



Our Children Can't Wait

Louisiana's Blueprint for Education Reform

**RACE TO THE TOP - PHASE 3
LOUISIANA'S APPLICATION**

**JOHN WHITE
STATE SUPERINTENDENT OF EDUCATION**



SECTION II: PART I APPLICATION COVER SHEET, ASSURANCES, AND SUBMISSION PROCEDURES

PART I APPLICATION COVER SHEET (CFDA No. 84.395A)

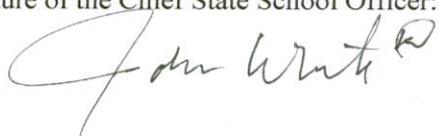
Legal Name of Applicant (Office of the Governor): Office of the Governor State of Louisiana	Applicant's Mailing Address: Office of the Governor P.O. Box 94004 Baton Rouge, LA 70804-9004
Employer Identification Number: 72-6000720	Organizational DUNS: 143327042
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To 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 agree with each of the attached application assurances.	
Governor or Authorized Representative of the Governor (Printed Name): Bobby Jindal	Telephone: 225-342-7015
Signature of Governor or Authorized Representative of the Governor: 	Date: 4/20/2012
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Signature of the Chief State School Officer: 	Date: 4/10/12
President of the State Board of Education (Printed Name): Penny M. Dastugue	Telephone: 225-342-5840
Signature of the President of the State Board of Education: 	Date: 4/10/12

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SECTION | State Plan Overview

- A. Provide an executive summary of the State's Phase 3 plan. Please include an explanation of why the State believes the activities in its Phase 3 plan will have the greatest impact on advancing its overall statewide reform plan.

Louisiana's *Education Reform Plan*: 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.

We have continued to push forward with the reforms outlined in our initial Race to the Top applications to dramatically improve student achievement. In October of this year, the state announced a historic boost in the percentage of students who graduated from high school in four years. Louisiana's Cohort Graduation rate has reached an all-time high, exceeding the 70 percent mark. Louisiana has also posted a sharp decrease in drop-outs, declining by 26 percent in 2010. 42 of Louisiana's 70 school districts saw gains in the percentage of students at *Basic* and above from 2010 to 2011 on state achievement tests. This is up from the prior year, when 37 districts achieved gains.

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. Below, we briefly summarize our major reform initiatives upon which our R2T application is built:

Organizational Excellence

The State has implemented district-level supports to advance the work of the Louisiana Education Reform Plan.

Louisiana Department of Education (LDOE) Reform Teams were created and District Support Officers were hired as additional resources to build LEA capacity to implement reforms outlined by the Education Reform Plan. For districts willing to lead the state in implementation of key educational reforms, the State has developed and implemented the Trailblazer Initiative. The Trailblazer Initiative is a partnership between LDOE and LEAs intended to honor and support districts that have demonstrated their commitment to the *Louisiana Education Reform Plan* and to accelerate their work toward ensuring that more students are college- and career-ready.

The Trailblazer Initiative seeks to:

- define a new relationship between the state and districts that values innovative problem-solving and collaboration;
- establish a forum where district and state staff can work together to implement the *Louisiana Education Reform Plan*;
- and provide participating districts with access to specialized services and resources related to Louisiana’s education reform efforts.

The Trailblazer Initiative consists of 32 LEAs, representing 50% of Louisiana’s public school children, who are actively implementing the state’s Reform Plan at the district level. Key initiatives that Trailblazer districts have advanced include establishment of District Turnaround Offices focused on turning around low-performing schools, piloting of student-based budgeting, and implementing a new evaluation and support system for teachers and leaders.

Instructional Improvement

From our adoption of statewide standards and assessments more than a decade ago, to the passage of Act 54, one of the nation’s most comprehensive 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.

The most recent indication of this progress is the state’s adoption and implementation of an integrated approach to

coordinate the delivery of Common Core State Standards with new educator evaluation training and capacity-building activities for districts and schools. The integration of these two critical strategies is being accomplished through an \$8.7M Louisiana Integration Grant from the Bill & Melinda Gates Foundation.

The State has invested in a STEM Goal Office to advance statewide STEM education. The STEM Goal Office is tasked with developing and implementing innovative and effective programs, curricula, and instructional training to ensure students develop the integrative thinking, analysis, problem solving, and communication skills necessary to master the new curriculum and graduate college- and career-ready. This office is leading the integration of the STEM components of the Common Core State Standards into the Louisiana Comprehensive Curriculum. The STEM Goal Office is also charged with assisting in the delivery of training for the revised curriculum.

Human Capital

Recognizing the tremendous impact of having an effective teacher in every classroom and an effective leader in every school, Louisiana is continuing to develop ambitious initiatives aligned with a comprehensive human capital strategy for the state and its LEAs. These initiatives support dramatic reform and improvements in teacher and leader effectiveness, preparation, recruiting, staffing, certification, compensation, promotion, and professional development.

Louisiana is one of few states with the current capability to link teacher and student performance at the classroom level. Launched statewide in October 2011, Louisiana's Value-Added Assessment Initiative for Schools and Teachers allows the state, district leaders, principals and teachers to compare students' performance on the current year's summative assessment (LEAP or iLEAP) against expected performance given a variety of considerations (most significantly prior performance). This information is and will continue to be made available to educators at all levels to provide objective data that can guide decisions regarding instruction, professional development, school improvement initiatives, and personnel assignments.

The Value-Added Assessment is 50% of all teacher and leader evaluation, as mandated by Act 54. Also in response to

Act 54, the state has designed and implemented a Comprehensive Performance Management System (CPMS) for teachers, which allows teachers to access real-time performance data (value-added and non-tested grades and subjects) and align professional development to enhance teaching and learning. CPMS allows teachers to make decisions about their instruction and interventions based on student performance data and multiple observation inputs, target any emerging problems, and quickly make adjustments for the purposes of keeping students on track.

As it is improving data collection and interpretation, Louisiana is also building the state's human capital data capabilities. The Human Capital Information System (HCIS) will allow for accurate and timely information relating to all points on the human capital continuum and will have an accompanying CPMS module with dual performance evaluation capabilities. Leaders will be able to enhance recruiting, placement, professional development, retention and advancement decisions utilizing educator evaluation information, thus ensuring an equitable distribution of effective teachers and administrators.

Toward ensuring that Louisiana's children have access to effective teachers, the state has made exceptional progress in the development of a pipeline of highly effective educators. The state has been utilizing alternative certification avenues and a value-added evaluation system for teacher preparation programs, while increasing the effectiveness of LDOE's staffing, certification and recruiting efforts, all of which has resulted in a strong pipeline of talent that district and school leaders can access to build stronger instructional teams. During the 2010-2011 school year, LDOE's Centralized Staffing Services referred a total of 2,487 certified, highly qualified and pre-screened candidates to Louisiana school districts and charter organizations wishing to fill teacher and leader vacancies across the state. Approximately 35% of identified teacher and leader vacancies were filled with Centralized Staffing Services referrals.

Through the Model Staffing Initiative, LDOE is strengthening LEAs' hiring and staffing practices by projecting vacancies and creating strategic staffing plans, directing priority applicants to target schools, and training principals in effective hiring, staffing and retention practices. The Model Staffing Initiative was launched in September 2010 in four districts located in geographically diverse regions of the state. All four districts established aggressive goals around staffing timelines, reduction

of staffing barriers, quality of new hires, and principal and candidate satisfaction. As a result, 397 vacancies were identified and filled before the start of the 2011-12 school year with certified and highly qualified teachers.

School Turnaround

Louisiana's unique approach to turning around failed schools is anchored by the Recovery School District (RSD). The RSD takes underperforming schools and transforms them into places where children learn at high levels. Since it was founded in 2003, the RSD has transformed the lowest performing schools in the state to educational environments that have generated double-digit student achievement gains and have become a national model for successfully scaling school turnaround.

Alongside the RSD, the state has implemented a High-Performance Schools Initiative (HPSI), which provides the supports and capacity to LEAs to turn around their low-performing schools to prevent RSD intervention. Through the HPSI, the state is increasing the number of schools implementing school turnaround best practices, including extended day and year, effective curriculum and instructional reforms, and hiring, retaining and rewarding teachers and leaders based on performance. The state is supporting HPSI through the administration of School Improvement Grants and has administered funds through the program to 69 high priority schools, of which 31 have successfully completed year one activities; one school has been closed, and 37 schools are in the first year of implementation. The distribution across federal intervention model implementation indicates that 29% are turnaround, 52% are transformation, 19% are restart, and 0% are closure. The selection and implementation rate of the turnaround model is higher than any other state in the country.

Finally, the state has embraced and supported charter expansion as a key part of its reform strategy, ranking in the top 10 states with laws that create favorable operating conditions for charter schools. Charter schools in Louisiana are performing significantly better than benchmark public schools, particularly those with high percentages of low-income and minority students.

Our Plan

Louisiana has developed a strong reform plan and made significant progress toward implementation; however, to continue moving it forward additional resources are required. Louisiana is submitting its application for Race to the Top Phase 3 to accelerate our reform work and continue on our path towards creating a world-class education system for all children across Louisiana.

A. Building Strong Statewide Capacity to Implement, Scale Up, and Sustain LEA-level Reform Plans

Through the implementation of the *Reform Plan*, the state will advance the capacity of LEAs to ensure that there is an effective teacher in every classroom and an effective leader in every school. To achieve this goal, the LDOE Reform Teams and District Support Officers will continue to work with Trailblazer districts and Participating LEAs to focus on four key areas to achieve this goal: Human Capital, School Turnaround, Organizational Excellence, and Instructional Improvement. LDOE will continue to engage deeply with districts through a routine process that is designed to align reform strategies to each LEA's unique conditions and needs. This process includes:

- **Capacity Analysis:** Partnering with LEAs to better understand their needs and assist in identifying reform opportunities aligned to those needs.
- **Collaborative Planning:** Engaging in a collaborative planning process to develop a clear strategic vision and plan to implement and build district capacity around key reforms.
- **Coordination of Service Delivery:** Identifying, leveraging, and coordinating strategic and effective supports and services from LDOE, partner districts and other key stakeholders.
- **Change Management:** Partnering with district leaders and key staff to inform, empower, and build staff's professional capacity to sustain the reforms.

- **Relationships:** Fostering an innovative SEA-district partnership for enhancing teaching and learning.

To further advance LEA capacity, LDOE will use Race to the Top Phase 3 support to increase district capacity to effectively direct comprehensive and coordinated resources to schools to enhance student achievement. These funds will allow us to provide training and support necessary for central office and school staff to develop a student-focused culture of service and support. Districts will receive technical assistance and participate in professional learning opportunities aimed at increasing effectiveness of district- and school-level functions, policies and processes to support the transition to STEM Common Core State Standards, alignment with the Comprehensive Performance Management System, and implementation of effective school turnaround best practices.

B. Supporting the Transition To Enhanced Standards and High Quality Assessments

To support the statewide implementation of the Common Core State Standards for Mathematics, LDOE will develop and provide research-based and grade-specific professional development. This will include the development of additional instructional resources (e.g., online tutorials, enhanced scope and sequence documents, curriculum guides), student learning tools (e.g., model practice tests) and job-embedded professional development modules that support academic achievement.

Louisiana will align high school exit criteria and college entrance requirements with the new standards and measure college and career readiness of our students, by administering the ACT to high school students. New online PARCC assessments will begin to be administered in 2014-2015.

To further our goal of ensuring that more students graduate college- and career-ready, we will increase STEM courses offered, including Advanced Placement, to students in traditional settings and via the Louisiana Virtual School and the corresponding professional development.

C. Data Systems to Support Instruction

The state proposes expansion of our instructional improvement system, **EAGLE**, to ensure that teachers and leaders have common, real-time benchmark data to target specific technical supports and interventions during the school year, especially for those teachers in non-tested grades and subjects for which a current summative assessment is not available. This expansion will include additional benchmark assessment capabilities aligned to the new standards and establishment of criteria against which Participating LEAs can assess alternative benchmarking systems.

Specifically, this expansion will enable EAGLE to:

- measure mastery of recently taught skills and concepts;
- compare the results to those of other students/schools taking the same set of assessments;
- easily conduct assessments that are designed to be administered during a regular school day and class time;
- provide immediate feedback allowing teachers to target specific technical supports and interventions during the school year;
- and provide educators with access to curriculum and student performance data to effectively measure growth in non-tested grades and subjects.

State and regional support teams will be deployed to increase school and district capacity to use data to support continuous instructional improvement. State guidelines for measuring student growth in non-tested grades and subjects will support the implementation and increased statewide use of this benchmarking system.

D. Great Teachers & Leaders

Improving Teacher and Principal Effectiveness Based On Performance

Race to the Top Phase 3 funds will be leveraged to support statewide implementation of the Comprehensive Performance Management System (CPMS) for teachers and leaders in 2012-2013. Funding may also be leveraged to refine measure of student learning in non-tested grades and STEM subjects. Through cross-functional Reform Teams, we will build LEAs capacity to analyze teacher and leader effectiveness to ensure alignment of professional development resources for teachers identified as needing assistance through the new performance management system, specifically in STEM subjects.

Ensuring Equitable Distribution of Effective Teachers And Principals

Creating a strong supply and equitable distribution of effective teachers and leaders are two primary components of the *Louisiana Education Reform Plan*. Louisiana's plan to ensure that students in high-poverty and/or high-minority schools 1.) have equitable access to highly effective teachers and leaders, particularly in STEM courses, and 2.) are not served by ineffective teachers and principals at higher rates than other students in non-high poverty and/or high-minority settings.

R2T funds will be leveraged to support and increase the use of Centralized Staffing Services and to provide professional development to district staff and school leaders regarding how to most effectively access and utilize the pipeline to staff high-need schools.

In addition to building and supporting strong internal educator pipelines through Compass, the state also proposes to teach LEAs how to effectively use the Pipeline. The **Model Staffing Initiative** (MSI) will be expanded and involve Reform Teams who assist LEAs with staff planning and vacancy forecasting to ensure that schools implement more effective hiring and retention practices.

E. Turning Around the Lowest-Achieving Schools

Louisiana has a history of enacting bold education reforms, including the state-led Recovery School District, an annual

teacher preparation value-added analysis, legislation linking teacher support and evaluation to student growth measures, and the state's strong school and district accountability system. LDOE's Race to the Top Phase 3 request builds upon the success of these innovations and strengthens the incorporation of STEM into the state's reforms.

Race to the Top Phase 3 funding will be invested in incubation and scale-up of high-performing charter schools across the state to turnaround persistently low-achieving schools. Race to the Top Phase 3 will also allow us to provide a portion of the state's allocation to LEAs to create district-specific and innovative plans aligned to the *Louisiana Education Reform Plan* to dramatically enhance student achievement.

A. **Provide STUDENT OUTCOME GOALS, OVERALL AND BY STUDENT SUBGROUP, for—**

- (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; and
- (d) Increasing college enrollment 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.

Developed in 2010, The *Louisiana Education Reform Plan* articulates our strategy to 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 continuing and successful efforts to raise standards and assessments, refine and enhance the use of data, revamp human capital practices, and expand our robust turnaround approach to **ensure there is an effective teacher 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 is applying a systemic approach to build capacity at the state, school, and district levels to scale our existing best practices**. Through the elements of our *Reform Plan*, Louisiana is creating 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.

In 2010, with the aim of focusing our work on achieving stated outcomes **and advancing our Education Reform Plan**, the Louisiana Department of Education (LDOE) and the Board of Elementary and Secondary Education (BESE) adopted nine Critical Goals. Our work is driven by these clear targets set with all state resources (financial, material, and human capital) in alignment with these goals. NAEP and subgroup achievement targets can be found in the appendix.

Race to the Top Priority	Louisiana Priority Goal	Louisiana Target (2014-2015)
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: 45.5%)
	2. Students are literate by 3rd grade	75% of 3rd graders will perform on or above grade level on the <i>iLEAP</i> (current rate: 69%)
Increasing high school graduation rates	3. Students will enter 4th grade on time	82% of Kindergartners will reach the 4th grade on time (current rate: 76.7%) Note: On time indicates no retentions.
	4. Students perform at or above grade level in English/Language Arts by 8th grade	75% of 8th Graders will perform on or above grade level on the ELA <i>LEAP</i> (current rate: 67%)
	5. Students perform at or above grade level in math by 8th grade	70% of 8th Graders will perform on or above grade level on the Math <i>LEAP</i> (current rate: 60%)
	6. Students will graduate from high school on time	80% of students entering high school in 2010 will graduate on time in 2014 (Current rate: 70.9%)
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	68.4% of high school students will enroll in college within 16 months of high school graduation (In-State & Out-of-State Colleges) (Current rate: 62.7%)
	8. Students will complete at least one year of college successfully	78.1% of students will complete at least a year's worth of college credit that is applicable towards a degree within two years of enrollment in an institution of higher education. (Current rate: 74.7%)
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

SECTION || Summary Table for Phase 3 Plan

Elements of State Reform Plans	Performance Measure	Check the appropriate box
A. State Success Factors¹		
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	<i>Must be proposed by Applicant</i>	✓
(A)(3) Demonstrating significant progress in raising achievement and closing gaps	<i>Must be proposed by Applicant</i>	
B. Standards and Assessments		
(B)(1) Developing and adopting common standards	<i>Must be proposed by Applicant</i>	
(B)(2) Developing and implementing common, high-quality assessments	<i>Must be proposed by Applicant</i>	
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	<i>Must be proposed by Applicant</i>	✓
C. Data Systems to Support Instruction		
(C)(1) Fully implementing a statewide longitudinal data system	<i>Must be proposed by Applicant</i>	
(C)(2) Accessing and using State data	<i>Must be proposed by Applicant</i>	
(C)(3) Using data to improve instruction:	<i>Must be proposed by Applicant</i>	✓
D. Great Teachers and Leaders		
(D)(1) Providing high-quality pathways for aspiring teachers and principals	<i>Must be proposed by Applicant</i>	
(D)(2) Improving teacher and principal effectiveness based on performance	From Phase 2 application	✓
(D)(3) Ensuring equitable distribution of effective teachers and principals	From Phase 2 application	✓
(D)(4) Improving the effectiveness of teacher and principal preparation programs	From Phase 2 application	
(D)(5) Providing effective support to teachers and principals	<i>Must be proposed by Applicant</i>	
E. Turning Around the Lowest-Achieving Schools		
(E)(1) Intervening in the lowest-achieving schools and LEAs	<i>Must be proposed by Applicant</i>	
(E)(2) Turning around the lowest-achieving schools	From Phase 2 application	✓
F. General Section Criteria		
(F)(1) Making education funding a priority	<i>Must be proposed by Applicant</i>	
(F)(2) Ensuring successful conditions for high-performing charters and other innovative schools	<i>Must be proposed by Applicant</i>	
(F)(3) Demonstrating other significant reform conditions	<i>Must be proposed by Applicant</i>	
Emphasis on Science, Technology, Engineering, and Mathematics (STEM)	<i>Must be proposed by Applicant</i>	✓

¹ We do not expect States to write to sub-criterion (A)(1) since States will be working with LEAs regarding their participation during the scope of work process.

