle, made up of state and national leaders in STEM disciplines and related industries.
- **Louisiana STEM Alliance:** Modeled after the Ohio STEM Learning Network, the Alliance will bring together LDOE, higher education, LEAs, businesses, research facilities, foundations, and other government agencies in a coordinated, statewide effort to enhance the preparation and effectiveness of STEM educators and offer applied learning opportunities for students via five Regional STEM Hubs.

These organizations will be responsible for an interrelated set of activities, which are woven with others throughout Louisiana’s application for Race to the Top funding. We summarize below STEM specific activities related to these three objectives.

Offering a rigorous course of study in STEM. Louisiana will build on our existing system of standards, accountability, and assessment of results to substantially strengthen our STEM course offerings by:

- Aligning Louisiana’s *Comprehensive Curriculum* and End-of-Course assessments with the new STEM standards (B3).
- Dramatically expanding Advanced Placement and dual enrollment STEM offerings throughout the state, including using the Louisiana Virtual School to train in-service teachers and to teach students in rural LEAs (B3).
- Building on Louisiana’s already vibrant network of STEM-focused high schools that offer a rigorous course of study, including an expansion of those affiliated with the NewTech Foundation.

Cooperating with partners to prepare and assist STEM teachers and provide students with applied learning opportunities. In December 2009, representatives from institutions of higher education, LEAs, businesses, state and federal agencies, research facilities, and foundations held the first annual Louisiana STEM Education Symposium. The attendees committed to the establishment of a Louisiana STEM Alliance (described fully in section A2(i)). The Alliance will work through five Regional STEM Hubs which are being established throughout the state, anchored by STEM-capable partners like the Louisiana Arts and Science Museum in Baton Rouge, and Sci-Port: Louisiana's Science Center in Shreveport – one of the ten best family science centers in the country. Higher education institutions throughout the state will provide support to the regional hubs. A large number of LEAs are already partnering with higher education institutions to offer high school dual-credit courses which meet higher education standards.

Regional STEM Hubs will work with area LEAs and schools to: (a) identify needs and gaps in STEM teacher preparation, professional development, and applied learning opportunities; (b) inventory exemplar school programs and area STEM resources, such as businesses, research centers, and higher education, that could be enlisted provide mentorship, training, and learning opportunities; (c) design and deploy programs that mobilize those resources to meet the needs of area teachers and students (D5(i)). These new initiatives will build on several existing efforts in the state to equip current and future STEM teachers with knowledge and resources, detailed in sections D4 (preparation) and D5 (professional development). Our plan includes numerous efforts to increase applied learning opportunities for students, such as the *Sally Ride Science Festivals*, which encourage fifth through eighth grade girls to pursue science and related careers; and others described later in this summary of our STEM strategy.

Participating LEAs will also be encouraged to have a minimum of one STEM club or competitive team at each school, with the option to participate at no cost in competitions such as the Louisiana Regional and State Science and Engineering Fairs, *eCyberMission*, and *MathCounts*. STEM-based extra-curricular activities will be supported by stakeholders in Regional STEM Hubs and other community-based organizations. These efforts will supplement Louisiana's already growing STEM extracurricular base. For example, in 2003 there were 15 student teams in Louisiana's FIRST LEGO League (FLL). The 2009 FLL state competition listed 71 registered teams, and for 2010 the state will have to hold multiple qualifying

tournaments in different regions. Additionally, the number of Louisiana teams competing in FIRST Robotics has grown from 3 in 2005 to 17 in 2010.

Preparing more students, including from underrepresented groups, for advanced study and careers with STEM emphases. As Louisiana increases the rigor of its STEM standards and curriculum, the STEM Goal Office will work closely with LEAs to increase the participation of students, including low-income, minorities and girls, in the expanded course offerings, including Advanced Placement courses and exams. The Goal Office will track and report course-taking and success for each school and LEA, disaggregating the data by gender and socioeconomic sub-groups in order to assess progress and hold schools and LEAs accountable for achieving Louisiana’s goals in STEM preparation for *all* students.

The data from this process will help inform Regional STEM Hubs’ efforts to create and expand applied learning opportunities for students, especially for underrepresented student groups. These initiatives will build on a host of existing programs in Louisiana that serve this purpose, including numerous summer opportunities such as:

- “*A-HEC* of a Summer,” which allows students to job shadow in area health education centers in the morning, and attend a human anatomy class and work on projects in the afternoon.
- *Cyber Innovation Center’s (CIC) Academic Outreach* program, which offers four camps to 10th grade students in northwest Louisiana, giving participants a broad understanding of STEM fields and real world applications, additional Cyber Days are presented for K-8 students.
- *GEAR-Up*, sponsored by LDOE and the Louisiana Board of Regents, which offers 26 one-week camps for students from high-poverty, low-performing schools. GEAR-Up is exploring a partnership in which students will gather scientific data locally, share the information with students worldwide through the Internet, and use the data locally for science fair projects and presentations at conferences.
- *Southern University’s* summer science camps, which give students from underrepresented groups the opportunity to interact with leading researchers in STEM.
- *Louisiana Public Broadcasting’s* developing digital media repository, which will provide students within online access to dozens of multimedia explanations of issues related to the earth’s climate and the systems that affect it; a deep array of weather and climate

data, and interactive software that allows students to manipulate variables, simulate climate change and explore possible outcomes.