SECTION ||| Narrative

(A)(2) Building Strong Statewide Capacity to Implement, Scale Up and Sustain Proposed Plans

Page References from State’s Phase 2 Application	A-27 to A-42
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The *Louisiana Education Reform Plan* addresses a comprehensive approach to statewide reform. Many of these reforms outlined in this plan are underway, with additions and expansions to be added through this proposal. In addition to statewide reforms, this plan also incorporates innovations from the *Education Reform Plan* that must be undertaken at the LEA-level to ensure successful transformation of Louisiana’s schools.

To promote and encourage active participation in advancing the state’s Reform Plan, LDOE has implemented the Trailblazer Initiative. The program includes LEAs who are committed to deep-level reforms with the aim of significantly boosting the performance of their students. Trailblazers work with the state and the District Support Office to increase awareness, adoption and implementation of key reforms in the areas of Human Capital, School Turnaround, Instructional Improvement and Organizational Excellence, with emphasis on improving STEM education. To support implementation of district reform priorities, Participating LEAs receive priority access to District Support Officers and Reform Teams, facilitation and consulting support from LDOE, special grant opportunities, professional learning communities, and other targeted services.

Providing regional support ensures a better understanding of districts’ specific needs and guarantees that the services provided are relevant and timely. Driving this effort is an LDOE District Support Office already in place to support LEAs’ reform

efforts. Through this proposal, the state will expand the role of the existing District Support Office and leverage the Trailblazer Initiative framework to implement our Race to the Top Plan.

Through this process, Participating LEAs will receive an LDOE technical support team who will provide coordinated, strategic and targeted support to assigned LEAs to develop and implement reform work plans aligned to the district and school needs. These reform work plans will be the basis for the Participating LEA scopes of work, which will include key milestones and activities, responsible parties, performance measures as part of a robust plan to implement key reforms and build district capacity. The plans will also include trajectories that allow LDOE and LEAs to closely examine how their proposed actions will impact student academic success.

The Trailblazer Initiative also affords the opportunity for LDOE and LEA capacity building through professional development and learning opportunities facilitated by national education leaders (i.e., McKinsey, Mass Insight, the Bill & Melinda Gates Foundation) to effectively implement and sustain reforms beyond Race to the Top. Additionally, Participating LEAs will receive coaching and mentoring support from local and national high-performing district leaders.

(A)(2) Goals:

- Improve coordination and delivery of service, support, and technical assistance to Participating LEAs to support implementation of Race to the Top Plan;
- Increase the capacity of Participating LEAs to implement and sustain effective reforms through participation in the Race to the Top grant, capacity analysis, strategic planning, professional learning communities, and other grant opportunities and activities; and
- Increase the capacity of existing District Support Officers, Facilitators, and Reform Teams to support Participating LEAs in implementation of Louisiana Education Reform Plan.

(A)(2) Key Activity/Timelines

Key Activity	Action	Start Date	End Date
Participating LEAs Reform Work Plan Development	Partner (Reform Team) with Participating LEAs to conduct capacity analysis to better understand local student achievement trends and needs to drive reform work planning.	March 2012	Ongoing
	Partner (Reform Team) with Participating LEAs to conduct technical assistance workshop to support reform work planning.	March 2012	Ongoing
	Participating LEA reform work plan development.	March 2012	April 2012 Ongoing
	Support development of district, board, community and key stakeholder communication and engagement strategies.	March 2012	Ongoing
Implementing Reform Plan	Participating LEAs implement reform plan (R2T Scopes of Work).	July 2012	July 2013 Annually
Develop tools to engage Superintendents, Principals, and Teachers through facilitated dialogue and support to assist them in developing comprehensive district plans to support and sustain a focus on improved student learning.	Work with contractors to develop tools and resources (e.g. reform readiness assessments, performance management, change management, district capacity analysis toolkit, policy analysis toolkits, web page, and communication tools) to support district reform planning and implementation.	May 2012	August 2012
Building strong statewide capacity to sustain and scale reforms	Partner with educators and key stakeholders to develop innovative strategies to support Participating LEAs reform efforts.	Ongoing	Ongoing
	Convene professional learning communities (PLCs), and/or identify other opportunities for best practices sharing, national conferences, and grant participation for Participating LEAs.	Ongoing	Ongoing
	Procure, coordinate, and align technical assistance and other resources to support Participating LEAs implementation of reform work plans.	Ongoing	Ongoing
	Provide leadership development, training and coaching support to Participating LEAs to enhance district leadership capacity.	Ongoing	Ongoing
	Provide training and professional development to District Support Officers, Facilitators, and Reform Teams to build LDOE capacity.	Ongoing	Ongoing
Implementing Reforms, measuring results, and creating a data-drive culture of continuous improvement	Reform plan performance review and evaluation.	January 2013 <i>(Established per the activities in the Reform</i>	Annual <i>(Established per the activities in the</i>

		<i>Work Plan)</i>	<i>Reform Work Plan)</i>
	Hold a PLC to review results of reform work plan, problem-solve, share best practices and scale results	July 2012	Annual

Responsible Parties:

Kunjan Narechania – Chief of Staff | Office of the Superintendent - LDOE

Naressa Cofield – Interim Deputy Superintendent | Office of Innovation - LDOE

Marie Henderson – Interim Director | Superintendent’s Delivery Unit (SDU) - LDOE

District Support Officers – Office of Innovation - LDOE

Trailblazer Superintendents – Participating LEAs

In addition to addressing this sub-criterion, please explain why your State has selected to address the activities in this sub-criterion in its Race to the Top Phase 3 application.

The state recognizes the importance of building district capacity while it is advancing state-level reform. The activities proposed in this section are designed to foster a collaborative process and exchange between the state and the LEA around key statewide initiatives. With the implementation of the Common Core State Standards, the Louisiana Comprehensive Curriculum and CPMS, it is essential to build a culture of reform at the LEA level. The state is proposing delivering and coordinating technical assistance to Participating LEAs through the District Support Office. This partnership will support Participating LEAs in developing strategies to inform, empower, and build district capacity to create district-wide conditions for effective reform implementation.

(A)(2) Sub-criterion Performance Measures

Performance Measures <i>Applicants must develop and propose for the Department's approval performance measure(s) for any sub-criterion that did not include performance measures in the Phase 2 application. Please enter the proposed performance measure in the row in this table and provide annual targets in the columns provided.</i>	Actual Data: Baseline SY 2010-2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013-2014	End of SY 2014- 2015
Percentage of participating LEAs with 5% increases in district performance scores from year to year.	33%	50%	75%	90%	100%

(B)(3) Supporting the Transition to Enhanced Standards and High-Quality Assessments

Page References from State's Phase 2 Application	B-8 to B-19
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The *Louisiana Education Reform Plan* supports 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.** However, we have learned that high-quality standards and assessments *alone* are not enough to raise student achievement by significant levels.

Toward the goal of supporting the transition to enhanced standards and high-quality assessments, LDOE will increase districts' and schools' capacity to create and sustain a culture of continuous improvement through an ongoing, job-embedded professional development approach that addresses standards, assessments, and curriculum. The state proposes to develop and provide research-based and grade-specific professional development in Mathematics to support the new Common Core State Standards. This will include development of additional instructional resources, including online tutorials and enhanced scope and sequence documents. Student learning tools, like model practice tests and professional development modules that support academic achievement against the Common Core State Standards in Mathematics, will also be included.

At the district level, LEAs will utilize the Comprehensive Performance Management System (CPMS) to align professional development in Mathematics to improve effectiveness of teachers and/or teacher-leaders. CPMS provides competency-based performance management tools that provide a clear and detailed framework of teaching excellence to measure teacher effectiveness against the Common Core State Standards. Aligned with the Common Core State Standards, CPMS allows the tracking of teacher performance in accordance with Common Core State Standards so that areas of improvement to advance the standards can be identified and addressed through professional development. LDOE has

prioritized the development of statewide professional development portals and tools to aid in ensuring reliable statewide implementation. Gone are the days when exemplary performance in one district is sub-standard in another. LDOE will support LEAs toward the integration of the new Common Core State Standards in Mathematics and ELA and new science standards with the implementation of the new educator evaluation system (detailed in section (D)(2)).

LDOE will provide professional development to assist teachers in implementing the Common Core State Standards in Mathematics and new science standards. This training will begin with face-to-face training and online learning (e.g., webinars) to highlight the changes teachers can expect, as well as set expectations for how the new standards will be rolled out. Revision of the Comprehensive Curriculum to assist teachers in gradually implementing the CCSS 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 the transitional 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. Beginning in May 2012, LDOE will create job-embedded professional development to ensure that teachers throughout Louisiana fully understand the new standards and curriculum and to model best practices for teachers.

Louisiana is also adopting aligned assessment systems (e.g. EOCs, ACT, PARCC) for measuring progress toward the Common Core State standards and new science standards when adopted. Our current EOCs are being revised to align with new standards. To align high school exit criteria and college entrance requirements with the new standards and measure college and career readiness of our students, LDOE will administer the ACT to high school students. New online PARCC assessments will begin to be administered in 2014-2015.

Finally, the state will provide professional development to increase STEM courses offered, including expanded Advanced Placement programs. LEAs will develop an implementation plan to expand the number of local school STEM choice offerings, including Advanced Placement, dual enrollment, foreign language, and International Baccalaureate, and create a strategy for how to increase enrollment in the courses. Additionally, the state will focus on STEM courses

through the Louisiana Advanced Placement Academy through the Louisiana Virtual School. The Louisiana Virtual School offers 13 Advanced Placement courses through an online portal providing access to rigorous and relevant courses to students in hard-to-serve locales.

(B)(3) Goals:

- Developing, implementing and delivering professional development modules aligned with the revised Louisiana Comprehensive Curriculum (LCC), Common Core State Standards (Mathematics) and Next Generation Science Standards;
- Using student performance data through CPMS to identify less effective STEM teachers to identify and align appropriate professional development resources and support;
- Developing additional instructional resources, student learning tools, and job-embedded professional development modules to support student achievement; and
- Increasing STEM courses offered, including Advanced Placement and via the Louisiana Virtual School.

(B)(3) Key Activity/Timelines

Key Activity	Action	Start Date	End Date
Develop and provide research-based and grade/subject specific professional development to support the new comprehensive curriculum, with specific focus on STEM courses. This will include the development of additional instructional resources (e.g., online tutorials, enhanced scope and sequence documents), student learning tools (e.g., model practice tests), and professional development modules that support academic achievement against the revised Louisiana Comprehensive Curriculum (LCC), Common Core State Standards (CCSS) in Math/ELA, and Next Generation Science Standards.	Develop professional development modules for courses aligned to the revised LCC, CCSS, and Next Generation Science Standards.	Summer 2012	Ongoing
	Adopt aligned assessment systems for measuring progress towards the common core state standards.	Summer 2012	Ongoing
	Utilize educator evaluation data to align and provide ongoing job-embedded professional development.	Summer 2012	Ongoing
To align Louisiana's assessments with assessment systems for measuring progress towards the CCSS and to assess college and career readiness, the state will begin to administer ACT to all 10 th graders beginning in 2012-2013 through a contract with ACT. (Annual Process)	Vendor Contract	April 2012	June 2012
	Procure test materials.	September 2012	November 2012
	Procure test administration manuals and other related materials.	December 2012	February 2013
	Administer test.	February 2013	March 2013
	Score tests.	April 2013	May 2013
	Produce student and other score reports.	May 2013	June 2013
	Produce state data file.	June 2013	June 2013
Increase Advanced Placement (AP) courses, especially STEM, offered to students in traditional settings and via the Louisiana Virtual School (LVS); and provide corresponding professional development.	LVS STEM course development and revisions.	April 2012	Annual
	Provide AP courses through the LA Virtual School AP Academy.	August 2012	Annual
	Provide training for teachers of pre-AP and AP courses at training sites around the state.	Summer 2012	Annual

<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 funding to support teachers attending face-to-face and online trainings, money for supplies, test administration costs, and technical support from Louisiana Virtual School, policies that mandate high schools offer an AP course. 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>Increase AP course offerings (e.g., engineering and other STEM-focused courses), increase professional development offerings, and continue to expand Louisiana Virtual School.</p> <p><i>Increase the number of AP courses offered each year until every school offers at least one (1) AP class.</i></p>	<p>Summer-Fall 2012</p>	<p>Ongoing</p>
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Responsible Parties:

Guillermo Ferreyra – Deputy Superintendent | Office of Science, Technology, Engineering, & Math (STEM) - LDOE

Debbie Schum – Deputy Superintendent | Office of College and Career Readiness (CCR) - LDOE

Naressa Cofield – Interim Deputy Superintendent | Office of Innovation - LDOE

Scott Norton – Executive Director | Standards, Assessments & Accountability - LDOE

Nancy Beben – Director | Standards, Assessments & Accountability - LDOE

Molly Horstman – Deputy Director | Human Capital, Office of Innovation - LDOE

Patrice Saucier – Division Director | Human Capital, Office of Innovation - LDOE

In addition to addressing this sub-criterion, please explain why your State has selected to address the activities in this sub-criterion in its Race to the Top Phase 3 application.

As described in the previous section, Louisiana’s standards and assessment system is already ranked within the top ten in the country. The state proposes support for activities that will assure the ongoing successful use of the standards and assessment system, through the transition to the new Common Core State Standards and the revised Louisiana Comprehensive Curriculum. Specifically, LDOE is requesting funds to provide professional development to support the Louisiana Comprehensive Curriculum and its alignment with the Common Core State Standards in Mathematics and ELA and Next Generation Science Standards when they are released. The state is already successfully implementing a pilot of this professional development model, through an Integration Grant from the Bill and Melinda Gates Foundation. Through this grant, the state is providing teachers and leaders with access to resources to instruct them on how to teach the Common Core State Standards. Through this proposal for Race to the Top Funds, the state will expand this initiative to all Participating LEAs. Additionally, with these resources LDOE will leverage the new educator evaluation system to provide specific and individualized professional development to Mathematics teachers.

Further, the state proposes expansion of advanced and alternative course offerings, with specific emphasis on STEM-related courses. State policy now requires all high schools to provide at least one Advanced Placement course and is moving toward requiring ACT testing in all high schools. Race to the Top funds will provide Participating LEAs with the resources need to comply with this new requirement.

(B)(3) Sub-Criterion Performance Measures

Performance Measures <i>Applicants must develop and propose for the Department's approval performance measure(s) for any sub-criterion that did not include performance measures in the Phase 2 application. Please enter the proposed performance measure in the row in this table and provide annual targets in the columns provided.</i>	Actual Data: Baseline SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014	End of SY 2014-2015
Students in participating LEAs perform at or above grade level on Math LEAP by 8 th grade	60%	62.5%	65%	67%	70%
Percentage of schools in participating LEAs offering one or more AP courses	3%	25%	25%	25%	50%
Increase the number of students enrolled in AP courses (Statewide)	850	1788	2400	3240	4374
Increase the number of students taking AP exams (Statewide)	519	1184	1680	2592	4155
Increase the number of students scoring 3 or better on AP exams (Statewide)	230	532	840	1425	2908
Increase the number of students enrolled in STEM focused AP courses (Statewide)	353	573	773	1043	1408
Increase in the number of students meeting ACT College Readiness Benchmark Scores (Overall)	16%	17%	20%	30%	40%
Increase in the number of students meeting ACT College Readiness Benchmark Scores in Mathematics	33%	35%	40%	45%	50%
Increase in the number of students meeting ACT College Readiness Benchmark Scores in English	67%	70%	73%	76%	80%
Increase in the number of students meeting ACT College Readiness Benchmark Scores in Reading	45%	46%	50%	60%	70%

Increase in the number of students meeting ACT College Readiness Benchmark Scores in Science	21%	23%	25%	30%	40%
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(C)(3) Using Data to Improve Instruction

Page References from State’s Phase 2 Application	C-12 to C-25
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Ensuring effective teachers in every classroom requires both data *about* teachers and data *for* teachers. Long before Race to the Top, Louisiana understood the importance of using formative assessment systems to guide instruction. To provide teachers, principals and administrators with meaningful support to systematically manage continuous instructional improvement, LDOE created the Enhanced Assessment of Grade-Level Expectations (EAGLE). EAGLE’s functions include: a formative assessment engine, an item bank including various types of items/questions for grades 1-12, and a content assessment reporting system in which teachers can create classroom assessments measuring knowledge and skills that students have just learned.