- *Science Adventures Summer Camps*, which expose K-5th graders to a variety of STEM majors, such as robotics, chemistry, and environmental science. For the past five years LSU has collaborated with the Audubon Council Girl Scouts and Exxon to provide sessions specifically for girls.
- *Discovery Dome*, Louisiana Art and Science Museum (LASM)'s new portable planetarium, which brings lessons related to earth, space, and astronomy to school. Digital video classes are presented inside the inflatable dome. These complement the science curriculum with visual and participatory lessons.
- LSU's *Xcite* program, which provides academic and professional networking opportunities for high school girls via a residential camp with industry-based field trips and hands-on activities in the engineering disciplines.
- *Louisiana 4-H Clubs* sponsored by the LSU Ag Center, affect over 175,000 youth through non-formal, research-based, experiential education. School age children learn leadership, citizenship and life skills through a variety of projects with topics such as outdoor skills, aerospace, animal science, nutrition, forestry and community service.

While Louisiana is already home to a range of STEM activities, implementing the *Reform Plan* and Race to the Top grant will enable the state to increase the comprehensiveness and coordination of these efforts, so that they all pull Louisiana toward achieving our ambitious goals of preparing dramatically many more students for college and career readiness in STEM.

Louisiana's Blueprint for Education Reform

Budget Part I: Budget Summary Table

Budget Part I: Summary Budget Table (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$1,900,000	\$3,530,000	\$2,624,160	\$1,640,445	\$9,694,605
2. Fringe Benefits	\$525,000	\$1,014,000	\$742,248	\$447,133	\$2,728,381
3. Travel	\$53,000	\$236,000	\$387,000	\$538,000	\$1,214,000
4. Equipment	\$7,500	\$12,000	\$0	\$0	\$19,500
5. Supplies	\$10,800	\$63,600	\$110,800	\$158,000	\$343,200
6. Contractual	\$16,422,380	\$14,017,877	\$12,062,015	\$12,899,268	\$55,401,540
7. Training Stipends	\$592,500	\$645,000	\$847,500	\$847,500	\$2,932,500
8. Other	\$48,580	\$618,000	\$723,000	\$723,000	\$2,112,580
9. Total Direct Costs (lines 1-8)	\$19,559,760	\$20,136,477	\$17,496,723	\$17,253,347	\$74,446,307
10. Indirect Costs*	\$586,568	\$603,914	\$524,902	\$517,600	\$2,232,984
11. Funding for Involved LEAs	\$250,000	\$250,000	\$250,000	\$250,000	\$1,000,000
12. Supplemental Funding for Participating LEAs	\$2,210,000	\$2,710,709	\$4,000,000	\$900,000	\$9,820,709
13. Total Costs (lines 9-12)	\$22,606,328	\$23,701,100	\$22,271,625	\$18,920,947	\$87,500,000
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	\$22,606,328	\$23,701,100	\$22,271,625	\$18,920,947	\$87,500,000
15. Total Budget (lines 13-14)	\$45,212,655	\$47,402,201	\$44,543,250	\$37,841,894	\$175,000,000

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.

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 project structure aligns with the Criteria A-E and captures the entirety of the *Louisiana Education Reform Plan* and all of the Key Activities outlined. The 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 below. Each will provide sufficient backup detail to ensure the accounting of proposed costs under the nine projects is thorough and clear.

- **Project 1: "Reform Team Project"**

- This project captures all Activities in the narrative for Criterion (A).
- \$9.69 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

BUDGET PART I: BUDGET SUMMARY NARRATIVE

district capacity building program with the support of external parties and bolster the capacity of the existing Superintendent's Delivery Unit to ensure Louisiana achieves 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.

- **Project 2: “Supporting Louisiana’s Enhanced Standards Project”**

- This project captures all Activities in the Louisiana Reform Plan for Criterion (B).
- \$8.20 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).

- **Project 3: “Data Systems to Support Instruction Project”**

- This project captures all Activities in the Louisiana Reform Plan for Criterion (C)
- \$9.59 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 an unprecedented level of access to data for all stakeholders through the development of a centralized information web-based portal called INSIGHT. 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

BUDGET PART I: BUDGET SUMMARY NARRATIVE

development to enhance teachers' and leaders' capacity to analyze and adjust practices based on benchmark data.

- **Project 4: “Educator Measurement Project”**

- This project captures all Activities in the Louisiana Reform Plan for Criterion (D)(2)
- \$16.80 M
- The *Louisiana Education Reform Plan* includes the development and implementation of a statewide Comprehensive Performance Management System (CPMS) for all 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 regional support services to participating LEAs to ensure faithful implementation and capacity building of these major changes in human capital processes.

- **Project 5: “Educator Supply/Distribution Project”**

- This project captures all Activities in the Louisiana Reform Plan for Criterion (D)(3)
- \$22.21 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.
- 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

BUDGET PART I: BUDGET SUMMARY NARRATIVE

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.

- **Project 6: "Improving Front End Quality Project"**

- This project captures all Activities in the Louisiana Reform Plan for Criterion (D)(4)
- \$4.83 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. Two to three universities will also develop one year full-time teaching residency programs for full-time or part-time staff. 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.

- **Project 7: "Continuous Improvement Project"**

- This project captures all Activities in the Louisiana Reform Plan for Criterion (D)(5)
- \$9.20 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

BUDGET PART I: BUDGET SUMMARY NARRATIVE

or future leaders of turnaround schools in Participating LEAs and expansion of TAP. Human capital support will be provided by dedicated employees to ensure regional support is given to Participating LEAs, including direct coaching and support for districts in building professional development plans for their educators.