Louisiana’s Education Reform Plan calls for significant upgrades to EAGLE, including the creation of on-line formative assessments that are aligned to the new Common Core State Standards. This additional functionality will support teachers’ ability to use EAGLE to identify student strengths and weaknesses, plan curriculum, access targeted classroom resources, and refine instructional strategies based on student performance. Additionally, using EAGLE as an assessment and professional development resource will assist Participating LEAs in meeting the developmental needs of teachers as identified during the new educator evaluation process.

Job-embedded professional development is essential to increasing teacher effectiveness and student learning. Participating LEAs have agreed to schedule job-embedded professional development opportunities during the school day for teachers to reflect on student achievement data and collaborate to adjust and improve their instructional practices based on those data. LDOE will build LEAs’ capacity to do this by training Participating LEAs to: 1.) incorporate the use of EAGLE with

the Comprehensive Performance Management System, and 2.) review test and classroom data to personalize student learning and identify students for placement into Advanced Placement course work, including STEM-related courses.

Beginning in 2012-2013, data reflecting student learning will become a significant component of educators' evaluations. Recently, a statewide advisory panel, the Advisory Committee on Educator Evaluation (ACEE), composed of teachers, principals, parents, legislators and representatives of education organizations, provided recommendations to the Board of Elementary and Secondary Education regarding the statewide roll out of the new evaluation system, including measures of student growth for all grades and subjects. Per those recommendations, LDOE will calculate a value-added student achievement measure for teachers assigned to tested grades and subjects; however, protocols and tools to measure student growth for teachers in Non-Tested Grades and Subjects (NTGS) needed to be created. ACEE recommended the following strategies for measuring student growth in NTGS:

1. Expanding value-added measures for more teachers as valid state assessments are adopted for more grades and subjects.
2. Until valid state assessments are approved for the expansion of value-added measurement, current NTGS will use state-approved district or school-level common assessments to measure student achievement and growth. This process includes establishing Student Learning Targets (SLTs) and measuring goal attainment utilizing the universal NTGS rubric and the state-approved assessment of the districts' choosing.
3. As an alternative to common assessments, rigorous SLTs supported by a strong body of evidence, which may include student work products, portfolios, teacher-created assessments, and/or data analysis, should serve to measure student achievement and growth, until value-added measures or state-approved common assessments are adopted for a given grade level or subject area.

The EAGLE upgrade proposed in this application will allow teachers in NTGS to measure student growth and achievement through formative assessments, including a pre- and post-test system, as part of a comprehensive performance

structure to more effectively enhance effective teaching.

(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 EAGLE or other instructional improvement systems by both Participating and non-Participating LEAs;
- Creating a benchmarking 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, with emphasis in STEM subjects; and
- Increasing the number of statewide common assessments that can be used to measure student growth for teachers in Non-Tested Grades and Subjects.

(C)(3) Key Activities/Timelines

Key Activity	Action	Start Date	End Date
Expand the existing LDOE EAGLE test item system to include additional benchmark assessment capabilities aligned to the new standards (Louisiana Comprehensive Curriculum and Common Core State Standards). EAGLE will be enhanced to have the capacity to:	Annually develop additional EAGLE test items aligned with Common Core State Standards and Louisiana Comprehensive Curriculum.	June 2012	June 2015
	Use EAGLE benchmark system to establish criteria for Participating LEAs to assess district benchmark systems.	March 2012	August 2012
	Annually develop all accompanying EAGLE test materials (e.g., pre-made tests, manuals, and reports) for administration of benchmark assessments, adding courses and/or grade levels each year. A minimum of two test forms will be constructed for each grade/subject.	June 2012	June 2015
	Develop all accompanying EAGLE test materials (e.g., test forms, reference sheets, and manuals) for administration of benchmark	September 2012	June 2015
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, allowing teachers to target specific technical supports and interventions during the school year; and d) d) provide educators with access to curriculum and student performance data to effectively provide intervention.	assessments, adding courses and/or grade levels each year. Accommodated test forms (e.g., read aloud, large print) will be developed for all subjects per LDOE policy to assist and support high-need students.		
	Enhance reporting functions for EAGLE that deliver student report, class roster, and aggregated test results at the student, class, school and district levels. Various reports and data files will be provided in a short turn-around time. Reports will allow users to track and monitor student performance throughout the school year.	September 2012	June 2015
	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.	November 2012	November 2015
Enhance EAGLE to have increased instructional improvement system capabilities; e.g., integrating formative assessment data from EAGLE and other available data systems.	Conduct hands-on training workshops for districts and schools. The hands-on workshop will teach teachers, school leaders and administrators how to use EAGLE and student performance data from formative and benchmark assessments.	July 2013	June 2015
	Build and market social networking component of EAGLE.	July 2013	June 2014
	Make the retooled EAGLE available to all LEAs statewide.	March 2013	December 2015

Responsible Parties:

Nancy Beben – Director | Standards, Assessments & Accountability - LDOE

Fen Chou – Director | Next Generation Assessment System, Assessments, Standards and Accountability - 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

In addition to addressing this sub-criterion, please explain why your State has selected to address the activities in this sub-criterion in its Race to the Top Phase 3 application.

This application details a significant upgrade of the EAGLE system. Its alignment with the Louisiana Comprehensive Curriculum and Common Core State Standards creates a statewide formative data system that will advance the state’s efforts to improve student achievement. It will also support an increased effort to provide targeted job-embedded professional development in Participating LEAs across the state.

The law, through Act 54, requires measurement of growth for all teachers; however, 67% of teachers are teaching in non-tested grades and subjects. There must be tools in place to measure student growth of this majority of teachers. Race to the Top resources will support the development of these measures, in part, through increased functionality of EAGLE.

(C)(3) Sub-Criterion Performance Measures

Performance Measures	Actual Data: Baseline SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014	End of SY 2014-2015
<i>Applicants must develop and propose for the Department’s approval performance measure(s) for any sub-criterion that did not include performance measures in the Phase 2 application. Please enter the proposed performance measure in the row in this table and provide annual targets in the columns provided.</i>					
Number of Test Forms for Benchmark Assessments (Statewide)	0	0	16	20	24
Number of Log-ins to EAGLE (Statewide)	1.5M	1.9M	2.2M	2.5M	2.8M
Number of Completed Tests by Students (Statewide)	1M	1.3M	1.6M	1.9M	2.2M

(D)(2) Improving Teacher and Principal Effectiveness Based on Performance

A cornerstone of the *Louisiana Reform Plan* is the state's commitment to ensuring that every classroom in Louisiana is staffed with an effective teacher and every school is led by an effective leader. The state has made great strides in realizing this goal in the past year and a half, most notably with the development and piloting of a new evaluation and support system for teachers and leaders, known as the Comprehensive Performance Management System (CPMS).

CPMS was preceded by Act 54, a groundbreaking piece of legislation signed into law by Governor Bobby Jindal in May, 2010. Act 54 requires that every teacher and leader in Louisiana be evaluated annually and that 50 percent of their evaluations be based on measures of student growth, with the remaining 50 percent based on other qualitative measures of performance.

Per the law, data gathered in the evaluation process will be used to provide targeted supports to educators, ensure intensive assistance is provided to those who need it, recognize highly effective teachers, inform employment decisions at the local level, and determine certification decisions at the state level. By requiring more actionable data and more meaningful supports are provided to educators, Act 54 served as the impetus for the development of CPMS. To provide educators with fast, secure, and interactive access to critical data regarding their performance available through CPMS, LDOE has developed a web-based Human Capital Information System (HCIS). The HCIS provides an online portal through which educators and evaluators can: engage in collaborative goal-setting and professional growth planning; interactive observation feedback and self-reflection; individualized professional development; and final effectiveness assessment utilizing value-added data, where available. The HCIS also allows school, district, and state leaders to run reports on the performance of the educators for whom they have permission to access evaluation data, to analyze trends in performance and monitor the implementation of the

evaluation process. As such, the HCIS empowers educators and key stakeholders with data on performance that have traditionally been either unavailable or inaccessible, further ensuring that teachers and leaders receive the targeted and timely supports they need to continuously improve their effectiveness.

A pilot of the comprehensive CPMS system is underway in ten LEAs across the state, involving 128 schools and approximately 2,000 teachers. Diverse in size, student population, and geographical location, these LEAs will provide the state with valuable data and feedback to inform statewide implementation.

The state is utilizing a staffing structure designed to provide pilot LEAs with targeted support, based on their individual needs and the challenges and opportunities of their local context. This structure includes: an LDOE CPMS Liaison, who serves as the state-level point person for pilot districts; a CPMS Performance Coach, who provides ongoing support in the field throughout the course of the pilot; and a group of CPMS trainers, composed of both LDOE and district staff who have been trained to redeliver trainings on all CPMS components and processes. The state has already received positive feedback from numerous pilot districts on the value of having this multi-tiered support system in place as they embark on the pilot.

During the 2011-2012 COMPASS pilot, processes to collect, analyze, and implement feedback are being used to prepare for state-wide implementation. Concurrently, the LDOE is continuing to engage stakeholders in the pilot and in the public on feedback and support aimed at strengthening our educator support and evaluation system.

Key to the LDOE's statewide implementation plan is its attention to developing professional development, policy guidance and tools to provide differentiated assistance to districts. The LDOE will leverage Reform Teams and will expand these structures as the new evaluation and support system is implemented statewide based on district need, including in-person trainings and technical assistance; online courses and resources; and professional learning communities with other districts LEAs. These teams have already begun to assist districts in assessing their central office and school-level management capacities and structures to ensure educators are appropriately supported and coached as performance management necessitates.

The LDOE will provide differentiated support statewide to LEAs that include face-to-face trainings, online courses, webinars, planning guides, student learning target workshops, and exemplar tools. To launch this phase of the work, the LDOE will partner closely with LEA personnel directors to strengthen their understanding of Act 54, state policy, and the CPMS as well as to identify additional needs that will aid districts in implementation via district readiness assessment.

The CPMS team will work with contractors to:

- Develop training modules, tools, and resources on the observation tool, value-added and non-tested grades and subjects (NTGS)
- Build local capacity and support implementation of the comprehensive performance management system statewide;
- Refine guidance and tools to support measuring student growth in non-tested grades and subjects (NTGS), especially in STEM
- Over time, identify needs and gaps teacher and leader performance using effectiveness data to align professional development, and applied learning opportunities, especially in STEM;
- Design and deploy programs that mobilize resource and supports to meet the needs of teachers, leaders and students.

By building upon the momentum of the CPMS pilot and incorporating a focus on Common Core State Standards, our Reform Teams will ensure the successful statewide implementation of Louisiana’s transformational evaluation and support system, while driving STEM education forward in our state. LDOE views the deployment of these critical staff as an opportunity to prioritize STEM education by integrating the Common Core State Standards work and CPMS to ensure there is a strong alignment between these two initiatives. In leveraging proven talent of these Reform Teams, the invaluable input of key stakeholders, and the lessons learned from this year’s pilot, Louisiana is poised to drive significant improvements in teaching, leading, and learning, by empowering educators with enhanced information about their own performance and that of their students and the aligned supports they deserve.

(D)(2) Goals:

- Refining educator support and evaluation tools, especially measures of student learning in non-tested grades and STEM subjects;
- Building statewide capacity in LEAs to implement CPMS to measure teacher and leader effectiveness; and,
- Increasing the available professional development resources for teachers, specifically in STEM identified as needing assistance through the new performance management system.

(D)(2) Key Activity/Timeline

Key Activity	Action	Start Date	End Date
Utilize contactors to develop and implement training tools, strengthen and support development of measures of student learning in non-tested grades and STEM subjects (e.g. guidance and associated tools), and build statewide capacity in LEAs to implement CPMS to measure teacher and leader effectiveness by creating, delivering, and measuring effectiveness of available professional development resources, specifically for STEM teachers identified as needing assistance through the new performance management system.	Evaluate pilot implementation and consider feedback from districts to make adjustments to system, policy guidance and tools for statewide implementation, as needed.	July 2012	Ongoing
	Develop educator support and evaluation training modules and associated tools.	July 2012	Ongoing
	Refine measures for student growth	July 2012	Ongoing
	Develop additional resources to support on-going implementation and effectiveness of the state's educator support and evaluation model (e.g., School/Teacher support toolkits, HCIS enhancements, training and support).	March 2012	Ongoing
	Conduct inventory of local educator support and instructional resources, with emphasis on STEM resources.	July 2013	December 2015
	Design and deploy programs to leverage resources to meet the needs of teachers and students in the region.	July 2013	December 2015
	Assess effectiveness of professional development resources for STEM teachers identified as needing assistance.	July 2014	December 2015

Responsible Parties:

Naressa Cofield - Interim Deputy Superintendent | Office of Innovation - LDOE

Molly Horstman - Deputy Director | Human Capital, Office of Innovation - LDOE

Patrice Saucier - Division Director | Human Capital, Office of Innovation - LDOE

Guillermo Ferreyra - Deputy Superintendent | Office of Science, Technology, Engineering, & Math (STEM) - LDOE

Beth Gleason - Director, Strategic Research & Analysis (SRAA) – LDOE

In addition to addressing this sub-criterion, please explain why your State has selected to address the activities in this sub-criterion in its Race to the Top Phase 3 application.

No other school factor has a greater influence on student achievement than our teacher effectiveness at driving student performance, and because of that Louisiana has prioritized the implementation of the Comprehensive Performance Management System (CPMS) in its Phase 3 application. However, until now, we have given our teachers and school leaders little guidance on how to analyze and evaluate their effectiveness to support their success. To improve teaching and learning in Louisiana, we must provide our educators with specific, meaningful feedback and targeted supports to continuously enhance their performance. Created by educators, for educators, CPMS is designed to achieve this outcome.

Much of the research, development, and design work have already been completed with respect to CPMS, and the state is now turning its attention to the training, implementation, and evaluation phases of the work. The state is prepared to assess and adjust the system as needed, not only because this will fulfill a legislative mandate, but because our educators must have the information and support they need to more effectively impact students' lives. As this link between performance and assessment is a dramatic departure from current practice for many of our districts and schools, it is critical that teachers, school leaders, and district staff are prepared to successfully implement CPMS.

(D)(2) Sub-Criterion Performance Measures

Performance Measures		Actual Data: Baseline SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014	End of SY 2014-2015
<i>Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section VI. Qualifying evaluation systems are those that meet the criteria described in (D) (2)(ii).</i>						
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	0	40%	100%	100%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers.	0	40%	100%	100%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals.	0	40%	100%	100%	100%
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:					
(D)(2)(iv)(a)	<ul style="list-style-type: none"> Developing teachers and principals. 	0	40%	100%	100%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Compensating teachers and principals. 	0	25%	50%	75%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Promoting teachers and principals. 	0	25%	50%	75%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Retaining effective teachers and principals. 	0	40%	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	15%	100%	100%	100%
(D)(2)(iv)(d)	<ul style="list-style-type: none"> Removing ineffective tenured and untenured teachers and principals. 	0	15%	100%	100%	100%
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) ²	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year.	
(D)(2)(iii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year.	
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year.	
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year.	
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year.	
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year.	
(D)(2)(iv)(d)	Number of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year.	

(D)(3) Ensuring Equitable Distribution of Effective Teachers and Leaders

² 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 in order to meet Department reporting requirements.

Creating a strong supply and equitable distribution of effective teachers and leaders are two primary components of the *Louisiana Education Reform Plan*. Louisiana's plan to ensure that students in high-poverty and/or high-minority schools 1.) have equitable access to highly effective teachers and leaders, particularly in STEM courses, and 2.) are not served by ineffective teachers and principals at higher rates than other students in non high-poverty and/or high-minority settings includes three components:

1. 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 gathered and analyzed as part of the Comprehensive Performance Management System.

2. Provide Centralized Staffing Services and expand 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 and internal staff to help develop its own capacity to:

- Monitor LEA and school vacancies, teacher and leader placement using effectiveness measures;

- Ensure equitable distribution of effective teachers and leaders in high-poverty, high-minority schools; and
- Provide consulting services, develop staffing/hiring tools and resources and provide training and support to LDOE Reform Teams who will be deployed to support Participating LEAs experience difficulty implementing effective staffing and hiring practices.

The infusion of technical assistance will help 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.

Our staff will provide implementation support to Participating LEAs in using the Human Capital Information System (HCIS) to report vacancies in STEM positions and formulate equitable distribution plans. They will also work to create highly effective pools of STEM teachers through recruiting, rigorous screening and candidate referral to the high needs schools.

In addition to building and supporting strong educator pipelines, the state also proposes to teach LEAs how to effectively use the Pipeline. The **Model Staffing Initiative** (MSI) will be expanded and involve Reform Teams who assist LEAs with staff planning and vacancy forecasting to ensure that schools implement more effective hiring and retention practices. These Reform Teams 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, and special education) and support LEAs in realigning staffing practices in support of identification, hiring and placement of effective teachers and leaders to ensure a more equitable distribution. Louisiana projects that the percentage of effective teachers and leaders will grow steadily over the next four years, in part because of the strategies implemented through our *Reform Plan*.