- **Project 8: “School Recovery and Support Teams Project”**

- This project captures Key Activities in the Louisiana Reform Plan for Criterion (E)(2)
- \$4.91 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 develop robust measures of performance for all turnaround schools to ensure they are fully evaluated and their progress is carefully tracked.

- **Project 9: “Creation of Charter Management Organizations Project”**

- This project captures Key Activities in the Louisiana Reform Plan for Criterion (E)(2)
- \$2.06 M
- The *Louisiana Reform Plan* includes 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

BUDGET PART I: BUDGET SUMMARY NARRATIVE

Secondary Education (BESE), while The Charter School Program (\$19.7 M available immediately) will support charter schools in their beginning years.

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, 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 \$7,489,184 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:
 - o \$1,374,494 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 services to the teachers, principals, and district personnel in Participating LEAs. We will add 42 new FTEs to our department and throughout our regions 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 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.
 - o \$3,619,190 in Contractual Services — LDOE will leverage other fund sources to ensure continued service by contractors whose scope of work could continue into

BUDGET PART I: BUDGET SUMMARY NARRATIVE

Year 5 (FY 15). Contracts supporting the continuation of national recruitment, screening and training services for principals and the expansion TAP account for \$1,139,190, Data System Maintenance (EAGLE (IIS) and Human Capital Information System) accounts for \$2,480,000. Existing funds will be repurposed to meet these needs.

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
School Improvement Grant (1003g)	<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"> - \$57m (FY09 ARRA) - \$10m (FY09) - \$10m (FY10) - \$29m (FY11 - internal projection) 	<ul style="list-style-type: none"> - In order to build Participating LEA capacity to turn around struggling schools before the necessity of state intervention, the <i>Louisiana Education Reform Plan</i> 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. - 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. - This aggressive strategy to leverage SIG (1003g) funds has been fully communicated to stakeholders throughout the state,

BUDGET PART I: BUDGET SUMMARY NARRATIVE

		<p>including LEA personnel. Work by LDOE staff is ongoing to determine the Tiers for purposes of the grant.</p> <ul style="list-style-type: none"> - 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.
<p>Statewide Longitudinal Data Systems grant</p>	<ul style="list-style-type: none"> - LDOE received \$4.06m grant in April 2009 to complete Phase I of the P-12 Educational Data Repository System (LEDRS). - LDOE will resubmit a 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. 	<p>Grant narrative in response to (C)(2) "Accessing and Using State Data" details how the LEDRS supports Louisiana's Reform Plan.</p>
<p>Board of Regents</p>	<p>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</p>	<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>

BUDGET PART I: BUDGET SUMMARY NARRATIVE

	<p>groundbreaking Value-Added Teacher Preparation Program Assessment Model (TPPAM).</p>	<ul style="list-style-type: none"> i. Revised Teacher Preparation Accountability - funding significant improvements to the groundbreaking Value-Added Teacher Preparation Program Assessment Model already in use in Louisiana. 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. iii. BOR will also embed Louisiana's enhanced standards and aligned Comprehensive Curriculum into the universities' teacher preparation programs. <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 <i>Louisiana Education Reform Plan</i> in the following ways:</p> <ul style="list-style-type: none"> 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. 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

BUDGET PART I: BUDGET SUMMARY NARRATIVE

		<p>aligned to Common Standards.</p> <p>3. Expanding assessment in non-tested subjects such as French, music, art, etc.</p>
<p>Title I & II</p>	<ul style="list-style-type: none"> - The Partnership Agreement signed by 93 LEAs in Louisiana explicitly sets the expectation that Participating LEAs will align their allocation of Title I & II funds behind the Louisiana Reform Plan. - 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." - Their evaluation will include the degree to which Participating LEAs align other federal funds in support of the Louisiana Reform Plan. 	<ul style="list-style-type: none"> - 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"> - 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 <i>Louisiana Education Reform Plan's</i> agreement that Participating LEAs will structure the school day to increase the amount of job-embedded professional development. - The increased utilization (and attendant professional development) of teacher-leaders (e.g. Instructional Coaches, Master or Mentor Teachers). - Other programmatic school improvements (per Title I, Part A Section 1114) directly associated with instruction. - Financial incentives and rewards (Title I Subpart 2) with the purpose of retaining and attracting effective teachers. <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. 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 Secretary of Education to consolidate and use federal funds in a flexible manner to support turn-around related activities.</p>

BUDGET PART I: BUDGET SUMMARY NARRATIVE

<p>Part B of the Individuals with Disabilities Education Act (IDEA)</p>	<ul style="list-style-type: none"> - 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. - 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. 	<ul style="list-style-type: none"> - 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). - The execution of the <i>Louisiana Education Reform Plan</i> will include exploring how to further leverage this significant pool of federal funds in the future.
<p>Louisiana Quality Education Support Fund, known as 8(g)</p>	<ul style="list-style-type: none"> - 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 	<p>8(g) funds have been leveraged by LDOE in recent years to support innovative efforts that will be scaled in the <i>Louisiana Education Reform Plan</i>. 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> <ul style="list-style-type: none"> - EAGLE: A central feature of plans for (C)(3), the EAGLE system has used 8(g) funds to