The MSI will replicate the staffing practices and effective hiring techniques successfully used by the Recovery School District and other LEAs. Louisiana received initial start-up support from the Bill and Melinda Gates Foundation to

support the MSI in four districts in Year 1. In Year 2, we leveraged local state funds to expand to two additional LEAs. During the R2T grant period, these funds will be leveraged to embed the approach in the LDOE infrastructure and policies while also providing professional development and support to Participating LEAs at scale to improve district hiring and staffing practices to ensure an equitable distribution of teacher in the lowest-performing schools.

To leverage lessons learned from previous implementations of the MSI, Participating LEAs will:

- 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;
- Leverage MSI to build local capacity around effective hiring and retention techniques that ensure that the lowest-performing schools have access to the highest-quality teachers; and
- 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.

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 ensure an effective supply of 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 and leaders already working in high-need subjects, through the *Comprehensive*

Performance Management System (described in section C3);

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 value-added effects estimates 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;
- Increasing the number of effective teachers and leaders in the highest need schools and/or hard-to-fill areas and specialties, including STEM; and
- Supporting district-level efforts to utilize the educator pipeline to ensure equitable distribution of effective teachers and leaders.

(D)(3) Key Activity/Timelines

Key Activity	Action	Start Date	End Date
Utilize Teach Louisiana to gather data on vacancies, recruitment, selection, staffing, and HCIS to gather data on educator effectiveness, formative and summative assessment of educator performance, 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.	LEAs use the Comprehensive Performance Management System (CPMS) to review effectiveness measures for teachers and leaders.	Pilot: March 2012 May 2012	Ongoing
	Participating LEAs will report to the State with data on vacancies, applicants, hires via Teach Louisiana, and educator effectiveness via HCIS to ensure equitable distribution.	August 2012	Ongoing
Develop additional tools, resources and support for Participating LEAs that focus on effective staffing planning, vacancy forecasting, performance management, and mutual consent hiring to build strong instructional teams. Contractors will work with Project Manager, LDOE Recruitment Specialists and Participating LEA 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.	Participating LEAs will receive support and guidance from Centralized Staffing Services (LDOE), Model Staffing Initiative (MSI) and Recruitment Specialists to implement effective hiring and staffing techniques.	August 2012	Ongoing
Streamline and improve current Centralized Staffing Support and build LDOE capacity by training staff on new and innovative tools to improve central staffing supports effectiveness and delivery to include monitoring of vacancies, and staffing services to LEAs and principals, particularly of high poverty, high minority schools, to hire effective teachers for their vacancies	Conduct Centralized Staffing Support assessment, develop, and implement streamlined and efficient process and train LDOE staff.	August 2012	Ongoing
Create a pipeline of high-quality teachers and leaders, with emphasis on STEM, through 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 to staff the lowest-performing schools.	Expand national recruitment efforts to target top universities and providers with proven track records of producing highly effective teachers, specifically in STEM to expand the pipeline.	July 2013	Ongoing
	Conduct a statewide needs assessment for highly effective teachers, including tracking centrally reported vacancies and fill-rates in Participating LEAs.	July 2013	Ongoing
	Build LDOE's and Participating LEAs capacity to recruit and deploy high-quality, prescreened	July 2013	Ongoing

Responsible Parties:

Naressa Cofield – Interim Deputy Superintendent | Office of Innovation - LDOE

Molly Horstman – Deputy Director | Human Capital, Office of Innovation - LDOE

Guillermo Ferreyra – Deputy Superintendent | Office of Science, Technology, Engineering, & Math (STEM) - LDOE

Patrice Saucier – Division Director | Human Capital, Office of Innovation - LDOE

In addition to addressing this sub-criterion, please explain why your State has selected to address the activities in this sub-criterion in its Race to the Top Phase 3 application.

The strength of the Louisiana Reform Plan relies heavily upon the successful implementation of the Common Core State Standards and the Louisiana Comprehensive Curriculum, but this implementation can only be successful if there are effective teachers in every classroom and effective leaders in every school. The activities proposed in this section – to identify good teacher prospects, recruit them, interview them, and place them in high need positions, particularly in STEM subjects, through the Model Staffing Initiative – are to ensure that all students have access to effective teachers and leaders.

Louisiana’s low performing schools have made extensive improvements to student achievement, but they still have a long way to go. The state is aware that there are still a disproportionate number of ineffective teachers concentrated in the highest need schools, and the proposed activities outline a comprehensive solution to this problem. The state is also aware that the highest demand is for quality teachers in STEM subjects, and the proposed activities also outline a design for increasing effective teachers in these areas.

(D)(3) Sub-Criterion Performance Measures

Performance Measures for (D)(3)(i) <i>Note: All information below is requested for Participating LEAs.</i>	Actual Data: Baseline SY 2010-2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014	End of SY 2014- 2015
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 who are highly effective.	n/a	10	15	20	25
Percentage of teachers in schools that are low-poverty, low-minority, or both who are highly effective.	n/a	10	15	20	25
Percentage of teachers in schools that are high-poverty, high-minority, or both who are ineffective.	n/a	10	8	5	3
Percentage of teachers in schools that are low-poverty, low-minority, or both who are ineffective.	n/a	10	8	5	3
Percentage of principals leading schools that are high-poverty, high-minority, or both who are highly effective.	n/a	10	15	20	25
Percentage of principals leading schools that are low-poverty, low-minority, or both who are highly effective.	n/a	10	15	20	25
Percentage of principals leading schools that are high-poverty, high-minority, or both who are ineffective.	n/a	10	8	5	3
Percentage of principals leading schools that are low-poverty, low-minority, or both who are ineffective.	n/a	10	8	5	3
High-poverty schools were defined as those with 65% of students or more qualifying for free/reduced lunch.					
High-minority schools were defined as those with 50% or more minority students.					
General data to be provided at time of application:					
Total number of schools that are high-poverty, high-minority, or both.	733				
Total number of schools that are low-poverty, low-minority, or both.	531				

Total number of teachers in schools that are high-poverty, high-minority, or both.	7,652	
Total number of teachers in schools that are low-poverty, low-minority, or both.	6,746	
Total number of principals leading schools that are high-poverty, high-minority, or both.	733	
Total number of principals leading schools that are low-poverty, low-minority, or both.	531	
[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 who were evaluated as highly effective in the prior academic year.		
Number of teachers and principals in schools that are low-poverty, low-minority, or both who were evaluated as highly effective in the prior academic year.		
Number of teachers and principals in schools that are high-poverty, high-minority, or both 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 who were evaluated as ineffective in the prior academic year.		

(E)(2) Turning Around the Lowest-Achieving Schools

Page References from State’s Phase 2 Application

E-5 to E-17

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 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.

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 subject tested, outperforming the state’s growth rates. 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 the elementary schools and 66 percent of the high schools.

With a strong turnaround strategy in place, the state proposes using Race to the Top funds to promote local-level innovations and strategies to turn around failing schools. The state has identified two strategies toward building capacity within Participating LEAs to turn around the lowest-achieving schools:

1. **Development of Charter Management Organizations**—The state will invest in scaling and incubating high-performing charter operators to serve more schools. Through the State Charter School Grants Program, approved charter schools are granted immediate autonomy in exchange for increased accountability. This structure allows for implementation of radical human capital practices, a stronger connection to the community through a charter board, and creativity, competition and an innovative spirit to thrive. Partnering with one or two prominent and nationally-recognized investors in education, the state will ensure Charter Management Organizations (CMOs) are supported to develop and scale viable plans to open and operate a high-performing charter school.
2. **Funding for Louisiana Educational Best Practices**—In order to spur and incentivize the adoption of the best practices in the *Louisiana Educational Reform Plan*, LDOE will manage the Louisiana Educational Best Practices Fund. Allocations will be made to Participating LEAs to adopt and implement aggressive reforms to turn around the state’s lowest performing schools. Specific efforts to improve low-performing schools rewarded through the Louisiana Educational Best Practices Fund will contribute to the greater body of research and best practices supporting the improvement of school performance through reform and innovation.

(E)(2) Goals

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

- Investing in the incubation and scale-up of new high-performing charter schools; and
- Providing additional funds to LEAs who create district-specific innovative plans.

(E)(2) Key Activity/Timelines

Key Activity	Action	Start Date	End Date
Invest in the incubation and scale-up of high-performing schools across Louisiana, including charters, and ensure high-quality performance monitoring through increased accountability.	Identify which schools within the LEA will receive turnaround interventions and decide, based on the definitions of federal regulations, to close, charter, transform, or turnaround those schools.	July 2012	Ongoing Annually
	Establish protocol for CMOs to begin incubation process in LEAs where there is mutual desire for high performing charter schools.	February 2012	June 2013
	Streamline Charter Application process in order to provide a clear and transparent selection model for all Charter applicants.	March 2012	June 2013
	Identify and recruit high performing CMOs based on student performance, particularly in STEM-related areas which lead to a student's being college and career ready.	March 2012	Ongoing Annually
	Provide technical assistance throughout the application process to both CMOs and school sites making the transition from traditional to charter management.	April 2012	October 2012, occurring annually
	Facilitate matching between high performing CMOs and low performing schools which are in need of turnaround before and during the Charter Application Process.	March 2012	Ongoing Annually
Provide competitive funding through innovation grants to LEAs which adopt best practices towards implementing reforms as aligned to Race to the Top interventions, specifically relating to school turnaround and human capital. LDOE will implement this process annually.	Determine award criteria and timeline for objectively awarding grants to LEAs as based on impact of intervention towards increasing student achievement and local/district effectiveness.	August 2012	September 2012
	Develop Innovation Grant Application and effectively communicate goals and application process to all LEAs by various means utilizing Office of Innovation staff support.	August 2012	September 2012
	Provide technical assistance on implementation of Innovation Grants as aligned to LEA awarded applications.	September 2012	November 2012
	Award Funds	December 2012	January 2013
	Manage Evaluations and Performance	January 2013	Ongoing Annual

Responsible Parties:

Naressa Cofield – Interim Deputy Superintendent | Office of Innovation - LDOE

Sheila Guidry – Executive Director | School Turnaround Office, Office of Innovation - LDOE

Erin Bendily – Deputy Superintendent | Office of Departmental Support - LDOE

Parker Baxter – Executive Director | Parental Options Office – LDOE

In addition to addressing this sub-criterion, please explain why your State has selected to address the activities in this sub-criterion in its Race to the Top Phase 3 application.

Louisiana’s turnaround model, the Recovery School District, has demonstrated outstanding results. Through Race to the Top, the state proposes to supplement the work already being successfully undertaken by the Recovery School District by investing and incubating new charter schools and incentivizing local districts to charter their low performing schools. Expanding this work is sure to result in increased student achievement in other persistently low achieving schools throughout the state.

(E)(2) Sub-Criterion Performance Measures

Performance Measures <i>Applicants must develop and propose for the Department's approval performance measure(s) for any sub-criterion that did not include performance measures in the Phase 2 application. Please enter the proposed performance measure in the row in this table and provide annual targets in the columns provided.</i>	Actual Data: Baseline SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014	End of SY 2014-2015
The number of charter schools in Participating LEAs	6	6	10	15	20
Percentage of low-performing schools in participating LEAs with 5%increases in SPS scores	35%	55%	75%	90%	100%
The number of schools for which one of the four school intervention models will be initiated each year.	32	39	30	30	30

SECTION IV Science, Technology, & Mathematics (STEM)

Summary

An applicant must explain in its detailed plan and budget for Phase 3 funding how it will allocate a meaningful share of its Phase 3 award to advance STEM education in the State. You may meet this requirement by including in your plans and budgets:

- 1) Activities proposed by the State to meet the competitive preference priority for STEM education, if applicable; or
- 2) Activities within one or more of the four core education reform areas that are most likely to improve STEM education.

A State should address this requirement throughout the Part II application (*i.e.*, indicate the plan, performance measures and budget by addressing applicable sub-criterion). Use the text box below to provide a summary of how the State is meeting this requirement.

The State has incorporated STEM advancement through the following activities:

(A)(2): Participating LEAs will orient their reform strategies in their scope of work towards initiatives designed to advance STEM education.

(B)(3): Professional Development aligned with the revised Louisiana Comprehensive Curriculum (LCC), Common Core State Standards (CCSS) for Math and ELA and Next Generation Science (when available) courses and teachers. Advancement Placement expansion and alternative classrooms, like Louisiana Virtual School, will be utilized to increase students' access to rigorous STEM course offerings. Also, to align high school exit criteria and college entrance requirements with the new standards and measure college and career readiness of our students, LDOE will administer the ACT to high school students.

(C)(3): EAGLE will be expanded to include additional benchmark assessment capabilities aligned to the Common Core State Standards and the revised Louisiana Comprehensive Curriculum. This expansion will provide educators access to assessments to calculate growth in non-tested grades and STEM subjects.

(D)(2): The implementation of a Comprehensive Performance Management System (CPMS) for teachers will include an evaluation rubric aligned to the Common Core State Standards and measures of student growth in tested and non-tested grades and subjects (NTGS). Implementing CPMS will support LEAs and school leaders by providing individualized teachers' and leaders' effectiveness data to more effectively identify educators in need of assistance and align support and professional development, particularly in STEM-related subjects.

(D)(3): The Model Staffing Initiative includes the incorporation staffing supports to ensure that district staff and school leaders are able to effectively access and utilize the educator pipeline to staff the lowest-performing schools with highly effective educators, particularly in STEM subjects.

(E)(2): The state is scaling and incubating high-performing charter schools and investing in innovative reforms to advance student achievement in STEM.

SECTION V Race to the Top Phase 3 Budget

Budget Summary: Louisiana

Budget Summary Narrative: A budget narrative that accompanies the Budget Summary Table should provide an overview of the projects that the State has included in its budget. Applicants should use their budget narratives to provide a detailed description of how they plan to use their Federal grant funds and how they plan to leverage other Federal, State, and local funds to achieve their reform goals. The budget narrative should be of sufficient scope and detail for the Department to determine if the costs are necessary, reasonable, and allowable. The State must also include how it plans to direct a meaningful share of its Phase 3 award to advance STEM education in the State.

To provide a clear and complete budget, Louisiana's Race to the Top (R2T) application will be organized by eight (8) projects. The project structure aligns with the sub-criterion identified and captures the priority elements from the *Louisiana Education Reform Plan* and all of the key activities outlined that we believe are the most strategic levers for improving student achievement in STEM. We have elected to create projects aligned to each sub-criterion to highlight our aggressive plan to further accelerate how the LDOE and Participating LEAs partner to develop strategic plans that integrate strategies in human capital, school turnaround, and organizational excellence to drive dramatic improvements in student achievement.

Louisiana will leverage staff in the District Support Office (DSO) to drive the management of these projects, the change management throughout the LDOE and Participating LEAs, and the reporting progress to USDOE. As detailed in section (A) (2), the structure of the District Support Office provides significant flexibility to ensure effective management of all key activities at both the state and Participating LEA level.

Additional budget detail for each project can be found in the 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: Trailblazer Initiative

This project captures all the activities in the narrative for sub-criterion (A) (2).

Budget: \$153,000

Execute priority activities in the *Louisiana Education Reform Plan*, LDOE will continue to build the capacity of the Reform Teams and District Support Officers and rapidly cultivate additional high quality talent across the agency to facilitate support leveraging the Trailblazer Framework for Participating LEAs. Through the Trailblazer Initiative we are building change management, problem solving, situational leadership, and strategic planning as core competency of LDOE and Partner LEAs, driving district capacity building and coordinating state-level service and supports aligned to executing R2T.

Project 2. Implementing Enhanced STEM Standards: Common Core State Standards

This project captures Key Activities in the narrative for sub-criterion (B) (3).

Budget: \$1,000,972

The R2T plan includes the development, implementation, and delivery of professional development modules aligned with the Common Core State Standards in ELA, Math and Next Generation Science Standards to support effective instructional practices based on the new curriculum. This project includes the development of additional instructional resources (e.g., online tutorials, enhanced scope and sequence documents, curriculum guides), student learning tools (e.g., model practice tests) and job-embedded professional development modules that support academic achievement.

Project 2A. Implementing Enhanced STEM Standards & Assessments: ACT

This project captures Key Activities in the narrative for sub-criterion (B) (3).

Budget: \$1,000,000

Louisiana is also adopting aligned assessment systems (e.g. EOCs, ACT, PARCC) for measuring progress toward the Common Core State standards and new science standards when adopted. Our current EOCs are being revised to align with new standards. To further align high school exit criteria and college entrance requirements with the new standards and measure college and career readiness of our students, LDOE will administer the ACT to high school students.

Project 2B. Implementing Enhanced STEM Standards: AP Initiative

This project captures Key Activities in the narrative for sub-criterion (B) (3).

Budget: \$800,000

The Louisiana State Board of Elementary and Secondary Education (BESE) policy requires all high schools to offer at least one Advanced Placement course. R2T funding will also be used to support Participating LEAs build internal AP programs and/or expansion of online AP offerings to increase enrollment in STEM AP courses. To further support LEAs and schools, LDOE will support development and implementation of a blended-model, to enhance face to face instruction, while supporting the application of 21st century skills.

Project 3. EAGLE: Using Data to Improve Instruction

This project captures All Activities in the narrative for sub-criterion (C) (3).