BUDGET PART I: BUDGET SUMMARY NARRATIVE

	<p>opportunities for Louisiana’s students.</p> <ul style="list-style-type: none"> - 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. - 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 <i>Louisiana Education Reform Plan</i>. 	<p>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.</p> <ul style="list-style-type: none"> - 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. - TAP: The expansion of NIET’s Teacher Advancement Program (TAP) to 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 fifty (50) Louisiana schools. \$2.2m of 8(g) funds have been allocated to support TAP in FY10, reflecting a 20% increase in funds from FY09. - 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 (3rd Grade literacy; Arrive in 4th 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 & Numeracy initiative in FY10. - Louisiana Turnaround Specialist Program: Louisiana launch an in-state Turnaround
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BUDGET PART I: BUDGET SUMMARY NARRATIVE

		<p>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.</p> <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 <i>Louisiana Education Reform Plan</i> proven to be effective in Participating LEAs.</p>
<p>State General Funds</p>	<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 <i>Louisiana Education Reform Plan</i>. These include but are not limited to:</p> <ul style="list-style-type: none"> - 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. - Support of the implementation of the Teacher Advancement 	<ul style="list-style-type: none"> - 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 <i>Louisiana Education Reform Plan</i>. - 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.

BUDGET PART I: BUDGET SUMMARY NARRATIVE

	<p>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.</p> <p>- 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.</p>	
<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 RSD has increased student achievement dramatically and set the stage for the <i>Louisiana Education Reform Plan</i>. For example, the</p>	<ul style="list-style-type: none"> - As a national leader in implementing the practices outlined in Criteria (B)—(E), Recovery School District (RSD) planted the seeds for the <i>Louisiana Education Reform Plan</i>. 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. - 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. - The <i>Louisiana Education Reform Plan</i> raises the bar 25 percent on the state’s definition of “persistently lowest performing schools”, potentially expanding the number of AUS schools from 55 to 248 over the next four years, covering 19.5 percent of all

BUDGET PART I: BUDGET SUMMARY NARRATIVE

	<p>operating budget has been 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.</p>	<p>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.</p>
<p>Teacher Incentive Funds (TIF)</p>	<ul style="list-style-type: none"> - 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 which could include a variation of the following:</p> <ol style="list-style-type: none"> 1. Maintain previous salary schedule but providing bonuses for performance. 2. Create an " Opt-in" system, in which teachers can decide to maintain traditional step structure, or can enter a performance-based compensation system. 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. 4. Create an LEA-designed compensation system to implement LEA-specific compensation reform.
<p>The Charter School Program</p>	<ul style="list-style-type: none"> - The Charter School Program (CSP) is a USDOE grant program that provides funding to states so that they may provide sub-grants to 	<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</p>

BUDGET PART I: BUDGET SUMMARY NARRATIVE

	<p>eligible charter schools to help them with start-up and initial implementation costs.</p> <ul style="list-style-type: none"> - In August 2009, Louisiana was awarded \$25.5 m, with \$19.7 m available immediately (Grant U282A090013) - 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. 	<p>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 <i>Louisiana Education Reform Plan</i>.</p>
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BUDGET PART I: BUDGET SUMMARY NARRATIVE

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 3.0%** 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))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$900,000	\$936,000	\$486,720	\$0	\$2,322,720
2. Fringe Benefits	\$270,000	\$280,800	\$146,016	\$0	\$696,816
3. Travel	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$0	\$0	\$0	\$0	\$0
6. Contractual	\$700,000	\$800,000	\$400,000	\$0	\$1,900,000
7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$580	\$0	\$0	\$0	\$580
9. Total Direct Costs (lines 1-8)	\$1,870,580	\$2,016,800	\$1,032,736	\$0	\$4,920,116
10. Indirect Costs* (@ 3%)	\$56,117	\$60,504	\$30,982	\$0	\$147,603
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12. Supplemental Funding for Participating LEAs	\$1,210,000	\$1,710,709	\$1,000,000	\$700,000	\$4,620,709
13. Total Costs (lines 9-12)	\$3,136,697	\$3,788,013	\$2,063,718	\$700,000	\$9,688,428

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)

6) 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>Race to the Top - Reform Team (6) -</u> To execute all activities in the Louisiana Education Reform Plan, LDOE will rapidly infuse the highest quality talent to manage Race to the Top. The staff of six (6) includes the Reform Director and five (5) Reform Team staff members responsible for advancing LDOE’s reorg and assisting Participating LEAs with building their capacity to implement lasting educational reforms. The Reform Director will oversee implementation of our Race to the Top work plan and ensure the effectiveness of four basic functions: outcomes measurement and reporting, identification and dissemination of best practices, change management, and LEA capacity building.</p> <p>The team’s objective is to ensure that the capacity to manage change is ingrained in LDOE and the LEAs. 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%	\$900,000 (6)	\$936,000 (6)	\$486,720 (6)	-	\$2,322,720

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
<u>Race to the Top Reform Team (6) -</u> See above.	100%	\$270,000 (6)	\$280,800 (6)	\$146,016 (6)	-	\$696,816

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>District Capacity Building Program led by Dr. Michael Fullan-</u></p> <ul style="list-style-type: none"> - 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 all Participating LEAs. - 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. 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. - This process is a cornerstone of our ability to implement the aggressive reforms in each of our assurances. With heavily facilitated creation of permanent 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 	\$400,000	\$800,000	\$400,000	-	\$1,600,000