Budget: \$1,792,000

The R2T plan includes additional expansion of EAGLE into a robust instructional improvement system with the additional benchmark assessment capabilities aligned to the CCSS and revised LCC. This expansion will include significant updates to ensure teachers and leaders have common and real-time benchmark data to target specific technical supports and interventions, as well as provide educators access to curriculum and assessments (i.e., student performance data) to

calculate growth in non-tested grades and STEM subjects.

Project 4. CPMS: Louisiana’s Path to STEM Educator Effectiveness

This project captures All Activities in the narrative for sub-criterion (D) (2).

Budget: \$300,000

The R2T plan includes implementation of standards for measuring student growth and statewide implementation of a Comprehensive Performance Management System (CPMS) for all teachers, leaders, and support staff. Over the grant period, these funds will be leveraged to refine our measures of student growth and support building statewide capacity of Participating LEAs to implement CPMS to measure teacher and leader effectiveness and provide the complementary supports based on effectiveness, particularly in STEM subjects.

Project 5: Louisiana’s Statewide Staffing Initiative

This project captures All Activities in the narrative for sub-criterion (D) (3).

Budget: \$1,197,000

Using Race to the Top Funds and with national recruiting partners, LDOE will expand the Model Staffing Initiative (MSI) to build LDOE Reform Teams’ capacity in effective planning, vacancy forecasting, and performance management, while supporting LEAs and principals in improve local practices to build strong instructional STEM teams. LDOE staff and contractors work with districts to realign hiring and staffing (i.e., declaration of intent process, staffing timelines, hiring processes) to support the identification and hiring of highly effective educators to ensure a more equitable distribution. MSI is an ambitious and high impact approach to increase the LDOE’s capacity to provide support to Participating LEAs and schools to improve overall educator effectiveness.

Project 6: High-Performance LEAs Initiative

Charter Incubation - This project captures Key Activities in the narrative for sub-criterion (E) (2).

Budget: \$1,700,000

The Louisiana R2T plan includes investment in the incubation and scale up of high-performing charter schools across the state. Louisiana will work with local high-performing charter operators and nationally respected human capital partners to expand and/or recruit other high-potential entrepreneurs in the region and nation to provide effective charter operators to Participating LEAs to turn around persistently low-performing schools.

Louisiana Educational Best Practice Funds

This project captures Key Activities in the narrative for sub-criterion (E) (2).

Budget: \$750,000

The *Louisiana Education Reform Plan* will provide additional funds to LEAs to support aggressive district-specific and innovative plans in human capital, instructional improvement, organizational excellence, and school turnaround to drive dramatic improvements in their low-performing schools.

Implementation of the Louisiana Education Reform Plan will leverage the following fund sources:

1: School Improvement Grant -1003(g): \$125,000,000

Background

To date, Louisiana has received more than \$80M dollars to support more aggressive school turnaround efforts in LEAs with watch list schools through the High Performance Schools Initiative (HPSI).

Future Alignment

Through strategic planning and coordination, schools/districts have entered the HPSI and received funding and access to best practices to fully implement one of the four school intervention models. Work by LDOE is ongoing to support districts in implementation of HPSI plans to turn around the lowest performing schools across the state. Purposeful alignment of these grant funds will ensure that Louisiana will remain the national leader in effectively turning around the lowest performing schools.

2. Striving Readers Comprehensive Literacy Grant: \$142,400,000

Background

This year, the LDOE will receive an estimated \$142.4 million over a five-year period to improve reading and writing skills of students from birth through twelfth grade. These funds will be leveraged to establish a comprehensive approach to literacy development based on Louisiana's Comprehensive Literacy Plan (LaCLIP). This grant will support districts with aligning policies, resources, and practices across five core components: Leadership & Sustainability, Standards-Based Curriculum, Assessment System, Instruction and Intervention, and Professional Learning and Resources.

Future Alignment

LDOE is providing extensive consulting and support on fund alignment as part of the technical assistance package for LEAs to develop their final grant application. Additionally, the application requires a clear alignment and integration of education funds and other reforms and existing priorities, including, but not limited to, plans for attracting and retaining effective educators, use of educator evaluation data to align job-embedded professional development and support, use of data systems to drive instruction and innovative school scheduling to effectively transition supporting students through levels.

3. Gates Integration Grant: \$7,700,000

Background

Funding from the Bill and Melinda Gates Foundation (BMGF) will allow Louisiana to effectively integrate two critical strategies for dramatically raising student achievement by increasing the effectiveness of Louisiana Educators: implementing the CCSS and new systems of educator evaluation and support.

Future Alignment

Over the next three years, this funding will be leveraged to support the following key reforms: State-level Common Core Standards and Assessment Readiness and Professional Development, Educator Effectiveness Reforms, Aligned Human Capital Data Systems, Integration of CCSS and Educator Effectiveness Reform Efforts at the State Level, and Support to LEAs to Implement Integrated CCSS and Educator Effectiveness Programs.

4. Race to the Top Assessment Grant

Background

Louisiana is part of a consortium of 26 states who received a \$170 million grant to fund the development of new common assessments. The group of 26 states, the Partnership for the Assessment of Readiness for College and Careers (PARCC), is collectively developing new common assessments. A majority of the \$350 million grant – set aside as a separate component of the Race to the Top package – was awarded to two groups for the purpose of creating common assessments aligned to the recently published Common Core State Standards in English Language Arts (ELA) and mathematics.

Future Alignment

Louisiana is among the 11 Governing States that will lead the development of the assessment system for PARCC. Governing States have pledged to fully implement PARCC assessments by the 2014-2015 school year. Additionally,

Louisiana is leveraging these funds to support implementation activities. These funds have supported replacement of the GEE with online End-of-Course (EOC) Assessments for high schools, supplementing the expansion of EAGLE for assessments to address non-tested grades and subjects, and revisions to Louisiana’s summative assessments (i.e., LEAP, iLEAP) to align with CCSS during the transitional period.

5. Title I & Title II

Background

The partnership agreement signed by LEAs explicitly sets the expectation that LEAs will align their allocation of Title I & II funds to support implementation of the Louisiana Education Reform Plan. State approval of Final Scopes 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 Education Reform Plan.

Future Alignment

LDOE will provide extensive consulting and support on fund alignment as part of the support package for Participating LEAs to build their Final Scope of Work. Emphasis will be placed on aligning Title funds to support:

- Job-embedded professional development plans based on teacher and leader effectiveness data, evaluations and student growth data as part of a comprehensive performance management strategy.
- Innovative programmatic school improvements directly associated with instruction (per Title I, Part A Section 1114).
- Financial incentives and rewards (Title, Part 2), with the purpose of retaining and attracting effective teachers.

Additionally, Participating LEAs will draw on experience of existing TAP schools in Louisiana to align Title funds in support of expansion of the TAP system. NIET and LDOE will provide extensive consulting to Participating LEAs on how to best leverage Title funds towards implementing the comprehensive TAP system.

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 turnaround-related activities.

6. Part B of the Individuals with Disabilities Education Act (IDEA)

Background

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 (LaSIG2) from a five-year federal State Personnel Development Grant. LaSIG2 works to improve systems of professional development and service delivery for improved outcomes through the Systemic Change Framework. Louisiana is one of eight states selected to benefit from a federal grant designed to improve outcomes for students with special needs through human capital initiatives. The state will receive \$1.2 million each year over the course of the five-year grant period.

Future Alignment

At least \$4M in IDEA Part B funds have been set aside by the Division of Special Population to support and direct services, including technical assistance, personnel preparation, and professional development and training. These activities include building strong statewide capacity (ex. Trailblazer Initiative), supporting the transition to enhanced standards and high quality assessments (ex. CCSS professional development for teachers serving students with special needs), improving teacher and leader effectiveness (ex. developing measures of student growth for special population, including Gifted/Talented), ensuring an equitable distribution of effective teachers and principals (ex. Louisiana Statewide Staffing Initiative, Educator Pipeline), and use of data to drive improved outcomes through the Systemic Change Framework.

7. Louisiana Quality Education Support Fund, known as 8(g): \$11,000,000

Background

Fund originated in 1986 when voters dedicated Louisiana's federally awarded Outer Continental Shelf lands Act funds to education; the Louisiana Quality Education Support Fund has assisted schools and districts statewide to provide better educational opportunities for Louisiana's students. The Board of Elementary and Secondary Education (BESE) allocates 8(g) funds each year. LDOE administers part of this allocation, a Statewide Program that typically amounts to \$15,000,000 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 Louisiana Education Reform Plan.

Future Alignment

8(g) funds have been leveraged by LDOE in recent years to support innovative efforts that will be scaled in the Louisiana Education Reform Plan. More than \$11M in support has already been budgeted for FY12 and will position 8(g) funds into better alignment with the state reform efforts. LDOE will continue to work closely with BESE in coming years, including continued support for the following:

Effective Teachers & Leaders, \$2,960,000:

(D)(2) *Comprehensive Performance Management System (COMPASS)* – teacher development system to ensure Louisiana adequately measures performance and provides timely feedback and support to all teachers regarding their impact on student growth.

(D)(2) *Non-Tested Grades & Subjects (NTGS)* – develop tools to adequately and fairly measure student growth in areas that are not currently assessed by state assessments, allowing district and state leaders to better assess how teachers are impacting the performance of LA students in non-tested grades and subjects.

(D)(3) *Louisiana Statewide Staffing Initiative (LSSI)* – equip LEA central office staff and school-based leaders with the tools and supports they need to hire top talent: a key to raising student achievement.

(B)(3) *Teacher & Student Advancement Program (TAP)* - a comprehensive school reform system that provides powerful opportunities for career advancement, professional growth, instructionally focused accountability and competitive compensation for educators.

(B)(3) Next Generation Standards: Common Core, \$1,500,000:

Supporting the transition to Common Core State Standards (CCSS) in ELA and Mathematics and supporting the revision of the Louisiana Comprehensive Curriculum to align with the rigor and requirements of the CCSS. Leveraging funds to develop tools, implement, and deliver high-quality job-embedded professional development modules aligned to new curriculum and standards.

(B)(3) LEAP for the 21st Century, \$2,600,000:

Leverage these funds to develop transitional and new common assessments for grades 3-11 in English Language Arts/Literacy and Mathematics. These new assessments will build a pathway to college and career readiness by the end of high school, mark students' progress toward this goal from 3rd grade forward, and provide teachers with timely information to inform instruction and provide student support. The PARCC assessments will be ready for states to administer during the 2014-15 school year.

(E)(2) School Turnaround: \$2,000,000:

High Performing Schools Initiative (HPSI): Through strategic planning and coordination, schools/districts have entered the HPSI and received funding and access to best practices to fully implement one of the four school intervention models. Work by LDOE is ongoing to support districts in implementation of HPSI plans to turn around the lowest performing schools across the state. Purposeful alignment of these grant funds will ensure that Louisiana will remain the national leader in effectively turning around the lowest performing schools.

High Priority School Leadership Initiative – provide professional development, mentoring, and leadership training

to build the capacity of district leaders to effectively lead and transform persistently low-performing schools.

8. Teacher Incentive Fund (TIF): \$49,000,000:

Background

The aim of the federal TIF grant is to strengthen the education profession by rewarding excellence, attracting teachers and principals to high-need and hard to staff areas, and providing teachers and principals with the feedback and support they need to succeed. Over the course of the 5-year TIF grant, Louisiana will implement TAP in [68 high-need schools](#), impacting more than 2,800 educators and 33,500 students.

Future Alignment

LDOE's TIF efforts center on partnering with eight Local Educational Agencies (Ascension Parish, DeSoto Parish, Iberville Parish, Jefferson Parish, Pointe Coupee Parish, St. Mary Parish, Tangipahoa Parish, and West Baton Rouge Parish) and the nonprofit National Institute for Excellence in Teaching (NIET) to implement [TAP: The System for Teacher and Student Advancement](#). The goals of Louisiana's TIF grant are as follows:

- Increase the percentage of effective educators in LEA partner schools;
- Build the capacity of the partner LEAs to implement and sustain a performance-based compensation system for teachers and principals; and
- Increase student achievement in partner LEAs.

9. All Funds Used to Operate the Recovery School District (Federal, State, and Local)

Background

The Recovery School District (RSD) was created by the Louisiana Legislature in 2003 with the passage of the 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." Creative and reform-oriented

spending of the operating budget of the RSD has increased student achievement dramatically and set the stage for the Louisiana Education Reform Plan. For example, the 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. Additionally, the RSD has been the hub for incubation and scale up of high quality charters across the state.

Future Alignment

As a national leader in implementing R2T practices outlined in Criteria (B)-(E), the Recovery School District planted the seed for the Louisiana Education Reform Plan. Federal, state, and local funds used in the future will continue to support turning around the lowest-performing schools across the state and 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 Louisiana Education Reform Plan, 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 three years, covering 19.5% of all public schools in the state. These are the schools that demonstrated school performance scores below 75 for at least four years. “Persistently low-performing schools” will trigger accountability and turnaround actions in Louisiana in the future.

10. The Public Charter School Program (PCSP)

Background

The Charter School Program (CSP) is a USDOE grant program that provides funding to states so that they may provide

sub-grants to eligible charter schools to help them with start-up and initial implementation costs. In August 2009, Louisiana was awarded \$25.5M, with \$19.7M available immediately.

Over the past eight (8) years, LDOE has used these funds to incubate new charters during start-up and the first two years of 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.

Future Alignment

Start-up awards will be made in amounts up to \$200,000 for the grant award period, beginning in 2012.

11. Wallace Foundation: Effective Teachers & Leaders

Background

The Wallace Foundation funds projects to test innovative strategies to improve outcomes for disadvantaged youth. Over the past three years, LDOE has leveraged funding from the Wallace Foundation to support alignment of teacher prep programs with LCC and CCSS, teacher preparation value-added program study, middle leaders and school turnaround professional development (i.e., High Performing/High Poverty (HHP) Schools Initiative, Louisiana School Turnaround Specialist Program (LSTS), SAM), scale the use of data to drive instruction (i.e., Balanced Scorecard Implementation), and build statewide district capacity to turn around the lowest performing schools (i.e., Trailblazer Initiative).

Future Alignment

During the 2011-2012 school year, Wallace funds will be leveraged to support implementation and expansion of the abovementioned initiatives in support of the Louisiana Education Reform Plan.

Budget Summary Table

In the Budget Summary Table, the State should provide the budget totals for each budget category and each year of the grant. These line items are derived by adding together the line items from each of the Project-Level Budget Tables.

[Note: The tables shown in this Budget Guidance are for illustrative purposes only. In Part II of the application, the State will use tables in Excel format, available at: <http://www2.ed.gov/programs/racetothetop/phase3-resources.html>.]

STATE NAME	LOUISIANA				
TOTAL	Yr 1	Yr 2	Yr 3	Yr 4	total
1. Personnel	\$ -	\$ 85,000.00	\$ 88,400.00	\$ 91,936.00	\$ 265,336.00
2. Fringe	\$ -	\$ 25,500.00	\$ 26,520.00	\$ 27,580.80	\$ 79,600.80
3. Travel	\$ 36,575.00	\$ 120,750.00	\$ 131,425.00	\$ 109,900.00	\$ 398,650.00
4. Equip	\$ 5,000.00	\$ 5,000.00	\$ -	\$ -	\$ 10,000.00
5. Supplies	\$ 16,850.00	\$ 141,811.33	\$ 129,048.41	\$ 126,715.38	\$ 414,425.12
6. Contractual	\$ 459,000.00	\$ 2,259,336.00	\$ 1,842,336.00	\$ 1,792,328.00	\$ 6,353,000.00
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ 40,000.00	\$ 125,000.00	\$ 125,000.00	\$ 124,000.00	\$ 414,000.00
9. Total Direct (1-8)	\$ 557,425.00	\$ 2,762,397.33	\$ 2,342,729.41	\$ 2,272,460.18	\$ 7,935,011.92
10. Indirect	\$ -	\$ 2,550.00	\$ 2,652.00	\$ 2,758.08	\$ 7,960.08
11. Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplements to participating LEA	\$ -	\$ 250,000.00	\$ 250,000.00	\$ 250,000.00	\$ 750,000.00
13. Total Costs (lines 9-12)	\$ 557,425.00	\$ 3,014,947.33	\$ 2,595,381.41	\$ 2,525,218.26	\$ 8,692,972.00
14. Funding Subgranted to Participating LEA's (50% of Total Grant)		\$ 4,375,000.00	\$ 2,187,500.00	\$ 2,187,500.00	\$ 8,750,000.00
15. Total Budget (lines 13-14)	\$ 557,425.00	\$ 7,389,947.33	\$ 4,782,881.41	\$ 4,712,718.26	\$ 17,442,972.00

Project Level Budget

State Name	LOUISIANA: CRITERIA A(2)				
Project Name:	PROJECT 1. TRAILBLAZER INITIATIVE				
	Yr 1	Yr 2	Yr 3	Yr 4	total
1. Personnel					\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ 6,125.00	\$ 23,100.00	\$ 23,275.00	\$ 12,250.00	\$ 64,750.00
4. Equip	\$ 5,000.00				\$ 5,000.00
5. Supplies	\$ 800.00	\$ 2,926.96	\$ 2,942.04	\$ 1,581.00	\$ 8,250.00
6. Contractual		\$ 50,000.00	\$ 25,000.00		\$ 75,000.00
7. Training Stipends					\$ -
8. Other					\$ -
9. Total Direct (Lines 1-8)	\$ 11,925.00	\$ 76,026.96	\$ 51,217.04	\$ 13,831.00	\$ 153,000.00
10. Indirect Costs	\$ -	\$ -	\$ -	\$ -	\$ -
11. Funding for Involved LEAs					\$ -
12. Supplemental Funding for Participating LEAs					\$ -
13. Total Costs (lines 9-12)	\$ 11,925.00	\$ 76,026.96	\$ 51,217.04	\$ 13,831.00	\$ 153,000.00
Fringe - Check					
Rate	30.00%				
	Yr 1	Yr 2	Yr 3	Yr 4	total
	\$ -	\$ -	\$ -	\$ -	\$ -
Indirect - Check					
Rate	3.00%				
	Yr 1	Yr 2	Yr 3	Yr 4	total
	\$ -	\$ -	\$ -	\$ -	\$ -

Project-Level Budget Narrative

Provide a budget narrative that accompanies the Project-Level Budget Table and backup detail associated with each budget category in the Project-Level Budget.

Project 1. Trailblazer Initiative: Criteria (A)(2)

1. Personnel – N/A
2. Fringe Benefits – N/A
3. Travel

Travel: Travel expenses include the average mile reimbursement of \$75 each in addition to a per diem of \$25, lodging of \$75/night or per the state Travel Regulations (PPM 49). The state mileage reimbursement rate is \$0.49/mile.		Year 1	Year 2	Year 3	Year 4	Total
Funding will be utilized to pay for technical assistance trips to Participating LEAs. The estimated cost per trip is \$75 (Mileage) * \$75 (Lodging) * \$25 (Per Diem) = \$175/trip.	<i>Trips/Year</i>	35	132	133	70	370
	<i>\$/Year</i>	\$6,125	\$23,100	\$23,275	\$12,250	\$64,750

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 of Item	Item Description	Total
Provide iPads for District Support Office staff assigned to R2T3 responsible for technical assistance services for Participating LEAs.	\$1000	iPads, keypad, auxiliary cable, X 5	\$5000

5. Supplies

An estimate of materials and supplies needed for the project, by nature of expense of general category (e.g., instructional materials, office supplies)	Year 1	Year 2	Year 3	Year 4	Total
General office supplies, copies, correspondence, webinar, teleconferences, brochures, and other materials to support implementation of the R2T plan for District Support Office staff assigned to R2T3 Participating LEAs.	\$800	\$2926.96	\$2,942.04	\$1581	\$8,250

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.

Professional Service to be Provided, Purpose and Relation to the Project, and Basis for Cost Estimate	Cost per Expected Procurement	Total
<p>These funds will be used to develop tools and resources (e.g. reform readiness assessments, performance management, change management, district capacity analysis toolkit, policy analysis toolkits, web page, communication tools) to engage Superintendents, Principals, and Teachers through facilitated dialogue and support to assist them in developing a comprehensive district plan to support and sustain a focus on improved student learning. This work will complement the 100 day Final Scope of Work planning that each Participating LEA will be required to build. Contractors will also work with us to support streamlining and improving our current district support framework to facilitate a more effective and coordinated adoption and implementation of the Reform Plan and the complimentary supports and services through a single point of delivery to networks of LEAs.</p> <p>These teams will form the basis of LEAs' 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.</p> <p>Year 2: \$50,000 Year 3: \$25,000</p> <p>Estimates are based on benchmark contract costs for similar tool development.</p>	\$25,000	\$75,000

7. **Training Stipends** – N/A

8. **Other** – N/A

9. **Total Direct Costs**

	FY11	FY12	FY13	FY14	Total
Total Direct Costs: The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.	\$11,925	\$76,026.96	\$51,217.04	\$13,831.00	\$153,000

10. **Indirect Costs** – N/A

11. Funding for Involved LEAs - N/A

12. Supplemental Funding for Participating LEAs - N/A

13. Total Costs

	FY11	FY12	FY13	FY14	Total
Total Costs: The sum of expenditures, in lines 9-11, for each year of the budget.	\$11,925	\$76,026.96	\$51,217.04	\$13,831.00	\$153,000

Project Level Budget

State Name	LOUISIANA: CRITERIA (B)(3)				
Project Name:	PROJECT 2. IMPLEMENTING ENHANCED STEM STANDARDS: COMMON CORE STATE STANDARDS				
	Yr 1	Yr 2	Yr 3	Yr 4	total
1. Personnel					\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ 24,500.00	\$ 49,875.00	\$ 49,875.00	\$ 49,875.00	\$ 174,125.00
4. Equip					\$ -
5. Supplies	\$ 10,000.00	\$ 15,875.00	\$ 15,972.00	\$ 15,000.00	\$ 56,847.00
6. Contractual	\$ 75,000.00	\$ 240,000.00	\$ 240,000.00	\$ 215,000.00	\$ 770,000.00
7. Training Stipends					\$ -
8. Other					\$ -
9. Total Direct (Lines 1-8)	\$ 109,500.00	\$ 305,750.00	\$ 305,847.00	\$ 279,875.00	\$ 1,000,972.00
10. Indirect Costs	\$ -	\$ -	\$ -	\$ -	\$ -
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs					\$ -
13. Total Costs (lines 9-12)	\$ 109,500.00	\$ 305,750.00	\$ 305,847.00	\$ 279,875.00	\$ 1,000,972.00
Fringe - Check					
Rate	30.00%				
	Yr 1	Yr 2	Yr 3	Yr 4	total
	\$ -	\$ -	\$ -	\$ -	\$ -
Indirect - Check					
Rate	3.00%				
	Yr 1	Yr 2	Yr 3	Yr 4	total
	\$ -	\$ -	\$ -	\$ -	\$ -

Project-Level Budget Narrative

Provide a budget narrative that accompanies the Project-Level Budget Table and backup detail associated with each budget category in the Project-Level Budget.

Project 2. Implementing Enhanced STEM Standards: Common Core State Standards: Criteria (B)(3)

1. Personnel – N/A
2. Fringe Benefits – N/A
3. Travel

Travel: Travel expenses include the average mile reimbursement of \$75 each in addition to a per diem of \$25, lodging of \$75/night or per the state Travel Regulations (PPM 49). The state mileage reimbursement rate is \$0.49/mile.	FY11	FY12	FY13	FY14	Total
The CCSS team is budgeting funds to travel to provide professional development and support implementation of the CCSS at a cost of up to \$175 per trip for mileage (\$75), lodging (\$75) and per diem (\$25).	(140)	(285)	(285)	(285)	(995)
<i>(Estimate Trips)</i>	\$24,500	\$49,875	\$49,875	\$49,875	\$174,125

4. Equipment – N/A
5. Supplies

An estimate of materials and supplies needed for the project, by nature of expense of general category (e.g., instructional materials, office supplies)	FY11	FY12	FY13	FY14	Total
Supporting the implementation of a CCSS, funds will be used to cover the initial outlay for supplies for each new course such as printing of curriculum guides, crosswalk documents, and grade-level content standards documents. Budget may be used to cover printing materials, instructional aides, manipulatives, and other materials to support professional development activities. Funding may also be used to cover textbooks, licenses, tools and other resources as well as general office supplies, copies,	\$10,000	\$15,875	\$15,972	\$15,000	\$56,847

correspondence, webinar, teleconferences, brochures and other resources.

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.

Professional Service to be Provided, Purpose and Relation to the Project, and Basis for Cost Estimate	Cost per Expected Procurement	Total
<p>Contractors will be procured to develop curriculum and to assist with the development and delivery of professional development aligned with the Common Core State Standards (Math/ELA), Next Generation Science Standards, and revised Louisiana Comprehensive Curriculum (LCC).</p> <p>Year 1: \$75,000: create professional development materials to include curriculum guides and scope/sequence materials that are aligned to grade/course-level standards with embedded best practices and research-based methodologies to support implementation of CCSS.</p> <p>For years 2-4, we will initiate contracts to support the alignment of the Louisiana Comprehensive Curriculum with the Common Core State Standards, development and implementation of professional development modules (e.g., online tutorial) aligned with the Common Core State Standards for 12 courses. The outcome will be a set of curriculum guides and scope/sequence materials that are aligned to grade/course-level standards for each grade and content area for grades PreK-12. The course guides will contain activities indicating best practices/research-based methods of instructional pedagogy for teaching the specific content outlined in the content standards. Blackline masters will be developed and provided to assist teachers in the delivery of these activities. Contractors will also support the alignment of the curriculum guides and the assessments and the teachers' guides to statewide assessment. We will also work with contractors to develop and deliver professional development for the 12 courses. We will also work with contractors to support alignment of the LCC to Next Generation Science Standards.</p> <p>Year 2: \$240,000 Year 3: \$240,000 Year 4: \$215,000 Cost Estimate per year: Curriculum Development (\$80,000), Professional Development (\$160,000).</p> <p>The costs are based on similar professional development contracts for the CCSS (ELA) and LCC.</p>	\$6,500 – \$50,000	\$770,000

7. **Training Stipends** – N/A

8. **Other** – N/A

9. Total Direct Costs

	FY11	FY12	FY13	FY14	Total
Total Direct Costs: The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.	\$84,500	\$305,750	\$305,847	\$304,875	\$1,000,972

10. Indirect Costs - N/A

11. Funding for Involved LEAs - N/A

12. Supplemental Funding for Participating LEAs - N/A

13. Total Costs

	FY11	FY12	FY13	FY14	Total
Total Costs: The sum of expenditures, in lines 9-11, for each year of the budget.	\$84,500	\$305,750	\$305,847	\$304,875	\$1,000,972

Project Level Budget

State Name	LOUISIANA: CRITERIA (B)(3)				
Project Name:	PROJECT 2A. IMPLEMENTING ENHANCED STEM STANDARDS & ASSESSMENTS: ACT				
	Yr 1	Yr 2	Yr 3	Yr 4	total
1. Personnel					\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel					\$ -
4. Equip					\$ -
5. Supplies					\$ -
6. Contractual		\$ 333,336.00	\$ 333,336.00	\$ 333,328.00	\$ 1,000,000.00
7. Training Stipends					\$ -
8. Other					\$ -
9. Total Direct (Lines 1-8)	\$ -	\$ 333,336.00	\$ 333,336.00	\$ 333,328.00	\$ 1,000,000.00
10. Indirect Costs	\$ -	\$ -	\$ -	\$ -	\$ -
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs					\$ -
13. Total Costs (lines 9-12)	\$ -	\$ 333,336.00	\$ 333,336.00	\$ 333,328.00	\$ 1,000,000.00
Fringe - Check					
Rate	30.00%				
	Yr 1	Yr 2	Yr 3	Yr 4	total
	\$ -	\$ -	\$ -	\$ -	\$ -
Indirect - Check					
Rate	3.00%				
	Yr 1	Yr 2	Yr 3	Yr 4	total
	\$ -	\$ -	\$ -	\$ -	\$ -

Project-Level Budget Narrative

Provide a budget narrative that accompanies the Project-Level Budget Table and backup detail associated with each budget category in the Project-Level Budget.

Project 2A. Implementing Enhanced STEM Standards & Assessments: ACT: Criteria (B)(3)

14. Personnel – N/A

15. Fringe Benefits – N/A

16. Travel – N/A

17. Equipment – N/A

18. Supplies – N/A

19. **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.

Professional Service to be Provided, Purpose and Relation to the Project, and Basis for Cost Estimate	Cost per Expected Procurement	Total
<p>Adopting Aligned Assessments Systems – to align Louisiana’s assessments with assessment systems for measuring progress towards the CCSS and to assess college and career readiness, the state will begin to administer ACT to all 10th graders beginning in 2012-2013 through a contract with ACT.</p> <p>Estimate Annual Costs Year 2: \$34/test X 9,804 students = \$333,336 Year 3: \$34/test X 9,804 students = \$333,336 Year 4: \$34/test X 9,803 students = \$333,328</p> <p>The cost estimate is based on the current ACT basic registration fee per test.</p>	\$333,333	\$1,000,000

20. Training Stipends – N/A

21. Other

22. Total Direct Costs

	FY11	FY12	FY13	FY14	Total
Total Direct Costs: The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.		\$333,336	\$333,336	\$333,328	\$1,000,000

23. Indirect Costs - N/A

24. Funding for Involved LEAs - N/A

25. Supplemental Funding for Participating LEAs - N/A

26. Total Costs

	FY11	FY12	FY13	FY14	Total
Total Costs: The sum of expenditures, in lines 9-11, for each year of the budget.		\$333,336	\$333,336	\$333,328	\$1,000,000

Project Level Budget

State Name	LOUISIANA: CRITERIA (B)(3)				
Project Name:	PROJECT 2B. IMPLEMENTING ENHANCED STEM STANDARDS: AP Initiative				
	Yr 1	Yr 2	Yr 3	Yr 4	total
1. Personnel					\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ 5,950.00	\$ 11,900.00	\$ 11,900.00	\$ 11,900.00	\$ 41,650.00
4. Equip					\$ -
5. Supplies	\$ 6,050.00	\$ 74,100.00	\$ 74,100.00	\$ 74,100.00	\$ 228,350.00
6. Contractual	\$ 26,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 116,000.00
7. Training Stipends					\$ -
8. Other	\$ 40,000.00	\$ 125,000.00	\$ 125,000.00	\$ 124,000.00	\$ 414,000.00
9. Total Direct (Lines 1-8)	\$ 78,000.00	\$ 241,000.00	\$ 241,000.00	\$ 240,000.00	\$ 800,000.00
10. Indirect Costs	\$ -	\$ -	\$ -	\$ -	\$ -
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs					\$ -
13. Total Costs (lines 9-12)	\$ 78,000.00	\$ 241,000.00	\$ 241,000.00	\$ 240,000.00	\$ 800,000.00
Fringe - Check					
Rate	30.00%				
	Yr 1	Yr 2	Yr 3	Yr 4	total
	\$ -	\$ -	\$ -	\$ -	\$ -
Indirect - Check					
Rate	3.00%				
	Yr 1	Yr 2	Yr 3	Yr 4	total
	\$ -	\$ -	\$ -	\$ -	\$ -

Project-Level Budget Narrative

Provide a budget narrative that accompanies the Project-Level Budget Table and backup detail associated with each budget category in the Project-Level Budget.

Project 2B. Implementing Enhanced STEM Standards: AP Initiative: Criteria (B)(3)

1. Personnel – N/A
2. Fringe Benefits – N/A
3. Travel

Travel: Travel expenses include the average mile reimbursement of \$75 each in addition to a per diem of \$25, lodging of \$75/night or per the state Travel Regulations (PPM 49). The state mileage reimbursement rate is \$0.49/mile.		Year 1	Year 2	Year 3	Year 4	Total
The Louisiana Virtual School (LVS) staff is budgeting funds to travel to deliver professional and/or provide technical assistance to Participating LEAs at a cost of up to \$175 per trip for mileage (\$75), lodging (\$75) and per diem (\$25).	# <i>Trips/Year</i>	(34)	(68)	(68)	(68)	(238)
	<i>\$/Year</i>	\$5,950	\$11,900	\$11,900	\$11,900	\$41,650

4. Equipment-N/A

5. Supplies

An estimate of materials and supplies needed for the project, by nature of expense of general category (e.g, instructional materials, office supplies)	FY11	FY12	FY13	FY14	Total
Supporting the implementation of a comprehensive AP Initiative, funds will be used to cover the initial outlay for supplies for each AP course offered. Budget may be used to cover textbooks, licenses, test administration costs, tools and other resources. General office supplies, copies, correspondence, webinar, teleconferences, brochures and other materials to support professional development activities.	\$6,050	\$74,100	\$74,100	\$74,100	\$228,350

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.

Professional Service to be Provided, Purpose and Relation to the Project, and Basis for Cost Estimate	Cost per Expected Procurement	Total
<p>Vendors will be procured to support revision of current LVS online courses to align with the new standards and the development of new AP courses. Vendors will provide training for additional teachers and leaders, support for pre-AP programs, and an expansion of online AP offerings to support Participating LEAs and schools as they build internal AP programs.</p> <p>Year 1: AP course development or redesign: \$10,000/course * 2 = \$20,000 An additional course will be funded at 60% with R2T funds (\$6,000) and 40% with state general funds (\$4,000). <i>Note: The total course development and redesign for year 1 is three (3).</i></p> <p>Year 2: AP course development or redesign: \$10,000/course * 3= \$30,000</p> <p>Year 3: AP course development or redesign: \$10,000/course * 3 = \$30,000</p> <p>Year 4: AP course development or redesign: \$10,000/course * 3 = \$30,000</p> <p>These costs estimates are based on similar contracts costs for previous course development. Course development and redesign also include costs for training of additional teachers and leaders (e.g. current AP instructors and leaders on the new course curriculum).</p>	\$10,000	\$116,000

7. **Training Stipends** – N/A

8. **Other**

	FY11	FY12	FY13	FY14	Total
<p>AP Training for Teachers is subject-specific professional development opportunities that provide Pre-AP and AP teachers with the support and training needed to teach AP courses and to utilize Pre-AP teaching strategies. Teachers in attendance at these institutes exchange ideas and information about AP courses and exams. Topics often covered include: goals, objectives, content, resources, equipment, how the AP Exam is developed and graded, recent changes to AP course description, strategies for teaching students at beginning or intermediate levels, syllabi, lesson plans, and assignments, and vertical teaming.</p>	(40) \$40,000	(41) \$41,000	(41) \$41,000	(40) \$40,000	(162) \$162,000

Estimated training costs of \$500/teacher.
 Estimated travel costs of \$500/teacher (Louisiana, 3 day).
 Mileage: up to 200 miles: \$100
 Lodging: \$75 * 3 = \$225
 Per Diem: \$25 * 3 = \$75
 Miscellaneous (e.g. parking): \$50
 Total: \$450-500

These training and travel costs are based on the most recent training fees and travel for AP training. The costs (e.g. per diem, travel, and meals) vary depending on the locations from which teachers are traveling.