<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 continuous learning culture 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>Communications Specialist - The Reform Team proposes to use R2T funds to engage the expertise of a Communications Specialist to assist LDOE in crafting a comprehensive, statewide communications plan which helps advance understanding of the reforms and action timelines for all key stakeholders, as deemed appropriate.</p>	\$300,000	-	-	-	\$300,000
TOTAL "CONTRACTUAL"	\$700,000	\$800,000	\$400,000	-	\$1,900,000

Budget Part II: Project-Level Budget Table

Budget Part II: Project-Level Budget Table					
Project Name: Supporting Louisiana’s Enhanced Standards -Project 2					
Associated with Criteria: (B)(2) – (B)(3)					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$540,000	\$1,060,800	\$567,840	\$33,746	\$2,202,386
2. Fringe Benefits	\$162,000	\$318,240	\$170,352	\$10,124	\$660,716
3. Travel	\$24,000	\$223,000	\$374,000	\$525,000	\$1,146,000
4. Equipment	\$1,500	\$0	\$0	\$0	\$1,500
5. Supplies	\$2,800	\$55,600	\$102,800	\$150,000	\$311,200
6. Contractual	\$1,340,000	\$1,390,000	\$335,000	\$335,000	\$3,400,000
7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$48,000	\$168,000	\$48,000	\$48,000	\$312,000
9. Total Direct Costs (lines 1-8)	\$2,118,300	\$3,190,640	\$1,572,992	\$1,076,870	\$7,958,802
10. Indirect Costs*	\$63,504	\$95,719	\$47,190	\$32,306	\$238,719
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)	\$2,181,804	\$3,286,359	\$1,620,182	\$1,109,176	\$8,197,521
<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 (16) —</u> LDOE will hire sixteen (16) Content Experts to staff four (4) regional teams of four (4) Content Experts per team. Each team will include an educator in Mathematics, ELA, Social Studies, and Science. The Math and ELA Content Experts will work during the period of FY11-FY12. The Science and Social Studies Content Experts will work during the period of FY12-FY13. The charge to this proposed grant award reflects 100% of Content Experts salary for the defined periods. Proposed charge also reflects a 4% annual raise. 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.</p>	100%	\$480,000 (8)	\$998,400 (16)	\$519,168 (8)	-	\$1,997,568

TOTAL PERSONNEL =	-	\$540,000	\$1,060,800	\$567,840	\$33,746	\$2,202,386
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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 (16) — see above.	100%	\$144,000 (8)	\$299,520 (16)	\$155,750	--	\$599,270
TOTAL FRINGE BENEFITS =	-	\$162,000	\$318,240	\$170,352	\$10,124	\$660,716

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 sixteen (16) 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	240	480	240	-	\$96,000
<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 development of a policy to require high schools to offer one (1) additional AP course per year.	\$1,000	0	150	325	500	\$975,000
<u>TOTAL TRAVEL</u>						\$1,071,000

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
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	(8) \$2,800	(16) \$5,600	(8) \$2,800	-	\$11,200
<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	Total FY 11-14			

	Award FY 11	Award FY 12	Award FY 13	Award FY 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"> - Review and evaluate common core standards in ELA and math to determine vertical alignment. - Develop a crosswalk between the common core standards and the GLEs. - Make recommendations for content to be added, if needed, not to exceed 15 percent of the state's total standards for each content area. - 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. - Develop grade-level standards for pre-K aligned with the Common Core Standards in all four content areas. <p>Cost estimate provided Carolyn Sessions (Standards & 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 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 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.</p>	-	\$300,000	-	-	\$300,000
<p><u>Develop Comprehensive Curriculum</u> Establish contracts with course developers and content area literacy strategy experts to revise Comprehensive Curriculum. Contractors will:</p> <ul style="list-style-type: none"> - Organize the new standards so they form the basis for units of instruction; - Develop curriculum guides that are aligned to grade/course-level standards for grades PreK-12. - Include best practice/research-based methods and Response to Intervention 	-	\$400,000	-	-	\$400,000

<p>(Rtl), place greater emphasis on Literacy and Numeracy, postsecondary readiness, “21st Century Skills,” Louisiana technology standards and enriched STEM offerings.</p> <p>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%.</p>					
<p><u>Development and Delivery of PD Modules before completion of Comprehensive Curriculum</u></p> <p>This budget line represents the aggregate cost of 20-30 smaller contracts with effective Louisiana educators to:</p> <ul style="list-style-type: none"> - 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 (FY11-12), with a specific focus on STEM courses and other areas of focus. Estimated cost to <u>develop</u> each grade/subject specific module is \$22,500. - This group of educators will deliver the content of twelve (12) modules per year for the first two years, then six (6) modules per year in subsequent years. Each of the 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 days of delivery to provide significant depth and development. Estimated cost to <u>deliver</u> each module is \$22,500. <p>Cost estimated was provided by Carolyn Sessions (Standards & 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>	\$540,000	\$690,000	\$135,000	\$135,000	\$1,500,000
<p><u>Vendor Development of PD Modules after completion of Comprehensive Curriculum</u></p> <p>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-four (24) courses before the completion of the Comprehensive Curriculum, as detailed in</p>	-	-	\$200,000	\$200,00	\$400,000

<p>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>Cost estimated by Carolyn Sessions (Standards & 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>					
“TOTAL CONTRACTUAL” =	\$1,340,000	\$1,390,000	\$335,000	\$335,000	\$3,400,000

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>	\$30,000	0	4 (\$120,000)	0	0	\$120,000
<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.</p>	\$12,000 (per Section)	4 (\$48,000)	4 (\$48,000)	4 (\$48,000)	4 (\$48,000)	\$192,000

Budget Part II: Project-Level Budget Table

Budget Part II: Project-Level Budget Table					
Project Name: Using Data to Support Instruction - Project 3					
Associated with Criteria: (C)(3)					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
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	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$0	\$0	\$0	\$0	\$0
6. Contractual	\$2,840,000	\$2,220,000	\$1,620,000	\$2,320,000	\$9,000,000
7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$2,931,000	\$2,314,640	\$1,693,819	\$2,371,181	\$9,310,640
10. Indirect Costs*	\$87,930	\$69,439	\$50,815	\$71,135	\$279,319
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)	\$3,018,930	\$2,384,079	\$1,744,634	\$2,442,317	\$9,589,960
<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

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 (Instructional Improvement System) Upgrades</u> A 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"> - Align current EAGLE item bank with Common Standards - 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.) - 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 - 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 - Enhance 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 	\$1,540,000	\$820,000	\$820,000	\$820,000	\$4,000,000

<p>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.</p> <ul style="list-style-type: none"> - Enhance 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 - 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 - 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 - Conduct an evaluation/research study annually to examine the effectiveness of benchmark assessments <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 & 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. Train school leadership teams. Recruit & train LEA support leaders at a 1:7</p>	\$300,000	\$400,000	\$800,000	\$1,500,000	\$3,000,000

<p>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 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>INSIGHT - Centralized Information Web-based Portal</u> LDOE will open an RFP to build a centralized web-based portal that integrates formative assessment data from EAGLE (IIS) and other qualified vendors, data from the Human Capital Information System (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 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. To support implementation of INSIGHT, the 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 INSIGHT. 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>	\$1,000,000	\$1,000,000	-	-	\$2,000,000
TOTAL “CONTRACTUAL” =	\$2,840,000	\$2,220,000	\$1,620,000	\$2,320,000	\$9,000,000

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))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$0	\$728,000	\$757,120	\$787,405	\$2,272,525
2. Fringe Benefits	\$0	\$218,400	\$227,136	\$236,221	\$681,757
3. Travel	\$0	\$6,000	\$6,000	\$6,000	\$18,000
4. Equipment	\$0	\$6,000	\$0	\$0	\$6,000
5. Supplies	\$0	\$0	\$0	\$0	\$0
6. Contractual	\$4,831,559	\$2,246,365	\$2,056,281	\$1,868,293	\$11,002,498
7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$4,831,559	\$3,204,765	\$3,046,537	\$2,897,919	\$13,980,780
10. Indirect Costs*	\$144,947	\$95,963	\$91,396	\$86,938	\$419,243
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$2,400,000	\$0	\$2,400,000
13. Total Costs (lines 9-12)	\$4,976,506	\$3,300,908	\$5,537,933	\$2,984,857	\$16,800,204

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><u>Teacher Performance Management Specialist- (4)</u> 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%	-	\$291,200	\$302,848	\$314,962	\$909,010
<p><u>Principal Performance Management Specialist- (4)</u> 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><u>Human Capital Data Analyst – (2)</u> The Human Capital Data Analysts 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 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.</p>	100%	-	\$145,600	\$151,424	\$157,481	\$454,505

TOTAL PERSONNEL =	-	-	\$728,000	\$757,120	\$787,405	\$2,272,525
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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
<u>Teacher Performance Management Specialist-</u> (4)	100%	-	\$87,360	\$90,854	\$94,489	\$272,703
<u>Principal Performance Management Specialist-</u> (4)	100%	-	\$87,360	\$90,854	\$94,489	\$272,703
<u>Human Capital Data Analyst</u> – (2)	100%	-	\$43,680	\$45,427	\$47,244	\$136,351
TOTAL “FRINGE BENEFITS” =	-	-	\$218,400	\$227,136	\$236,221	\$681,757

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 regional support will be provided with reimbursement for attending joint meetings in Baton Rouge with the Reform Director, Goal Office 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	-	60	60	60	\$18,000

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

Teacher Performance Management Specialists (4) – One computer and printer to execute responsibilities per staff member.	\$1,500	4	-	-	-	\$6,000
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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>Design / Pilot / Implement a Comprehensive Performance Management System (CPMS) to evaluate teachers and provide options for performance-driven sustainable compensation system-</u> <ul style="list-style-type: none"> - 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. - 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. - Contract includes a significant pilot (4+ Participating LEAs, including charters) in FY11 and support for full implementation in all participating LEAs in FY12 	\$1,216,000	\$1,160,000	\$928,000	\$696,000	\$4,000,000

<p>and all LEAs in FY13. 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.</p> <ul style="list-style-type: none"> - Same contract includes the development of performance-driven sustainable compensation systems based on recommendations from the Blue Ribbon Commission that Participating LEAs will adopt in alignment to data in the CPMS. <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> Processes to evaluate leaders are categorized as a separate contract from those to evaluate teachers only because the contractors will have different core competencies. Both 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"> - 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. - 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. - By fall 2012, each Participating LEA will implement the CPMS to measure school leader effectiveness and all LEAs will implement in the fall of 2013. Contractor will provide significant support for roll-out, in addition to ongoing technical assistance. <p>Budget reflects the complexities of implementation of a project of this magnitude within the Louisiana context.</p>	\$1,095,559	\$926,365	\$968,281	\$1,012,293	\$4,002,498
<p><u>Human Capital Information System:</u> LDOE will issue an RFP for a comprehensive Human Capital Information System that:</p>	\$2,520,000	\$160,000	\$160,000	\$160,000	\$3,000,000