AP Summer Training for Administrators: Administrators discover how to build and support their school or district's AP program at the AP Summer Institute for Administrators. They learn how to identify and secure funding, recruit and mentor new AP teachers, optimize AP data reports to inform instruction, and much more in over 20 sessions specifically designed for administrators and AP Coordinators.	\$0	(24)	(24)	(24)	(72)
		\$84,000	\$84,000	\$84,000	\$252,000

Estimated training costs of \$1,500/administrator.
 Estimated travel costs of \$2,000/administrator.

Estimated AP Summer Institute Travel Costs (Houston, 5 days):

- Roundtrip Airfare - \$600.00
- Hotel - \$125 per night - \$625.00
- Meals - \$300.00
- Shuttle or Taxi Expenses - \$100.00
- Parking (vehicle at airport) \$45.00
- Baggage Fees: \$50.00
- Other: \$32.00

Estimated Travel Expenses Per Person: \$1,750.00-2000.00

These training and travel costs are based on the most recent training fees and travel costs for AP training. These trainings are not offered locally such that the costs (e.g. per diem, travel, and meals) range depending on the locations across the country.

9. Total Direct Costs

	FY11	FY12	FY13	FY14	Total
Total Direct Costs: The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.	\$78,000	\$241,000	\$241,000	\$241,000	\$800,000

10. Indirect Costs - N/A

11. Funding for Involved LEAs - N/A

12. Supplemental Funding for Participating LEAs - N/A

13. Total Costs

	FY11	FY12	FY13	FY14	Total
Total Costs: The sum of expenditures, in lines 9-11, for each year of the budget.	\$78,000	\$241,000	\$241,000	\$241,000	\$800,000

Project Level Budget

State Name	LOUISIANA				
Project Name:	PROJECT 3. EAGLE: USING DATA TO IMPROVE INSTRUCTION: CRITERIA (C)(3)				
	Yr 1	Yr 2	Yr 3	Yr 4	total
1. Personnel					\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel					\$ -
4. Equip					\$ -
5. Supplies					\$ -
6. Contractual	\$ 358,000.00	\$ 606,000.00	\$ 414,000.00	\$ 414,000.00	\$ 1,792,000.00
7. Training Stipends					\$ -
8. Other					\$ -
9. Total Direct (Lines 1-8)	\$ 358,000.00	\$ 606,000.00	\$ 414,000.00	\$ 414,000.00	\$ 1,792,000.00
10. Indirect Costs	\$ -	\$ -	\$ -	\$ -	\$ -
11. Funding for Involved LEAs					\$ -
12. Supplemental Funding for Participating LEAs					\$ -
13. Total Costs (lines 9-12)	\$ 358,000.00	\$ 606,000.00	\$ 414,000.00	\$ 414,000.00	\$ 1,792,000.00

Fringe - Check

Rate	30.00%				
	Yr 1	Yr 2	Yr 3	Yr 4	total
	\$ -	\$ -	\$ -	\$ -	\$ -

Indirect - Check

Rate	3.00%				
	Yr 1	Yr 2	Yr 3	Yr 4	total
	\$ -	\$ -	\$ -	\$ -	\$ -

Project-Level Budget Narrative

Provide a budget narrative that accompanies the Project-Level Budget Table and backup detail associated with each budget category in the Project-Level Budget.

Project 3. EAGLE-Using Data to Improve Instruction: Criteria (C)(3)

1. Personnel – N/A
2. Fringe Benefits – N/A
3. Travel – N/A
4. 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.

Professional Service to be Provided, Purpose and Relation to the Project, and Basis for Cost Estimate	Cost per Expected Procurement	Total
<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:</p> <ul style="list-style-type: none"> - Annually develop additional EAGLE test items aligned with Common Core State Standards and Louisiana Comprehensive Curriculum. Items will be used to build and validate benchmark assessment. - Annually develop accompanying EAGLE test materials (e.g., test forms, manuals, and reports) for administration of benchmark assessment, adding subjects and/or grade levels each year. A minimum of two test forms will be constructed for each grade/subject. - Enhance reporting functions for EAGLE that deliver student report, class roster, and aggregated test results at the student, class, school, and district levels. Various reports and data files will be provided in a short turn-around time. Reports will allow users to track and monitor student performance throughout the academic year. - 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. <p>Year 1: \$358,000 Develop test items, test forms and materials to align with the CCSS, provide training and PD on new test items for 8 courses.</p>	\$500,000	\$1,792,000

Year 2: \$606,000 Develop test items test forms and materials, provide training and PD on new test items for 10 courses.

Year 3: \$414,000 Revise test items to align with Next Generation Science and new Social Studies standards, test forms and materials, provide training and PD on revised test items. Enhancing reporting capabilities and conduct validation and reliability study of new test items.

Year 4: \$414,000 Revise test items to align with Next Generation Science and new Social Studies standards, test forms and materials, provide training and PD on revised test items. Enhance reporting capabilities and conduct validation and reliability study of new test items.

All cost estimates are based on the extensive experience of Fen Chou, Ph.D. (Director of Next Generation Assessment System; Division of Assessments and Accountability) in managing Louisiana’s assessment contracts.

5. Training Stipends – N/A

6. Other – N/A

7. Total Direct Costs

	FY11	FY12	FY13	FY14	Total
Total Direct Costs: The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.	\$358,000	\$606,000	\$414,000	\$414,000	\$1,792,000

8. Indirect Costs (see Budget: Indirect Cost Information) – N/A

9. Funding for Involved LEAs – N/A

10. Supplemental Funding for Participating LEAs – N/A

11. Total Costs

	FY11	FY12	FY13	FY14	Total
Total Costs: The sum of expenditures, in lines 9-11, for each year of the budget.	\$358,000	\$606,000	\$414,000	\$414,000	\$1,792,000

Project Level Budget

State Name	LOUISIANA: CRITERIA (D)(2)					
Project Name:	PROJECT 4. COMPASS: LOUISIANA'S PATH TO STEM EDUCATOR EFFECTIVENESS					
	Yr 1	Yr 2	Yr 3	Yr 4	total	
1. Personnel					\$	-
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$	-
3. Travel					\$	-
4. Equip					\$	-
5. Supplies					\$	-
6. Contractual		\$ 100,000.00	\$ 100,000.00	\$ 100,000.00	\$	300,000.00
7. Training Stipends					\$	-
8. Other					\$	-
9. Total Direct (Lines 1-8)	\$ -	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00	\$	300,000.00
10. Indirect Costs	\$ -	\$ -	\$ -	\$ -	\$	-
11. Funding for Involved LEAs					\$	-
12. Supplemental Funding for Participating LEAs					\$	-
13. Total Costs (lines 9-12)	\$ -	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00	\$	300,000.00
Fringe - Check						
Rate	30.00%					
	Yr 1	Yr 2	Yr 3	Yr 4	total	
	\$ -	\$ -	\$ -	\$ -	\$	-
Indirect - Check						
Rate	3.00%					
	Yr 1	Yr 2	Yr 3	Yr 4	total	
	\$ -	\$ -	\$ -	\$ -	\$	-

Project-Level Budget Narrative

Provide a budget narrative that accompanies the Project-Level Budget Table and backup detail associated with each budget category in the Project-Level Budget.

Project 4. COMPASS-Louisiana’s Path to Educator Effectiveness: Criteria (D)(2)

1. **Personnel** – N/A
2. **Fringe Benefits** – N/A
3. **Travel** – N/A
4. **Equipment** – N/A
5. **Supplies** – N/A
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.

Professional Service to be Provided, Purpose and Relation to the Project, and Basis for Cost Estimate	Cost per Expected Procurement	Total
<p>Utilize contactors to develop and implement training tools, strengthen and support development of measures of student learning in non-tested grades and STEM subjects (e.g. guidance and associated tools), and build statewide capacity in LEAs to implement CPMS to measure teacher and leader effectiveness by creating, delivering, and measuring effectiveness of available professional development resources for STEM teachers identified as needing assistance through the new performance management system.</p> <p>Year 2: \$100,000 Develop training modules and delivery of professional development on the educator support and evaluation tools (e.g. teacher/leader observation tool, non-tested grades and subjects).</p> <p>Year 3: \$100,000 Develop follow-up training modules and delivery of professional development on the educator support and evaluation tools (e.g. teacher/leader observation tool, non-tested grades and subjects).</p> <p>Year 4: \$100,000 Develop additional resources to support on-going implementation and effectiveness of the state’s educator support and evaluation model (e.g., School/Teacher support toolkits, HCIS enhancements, training and support). Assess effectiveness of professional development resources for STEM teachers identified as needing assistance.</p>	\$100,000	\$300,000

All cost estimates are based on educator evaluation and support implementation activities and existing contracts managed by Patrice Saucier (Executive Director, Educator Evaluation & Support, Office of Human Capital).

7. Training Stipends - N/A

8. Other - N/A

9. Total Direct Costs

	FY11	FY12	FY13	FY14	Total
Total Direct Costs: The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.	-----	\$100,000	\$100,000	\$100,000	\$300,000

10. Indirect Costs- N/A

11. Funding for Involved LEAs - N/A

12. Supplemental Funding for Participating LEAs - N/A

13. Total Costs

	FY11	FY12	FY13	FY14	Total
Total Costs: The sum of expenditures, in lines 9-11, for each year of the budget.	-----	\$100,000	\$100,000	\$100,000	\$300,000

Project Level Budget

State Name	LOUISIANA: CRITERIA (D)(3)					
Project Name:	PROJECT 5. LOUISIANA'S STATEWIDE STAFFING INITIATIVES					
	Yr 1	Yr 2	Yr 3	Yr 4	total	
1. Personnel		\$ 85,000.00	\$ 88,400.00	\$ 91,936.00	\$ 265,336.00	
2. Fringe Benefits	\$ -	\$ 25,500.00	\$ 26,520.00	\$ 27,580.80	\$ 79,600.80	
3. Travel		\$ 35,875.00	\$ 46,375.00	\$ 35,875.00	\$ 118,125.00	
4. Equip		\$ 5,000.00			\$ 5,000.00	
5. Supplies		\$ 48,909.37	\$ 36,034.37	\$ 36,034.38	\$ 120,978.12	
6. Contractual		\$ 200,000.00	\$ 200,000.00	\$ 200,000.00	\$ 600,000.00	
7. Training Stipends					\$ -	
8. Other					\$ -	
9. Total Direct (Lines 1-8)	\$ -	\$ 400,284.37	\$ 397,329.37	\$ 391,426.18	\$ 1,189,039.92	
10. Indirect Costs	\$ -	\$ 2,550.00	\$ 2,652.00	\$ 2,758.08	\$ 7,960.08	
11. Funding for Involved LEAs					\$ -	
12. Supplemental Funding for Participating LEAs					\$ -	
13. Total Costs (lines 9-12)	\$ -	\$ 402,834.37	\$ 399,981.37	\$ 394,184.26	\$ 1,197,000.00	
Fringe - Check						
Rate	30.00%					
	Yr 1	Yr 2	Yr 3	Yr 4	total	
	\$ -	\$ 25,500.00	\$ 26,520.00	\$ 27,580.80	\$ 79,600.80	
Indirect - Check						
Rate	3.00%					
	Yr 1	Yr 2	Yr 3	Yr 4	total	
	\$ -	\$ 2,550.00	\$ 2,652.00	\$ 2,758.08	\$ 7,960.08	

Project-Level Budget Narrative

Provide a budget narrative that accompanies the Project-Level Budget Table and backup detail associated with each budget category in the Project-Level Budget.

Project 5. Louisiana’s Statewide Staffing Initiatives: Criteria (D)(3)

1. Personnel

Personnel: The following requested personnel will be hired as employees of the project.	% FTE	Base Salary Year 1	Base Salary Year 2	Base Salary Year 3	Base Salary Year 4	Total
<p>Project Manager – responsible for management and oversight of the statewide strategy to ensure a strong supply and equitable distribution of effective teachers and leaders. The Project Manager will review current MSI strategy and lead efforts to scale and build capacity of Participating LEAs to leverage the Modified Staffing Initiative and other workforce management tools to forecast vacancies, formulate equitable distribution plans, and create highly effective teaching pools through recruiting, rigorous screening, and candidate referrals.</p> <p>Additionally, over the course of the grant, he/she will work closely with the District Support Director to develop, coordinate, and integrate support and services for Participating LEAs to support implementation of the Reform Plan to advance student achievement in STEM.</p> <p>Salary reflects competitive compensation for such an employee with a 4% annual raise. During the grant period, 100% of the salary costs charged to the grant award. At the conclusion of the grant, LDOE will align the use of other state, federal, and local funds to cover the salary of this staff.</p>	100%	\$0	\$85,000	\$88,400	\$91,396	\$265,336

2. Fringe Benefits

Percentage set at 30% for all personnel in project.	% FTE	Year 1	Year 2	Year 3	Year 4	Total
Project Manager: see above.	100%	\$0	\$25,500	\$26,520	\$27,580.80	\$79,600.80

3. Travel

Travel: Travel expenses include the average mile reimbursement of \$75 each in addition to a per diem of \$25, lodging of \$75/night or per the state Travel Regulations (PPM 49). The state mileage reimbursement rate is \$0.49/mile.	Year 1	Year 2	Year 3	Year 4	Total	
Funding will be utilized to pay for technical assistance trips to Participating LEAs for the Project Manager and Reform Team members. The estimated cost per trip is \$75 (Mileage) * \$75 (Lodging) * \$25 (Per Diem) = \$175/trip.	<i>Trips/Year</i>	0	205	265	205	675
	<i>\$/Year</i>	\$0	\$35,875	\$46,375	\$35,875	\$118,125

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 of Item	Item Description	Total
Project Manager - Office equipment will be needed for the new team member to execute responsibilities. Estimate Equipment Costs: Laptop, Monitor, Docking Station (\$2500), Printer: \$1500 iPad: \$1000	\$5,000	Computer including Printer(s), Monitor(s), Projector	\$5,000

5. Supplies

An estimate of materials and supplies needed for the project, by nature of expense of general category (e.g., instructional materials, office supplies)	Year 1	Year 2	Year 3	Year 4	Total
General office supplies, copies, correspondence, webinar, teleconferences, brochures, and other materials to support this project. Budget may be used for recruiting, communications, and talent pipeline support, resources and other materials on relevant human capital/workforce management strategies for Participating LEAs.	\$0	\$48,909.37	\$36,304.37	\$36,034.38	\$120,978.12

6. Contractual - N/A

Professional Service to be Provided, Purpose and Relation to the Project, and Basis for Cost Estimate	Cost per Expected Procurement	Total
Contractors will be utilized to develop additional tools, resources and support for Participating LEAs that focus on effective staffing planning, vacancy forecasting, performance management, and mutual consent hiring to build strong instructional teams. Contractors will work with Project Manager, LDOE Recruitment Specialists and Participating LEA to realign practices relative to hiring and staffing (i.e.	\$200,000	\$600,000

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 LEAs and schools to compete for talent and thereby improve teacher effectiveness and an equitable distribution of effective teachers and leaders.

This contract will also fund external support for Centralized Staffing Services at the state level to complement the MSI. Contractor will support efforts to streamline and improve current Centralized Staffing Support and build LDOE capacity by training LDOE staff on new and innovative tools improve central staffing supports include monitoring of vacancies, and 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.

Year 1: \$0
 Year 2: \$200,000
 Year 3: \$200,000
 Year 4: \$200,000

Estimated costs are based on current annual contract for MSI services with The New Teacher Project (TNTP).

7. Training Stipends – N/A

8. Other – N/A

9. Total Direct Costs

	FY11	FY12	FY13	FY14	Total
Total Direct Costs: The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.	\$0	\$400,287	\$397,329.37	\$391,426.18	\$1,189,039.92

10. Indirect Costs – 3% (see Budget: Indirect Cost Information)

	FY11	FY12	FY13	FY14	Total
Indirect Costs	\$0	\$2,550	\$2,652	\$2,758.08	\$7,960.08

11. Funding for Involved LEAs – N/A

12. Supplemental Funding for Participating LEAs – N/A

13. Total Costs

	FY11	FY12	FY13	FY14	Total
Total Costs: The sum of expenditures, in lines 9-11, for each year of the budget.	\$0	\$402,834.37	\$399,981.37	\$394,184.26	\$1,197,000

Project Level Budget

State Name	LOUISIANA: CRITERIA (E)(2)				
Project Name:	PROJECT 6. HIGH-PERFORMANCE LEA INITIATIVE				
	Yr 1	Yr 2	Yr 3	Yr 4	total
1. Personnel					\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel					\$ -
4. Equip					\$ -
5. Supplies					\$ -
6. Contractual		\$ 700,000.00	\$ 500,000.00	\$ 500,000.00	\$ 1,700,000.00
7. Training Stipends					\$ -
8. Other					\$ -
9. Total Direct (Lines 1-8)	\$ -	\$ 700,000.00	\$ 500,000.00	\$ 500,000.00	\$ 1,700,000.00
10. Indirect Costs	\$ -	\$ -	\$ -	\$ -	\$ -
11. Funding for Involved LEAs					\$ -
12. Supplemental Funding for Participating LEAs		\$ 250,000.00	\$ 250,000.00	\$ 250,000.00	\$ 750,000.00
13. Total Costs (lines 9-12)	\$ -	\$ 950,000.00	\$ 750,000.00	\$ 750,000.00	\$ 2,450,000.00
Fringe - Check					
Rate	30.00%				
	Yr 1	Yr 2	Yr 3	Yr 4	total
	\$ -	\$ -	\$ -	\$ -	\$ -
Indirect - Check					
Rate	3.00%				
	Yr 1	Yr 2	Yr 3	Yr 4	total
	\$ -	\$ -	\$ -	\$ -	\$ -

Project-Level Budget Narrative

Provide a budget narrative that accompanies the Project-Level Budget Table and backup detail associated with each budget category in the Project-Level Budget.