<ul style="list-style-type: none"> - Will have tools to access and analyze the unprecedented amount of teacher and principal evaluation data produced by the CPMS. - 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. - 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. - Cost in FY11 is for design and build; cost in Fy12-14 is maintenance. <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>					
TOTAL CONTRACTUAL =	\$4,831,559	\$2,246,365	\$2,056,281	\$1,868,293	\$11,002,498

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;">Cost Basis</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>\$5,000 per teacher X 60 teachers/LEA= (\$300,000)</p>	8	\$2,400,000

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))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$240,000	\$249,600	\$259,584	\$269,967	\$1,019,151
2. Fringe Benefits	\$72,000	\$74,880	\$77,875	\$80,990	\$305,745
3. Travel	\$29,000	\$29,000	\$29,000	\$29,000	\$116,000
4. Equipment	\$6,000	\$0	\$0	\$0	\$6,000
5. Supplies	\$8,000	\$8,000	\$8,000	\$8,000	\$32,000
6. Contractual	\$3,921,796	\$4,791,872	\$5,257,061	\$5,367,900	\$19,338,629
7. Training Stipends	\$187,500	\$187,500	\$187,500	\$187,500	\$750,000
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$4,464,396	\$5,340,852	\$5,819,020	\$5,943,357	\$21,567,526
10. Indirect Costs*	\$133,749	\$160,226	\$174,571	\$178,301	\$646,846
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)	\$4,598,045	\$5,501,078	\$5,993,591	\$6,121,658	\$22,214,372

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
<u>Recruitment Specialist-</u> This staff of four (4) , beginning in Year 1 of R2T (FY11) 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%	\$240,000 (4)	\$249,600 (4)	\$259,584 (4)	\$269,967 (4)	\$1,019,151 (4)

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
<u>Recruitment Specialist-</u>	100%	\$72,000	\$74,880	\$77,875	\$80,900	\$305,745

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 regions will be provided with reimbursement for attending joint meetings in Baton Rouge with the Reform Director, Goal Office 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	4	0	0	0	\$6,000

5) Supplies-

	Cost per Unit	Units FY 11	Units FY 12	Units FY 13	Units FY 14	Total Supplies FY 11-14
<u>Recruitment Specialists -</u> Supplies for recruiting, communications and talent pipeline support to aid advancement in Participating LEAs	\$2,000	(4) \$8,000	(4) \$8,000	(4) \$8,000	(4) \$8,000	\$32,000

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>Model Staffing Initiatives and Statewide Staffing Initiative</u></p> <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, seven (7) Model Staffing Initiatives will be implemented. Each MSI will include embedded consultants to provide external support to increase select Participating LEA 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 get the best teachers and compete 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</p>	\$976,640	\$1,822,954	\$2,189,498	\$2,298,589	\$7,287,681

<p>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; 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 and Centralized Staffing Services. Cost estimates reflect iterative budgeting workshops that began in September 2009.</p>	\$2,945,156	\$2,968,918	\$3,067,563	\$3,069,310	\$12,050,948
TOTAL “CONTRACTUAL” =	\$3,921,796	\$4,791,872	\$5,257,061	\$5,367,900	\$19,338,629

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>Recruitment and Retention Incentives to Ensure Equitable Distribution of Effective Teachers and Leaders in High-Poverty, High-Minority Schools and High-Need Schools</u>	varies	\$187,500	\$187,500	\$187,500	\$187,500	\$750,000

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.

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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))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
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	\$731,550	\$682,337	\$367,336	\$429,190	\$2,210,413
7. Training Stipends	\$105,000	\$157,500	\$210,000	\$210,000	\$682,500
8. Other	\$0	\$450,000	\$675,000	\$675,000	\$1,800,000
9. Total Direct Costs (lines 1-8)	\$836,550	\$1,289,837	\$1,252,336	\$1,314,190	\$4,692,913
10. Indirect Costs*	\$25,096	\$38,695	\$37,570	\$39,426	\$140,787
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)	\$861,646	\$1,328,532	\$1,289,906	\$1,353,616	\$4,833,701

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><u>Program Design: Louisiana School Leadership Academy (LSLA) and Middle Leaders Program</u></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"> - 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. - 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. <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>	\$250,000	-	-	-	\$250,000
<p><u>National recruitment, screening and training services of Principals</u></p> <p>Establish contract to increase the number of principals prepared by programs that are nationally</p>	\$147,800	\$314,837	\$367,336	\$429,190	\$1,259,163

<p>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>					
<p><u>Design one-year, full-time teaching residencies</u></p> <p>Funds will be used for to support a part-time or full-time faculty member at two (2) to three (3) universities to redesign the undergraduate teacher preparation programs and oversee the implementation of the redesign. 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>	\$150,000	\$150,000	-	-	\$300,000
<p><u>Using Value-Added Assessment Model and CPMS</u></p> <p>Funds will be used to support three (3) 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>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 improve their effectiveness based on student achievement data will be better equipped to enter the teaching profession.</p> <p>Cost estimate provided by Dr. Sally Clausen (Commissioner of Higher Education).</p>	\$108,750	\$217,500	-	-	\$326,500
<p><u>Retrieve more specific program results for Value-Added Assessment</u></p> <p>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.</p>	\$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.					
TOTAL “CONTRACTUAL” =	\$731,550	\$682,337	\$376,336	\$429,190	\$2,210,413

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 & 2 teacher preparation programs-</u> Race to the Top will provide a \$3,500 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).	\$3,500	30 (\$105,000)	45 (\$157,500)	60 (\$210,000)	60 (\$210,000)	\$682,500

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>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. 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	\$15,000	- (\$0)	20 (\$300,000)	30 (\$450,000)	30 (\$450,000)	\$1,200,000

experts to provide training as well as space and materials.						
<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. 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)	30 (\$225,000)	30 (\$225,000)	\$600,000

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))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$150,000	\$482,800	\$496,112	\$509,956	\$1,638,868
2. Fringe Benefits	\$0	\$99,840	\$103,834	\$107,987	\$311,661
3. Travel	\$0	\$3,000	\$3,000	\$3,000	\$9,000
4. Equipment	\$0	\$6,000	\$0	\$0	\$6,000
5. Supplies	\$0	\$0	\$0	\$0	\$0
6. Contractual	\$900,000	\$810,000	\$910,000	\$910,000	\$3,530,000
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)	\$1,350,000	\$1,701,640	\$1,962,946	\$1,980,943	\$6,995,529
10. Indirect Costs*	\$40,500	\$51,049	\$58,888	\$59,428	\$209,866
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)	\$2,190,500	\$2,552,689	\$2,421,834	\$2,040,372	\$9,205,395

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
<p><u>Teacher Support Coordinator</u> Human Capital Support Team- Four (4) 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.</p>	100%	-	\$332,800	\$346,112	\$359,956	\$1,038,868
<p><u>Stipends for HPHP Principals</u> Each year, thirty (30) highly effective principals in Participating LEAs will be provided with a \$5,000 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.</p>	-	\$150,000	\$150,000	\$150,000	\$150,000	\$600,000

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
<u>Teacher Support Coordinator</u>	100%	-	\$99,840	\$103,834	\$107,987	\$311,661

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 regions will be provided with reimbursement for attending joint meetings in Baton Rouge with the Reform Director, Goal Office 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
<u>Teacher Support Coordinator</u> Computer and printer.	\$1,500	0	4	0	0	\$6,000

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
<u>“Learning Agenda”</u> 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	\$200,000	\$200,000	\$200,000	\$200,000	\$800,000

<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>Expansion of TAP 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.</p> <p>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.</p>	\$700,000	\$610,000	\$710,000	\$710,000	\$2,730,000
TOTAL "CONTRACTUAL" =	\$900,000	\$810,000	\$910,000	\$910,000	\$3,730,000

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>Louisiana Turnaround Specialists Program 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</p>	\$7,500	40 (\$300,000)	40 (\$300,000)	60 (\$450,000)	60 (\$450,000)	\$1,500,000

<p>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"> - 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 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. - 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. 						
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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 - 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. -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))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
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	\$985,000	\$725,000	\$635,000	\$675,000	\$3,020,000
7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$985,000	\$725,000	\$635,000	\$675,000	\$3,020,000
10. Indirect Costs*	\$29,550	\$21,750	\$19,050	\$20,250	\$90,600
11. Funding for Involved LEAs	\$250,000	\$250,000	\$250,000	\$250,000	\$1,000,000
12. Supplemental Funding for Participating LEAs	\$200,000	\$200,000	\$200,000	\$200,000	\$800,000
13. Total Costs (lines 9-12)	\$1,464,550	\$1,196,750	\$1,104,050	\$1,145,250	\$4,910,600

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><u>Comprehensive Quality Monitoring</u> 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. 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>	\$400,000	\$50,000	\$50,000	-	\$500,000
<p><u>School Recovery and Support Teams</u> School Recovery and Support Teams (SRST) are comprised of educational experts who can assess and provide high quality technical assistance to school leaders and 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</p>	\$585,000	\$675,000	\$585,000	\$675,000	\$2,520,000

<p>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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11) Funding for Involved LEAs

Activity	Purpose	FY 11	FY 12	FY 13	FY 14	# LEAs involved	Total
Provide competitive funding for the Louisiana Educational Best Practices Fund	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.	\$250,000	\$250,000	\$250,000	\$250,000	Up to 70	\$1,000,000

12) Supplemental Funding for Participating LEAs

Activity & Purpose	FY 11	FY 12	FY 13	FY 14	Total
Supplemental funding for four (4) newly approved charter	\$200,000 (4 Charters)	\$200,000 (4 Charters)	\$200,000 (4 Charters)	\$200,000 (4 Charters)	\$800,000

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 four (4) charter schools will open in Fall 2010.

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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))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
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	\$172,474	\$352,303	\$481,337	\$993,886	\$2,000,000
7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$172,474	\$352,303	\$481,337	\$993,886	\$2,000,000
10. Indirect Costs*	\$5,174	\$10,569	\$14,440	\$29,817	\$60,000
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)	\$177,648	\$362,872	\$495,777	\$1,023,702	\$2,060,000

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 CMOs with viable plans to open high-performing charter schools. These new charters would 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>	\$172,474	\$352,303	\$481,337	\$993,886	\$2,000,000