Project 6. High-Performance LEA Initiative (E)(2)

1. **Personnel** - N/A
2. **Fringe Benefits** - N/A
3. **Travel** - N/A
4. **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.

Professional Service to be Provided, Purpose and Relation to the Project, and Basis for Cost Estimate	Cost per Expected Procurement	Total
<p>Charter Incubation LDOE will identify and contract with prominent, nationally recognized investors in education entrepreneurship or provide funds to start-up charter organizations to incubate and scale high-performing charter operator to serve more students. Partners or LDOE 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 will open in Participating LEAs.</p> <p>This contract will flow directly to incubating charter schools through the partner. Upon approval by the BESE, charter schools will be eligible to receive funding under the Public Charter Schools Program (PCSP). Refer to the Budget Summary Narrative for a description of how LDOE will leverage funds in the Public Charter Schools 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 education entrepreneurship. Cost estimates reflect detailed, iterative budgeting workshops that began in September 2009. LDOE will provide strict accountability and fiscal responsibility processes.</p>	\$100,000- \$200,000	\$1,700,000

5. Training Stipends – N/A

6. Other – N/A

7. Total Direct Costs

	FY11	FY12	FY13	FY14	Total
Total Direct Costs: The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.	---	\$700,000	\$500,000	\$500,000	\$1,700,000

8. Indirect Costs – (see Budget: Indirect Cost Information) – N/A

9. Funding for Involved LEAs – N/A

10. Supplemental Funding for Participating LEAs – N/A

	FY11	FY12	FY13	FY14	Total
Funding for Louisiana Educational Best Practices—In order to spur and incentivize the adoption of the best practices in the <i>Louisiana Educational Reform Plan</i>, LDOE will manage the Louisiana Educational Best Practices Fund. Allocations will be made to Participating LEAs to adopt and implement aggressive reforms to turnaround the state’s lowest performing schools. Specific efforts to improve low-performing schools funded through the Louisiana Educational Best Practices Fund will contribute to the greater body of research and best practices supporting the improvement of school performance through reform and innovation.	----	\$250,000	\$250,000	\$250,000	\$750,000

11. Total Costs

	FY11	FY12	FY13	FY14	Total
Total Costs: The sum of expenditures, in lines 9-11, for each year of the budget.	----	\$950,000	\$750,000	\$750,000	\$2,450,000

Budget: Indirect Cost Information

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES X
NO O

If yes, please provide the following information:

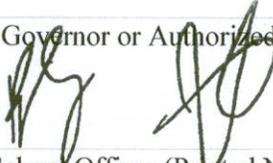
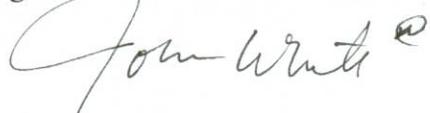
Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):
From: 07/01/2011 To: 06/30/2014

Approving Federal agency: ED Other
(Please specify agency): _____

Note on Indirect Costs in the 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%.

VI. SIGNATURE PAGE

Required Applicant Signatures:	
To the best of my knowledge and belief, all of the information and data in this Part II application and the certified assurances I the Part I application are true and correct.	
I further certify that I have read both Parts I and II of the application, am fully committed to it, and will support its implementation:	
Governor or Authorized Representative of the Governor (Printed Name): Bobby Jindal	
Signature of Governor or Authorized Representative of the Governor: 	Date: 4/20/2012
Chief State School Officer (Printed Name): John White	
Signature of the Chief State School Officer: 	Date: 4/10/12.
President of the State Board of Education (Printed Name): Penny M. Dastugue	
Signature of the President of the State Board of Education: 	Date: 4/10/12

SECTION VI APPENDIX

Louisiana Race to the Top Participating LEA Partnership Agreement

Race to the Top Phase 3 Application Submission

Participating LEAs

NAEP Targets: Overall, Subgroup, Achievement Gap Data

Louisiana's Agency Goals: Achievement Gap Data

ESEA Assessments Subgroup Achievement Gap Data

This Partnership Agreement (“Agreement”) is entered into by and between the **Louisiana Department of Education (“State”)** and _____ (**“Participating LEA” or “LEA”**).

The purpose of this agreement is to establish a framework of collaboration, as well as to articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top (“R2T”) grant project.

I. SCOPE OF WORK

Exhibit I of this agreement, the Preliminary Scope of Work, indicates the reforms that the Participating LEA is agreeing to implement.

II. PROJECT ADMINISTRATION

A. PARTICIPATING LEA RESPONSIBILITIES

In assisting the State in implementing the tasks and activities described in the State’s R2T application, the Participating LEA sub-grantee, in good faith, will:

1. As a condition for participating in and receiving an allocation of funds under the State’s R2T program, develop a detailed action plan (“Final Scope of Work”) in collaboration with the State and relevant stakeholders describing specific goals, activities, timelines, budgets, key personnel, and annual district and school performance targets against the State’s eight priority outcome measures (attached as Appendix A) for the implementation of the reforms identified in Exhibit I of this agreement. The Final Scope of Work must be provided to the State no later than 100 days after the R2T award to Louisiana and must be approved by the State. The State will approve the LEA for funding based on the scope and quality of the action plan and the LEA’s capacity to implement the plan at the local level in a meaningful and high quality manner;
2. Implement the LEA plan as identified in Exhibit I of this agreement;
3. Align other funding sources in support of all the practices in Exhibit I of this agreement, such as Title II, Part A and other resources;
4. Over the course of the project, work with the State to identify needs for modifications;
5. Actively participate in all relevant convening, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the U.S. Department of Education (“ED”);
6. Post to any website specified by the State or ED, in a timely manner, all nonproprietary products and lessons learned that were developed using funds under the R2T grant;
7. Participate, as requested, in any evaluations of this grant conducted by the State or ED;
8. Be responsive to State or ED requests for information, including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered; and,
9. Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the R2T grant period, and (d) other matters related to the R2T grant and associated plans.

B. STATE RESPONSIBILITIES

In assisting Participating LEAs in implementing their tasks and activities described in the State's R2T application, the State grantee, in good faith, will:

1. Work collaboratively with and support the Participating LEA in developing the LEA Plan identified in Exhibit I of this agreement and in the agreement to be developed and approved as set forth under Section II-A-1 above;
2. Deliver the state supports outlined in Exhibit I and work collaboratively with the LEAs to execute their Final Scope of Work;
3. Distribute in a timely manner the LEA's portion of R2T grant funds during the course of the project period and in accordance with the LEA's Final Scope of Work;
4. Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products; and
5. Identify and coordinate sources of technical assistance, professional development, and support, consistent with Section II-A-1 above.

C. JOINT RESPONSIBILITIES

1. The State and the Participating LEA will collaborate in good faith to ensure alignment and coordination of State and local planning and implementation activities in order to effectively and efficiently achieve the core goals of the Louisiana Education Reform Plan, consistent with their respective roles under State law and policy;
2. The State and the Participating LEA will each appoint a key contact person for the R2T grant;
3. These key contacts from the State and the Participating LEA will maintain frequent communication to facilitate cooperation under this Agreement;
4. State and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period; and,
5. State and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's R2T grant, even when the grant requires modifications that affect the Participating LEA, or when the LEA Plan requires modifications.

D. STATE RECOURSE FOR LEA NON-PERFORMANCE

If the State determines that the LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the State grantee will take appropriate action, which could include a collaborative process between the State and the LEA, or other measures including, but not limited to, those detailed in 34 CFR section 80.43, for example, putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. ASSURANCES

The Participating LEA hereby certifies and represents that it:

1. Has all requisite power and authority to execute this Agreement;
2. Is familiar with the State's R2T grant application and is supportive of and will work to implement the State's Plan;
3. Will provide a Final Scope of Work and detailed work plans consistent with Section II-A-1 above in a timely fashion if the State's application is funded, but no later than 100 days after an R2T grant is awarded to Louisiana; and
4. Will comply with all of the terms of the Grant, the State's sub-grant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85,86, 97, 98 and 99).

IV. MODIFICATIONS

This Agreement may be amended only by written agreement signed by each of the parties involved, and in consultation with ED.

V. DURATION/TERMINATION

This Agreement shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, upon mutual agreement of the parties, or as otherwise stated in this agreement, whichever occurs first.

COMMENTS FROM LEA:

VI. SIGNATURES

LEA Superintendent (or equivalent authorized signatory) -- required:

Signature/Date

Print Name/Title

President of Local School Board (or equivalent, if applicable):

Signature/Date

Print Name/Title

Local Teachers' Union Leader (if applicable):

Signature/Date

Print Name/Title

Authorized State Official - required:

By its signature below, the State hereby accepts the LEA as a Participating LEA.

Signature/Date

Print Name/Title

APPENDIX A – STATE PRIORITY OUTCOME MEASURES

These goals will help drive organizational change and consistent focus for education reform at all levels. A successful goal set will not include everything we value, but those targets that if we can change them should drive broad systemic improvement for students. The statewide goals will provide a foundation for the comprehensive educational strategic plan for Louisiana and serve as benchmarks against which we assess our performance. As part of the Final Scope of Work, the Participating LEA and the State will develop annual district and school performance targets against these eight priority outcome measures. These goals are as follows:

LOUISIANA CHILDREN WILL...

- » **Enter kindergarten ready to learn**
- » **Be literate by 3rd grade**
- » **Arrive in 4th grade on time**
- » **Perform at or above grade level in English Language Arts (ELA) by 8th grade**
- » **Perform at or above grade level in Mathematics by 8th grade**
- » **Graduate on time**
- » **Be prepared for and enroll in post-secondary education**
- » **Achieve these goals regardless of race or socioeconomic status (SES)**

EXHIBIT I – PRELIMINARY SCOPE OF WORK

LEA hereby agrees to participate in implementing the State Plan in each of the areas identified below. The categories of these items correspond to the R2T guidelines.

RACE TO THE TOP

Does your district have the commitment, capacity, and conditions to Race to the Top?

As your district weighs its option to participate in Louisiana's Race to the Top (R2T) application, we want to highlight the primary initiatives from the Louisiana Education Reform Plan that you must implement. These initiatives represent the areas that have been identified as the most powerful levers in raising student achievement, eliminating achievement gaps, and thus form the foundation of the Louisiana Education Reform Plan, R2T application and our work at the LDOE.

STATE SUCCESS FACTORS: <i>Is your organization willing and able to articulate a comprehensive plan, maintain the commitment and capacity to implement, scale up, and sustain reform efforts by:</i>		
a. Aligning, reorganizing, and/or repurposing the central office to effectively direct comprehensive and coordinated resources and support to low-performing schools and school leaders (i.e. streamlining central office operations)	Yes	No
b. Ensuring effective leaders are in place and empowered to establish and execute a clear vision, mission, and culture for improving student achievement (i.e., Human Resource Directors, Chief Financial Officers, Chief Academic Officers, Leadership Team, Principals) and support from key stakeholders	Yes	No
c. Ensuring funding allocations are made according to the unique needs of each school and its students, with consistent and intentional focus on schools and students with the greatest needs (i.e., braiding funds, student-based budgeting)	Yes	No
STANDARDS & ASSESSMENTS: <i>Is your organization willing and able to support the transition to enhanced standards and high-quality assessments by:</i>		
a. Adopting and implementing district-level curriculum and guidelines aligned to the Common Core State Standards (CCSS) and revised Louisiana Comprehensive Curriculum with emphasis on the new CCSS in Science and Math	Yes	No
b. Expanding the number of local school course offerings and enrollment in STEM (i.e., Advanced Placement, International Baccalaureate, etc.) and/or implement STEM-themed schools	Yes	No
DATA SYSTEMS TO SUPPORT INSTRUCTION: <i>Is your organization willing to use data to support instruction by using a local instructional improvement system, providing professional development on the use of data and providing data to researchers to increase teacher and leader by:</i>		
a. Implementing an effective data collection and analysis system where human capital data is regularly evaluated to drive educator effectiveness dialogue and decision-making (i.e., Human Capital Information System)	Yes	No
b. Implementing and/or utilizing assessment systems (i.e., EAGLE) to continuously assess students' mastery of curriculum, establish measures of effectiveness in non-tested grades and subjects, target specific technical supports and interventions during the school day and to identify instructional improvement opportunities across the district resulting in strategic and thoughtful decisions to drive resource allocation and instructional practices, particularly in the lowest-performing schools	Yes	No
GREAT TEACHERS & LEADERS: <i>Is your organization willing and able to improve teacher and principal effectiveness based on performance, ensure equitable distribution of effective teachers and provide effective support to teachers and leaders by:</i>		
a. Implementing a comprehensive performance management system that meaningfully differentiates educator effectiveness and provides the complimentary developmental supports to educators driven by teachers' and students' needs (i.e., COMPASS pilot and/or expansion of existing pilot)	Yes	No
b. Implementing performance contracts, revising Reduction in Force (RIF) and other district-wide policies and practices to ensure all staffing, compensation, promotion, tenure, retention and release decisions are based on educator effectiveness data (i.e., incentivize highly effective educators, removal of consistently ineffective educators)	Yes	No
c. Implement a proactive recruitment strategy and competency-based selection model to identify, select and place the most effective teachers in STEM subjects (i.e., utilize teacher-prep value-added data, recruit from STEM Urban Leadership Academy and alternative certification programs, Educator Pipeline, Louisiana Statewide Staffing Initiative)	Yes	No
d. Utilizing the comprehensive performance management system (i.e., educator evaluation data-observation, value-added, non-tested grades and subjects) to align job-embedded STEM professional development to dramatically enhance teaching and learning. Utilizing effectiveness data to evaluate professional development programs.	Yes	No
TURN AROUND THE LOWEST-ACHIEVING SCHOOL: <i>Is your organization willing and able to intervene in and turn around the lowest-achieving schools by:</i>		
a. Pursuing non-traditional options as part of a turnaround strategy, including charter incubation (i.e., STEM-themed schools) and school closure;	Yes	No
b. Placing highly effective teachers and leaders in the lowest-performing schools (i.e., provide incentives, mutual consent hiring) and remove ineffective teachers;	Yes	No
c. Designing a thoughtful portfolio of turnaround schools and provide schools with higher levels of resources and increased access to services (i.e., district turnaround/achievement zone);	Yes	No
d. Partnering with the LDE to develop district specific innovation strategies to build district capacity to dramatically improve student achievement in the lowest-performing schools (i.e., Trailblazer Initiative, ESEA and State Flexibility & Consolidation)	Yes	No

If you answered "Yes" to all the questions above, then you are ready for R2T.

December 5, 2011

Dear Superintendents & Charter Leaders:

I am pleased to announce the Louisiana Department of Education (LDOE) submission of its application for Race to the Top (R2T) Phase 3. If funding is awarded to Louisiana it will be distributed among eligible Local Education Agencies (LEAs) and Charters.

Eligible LEAs and Charters are those organizations that:

- » Signed Memoranda of Understanding (MOUs) for participation in R2T Phase 2;
- » Have maintained the courage and deep-level commitment to reforms aligned with the Louisiana Education Reform Plan;
- » Have the leadership, sustainability, and dedication to see these reforms through to successful completion; and
- » Are willing and have the capacity to aggressively pursue new strategies to dramatically increase student achievement.

The eligible LEAs cohort includes twenty-eight (28) districts and sixty-five (65) charters. This is a great sign of the interest in the statewide education reform movement, of which R2T is a part. We appreciate that very much.

For Round III, the application will focus on a prioritized set of reforms that each participating LEA must commit to implement during the grant period. To assist your organization in weighing your option to participate, we have included a questionnaire clearly describing the prioritized activities from the Louisiana Education Reform Plan that you must follow.

Also important to note is that eligible funding for Phase III represents only 10% of the original R2T funding for states. The total amount of eligible funding for LEAs is \$8.75M, with the allocations being dependent upon the final number of Participating LEAs. While this amount is significantly less than the original funding, LDOE is working diligently to ensure that funding is directed to participating organizations to support this important and critical work.

Not all LEAs will decide to join the Race to the Top application as Participating LEAs. However, you still have the opportunity to continue to be engaged in the reform effort through the Trailblazer Initiative, other grant funding (i.e., High Performing Schools Initiative, Striving Readers Comprehensive Literacy Grant, and Louisiana Integration Project) and LDOE technical assistance opportunities available to LEAs to support the implementation of best practices proven in the R2T venture.

The first step in R2T participation is submission of the Participating LEA Partnership Agreement (attached) to our office by 4:00 p.m. on Friday, December 9, 2011 (by email as a PDF to Nekia.Keller@la.gov or by fax to 225.342.1055). At this time, we are only requiring the signature of the Superintendent or equivalent authorized signatory.

R2T presents an unprecedented opportunity for Louisiana to implement whole-system elements of education reform to dramatically increase student achievement. Whether your organization decides to be a participating organization or involved through other grant and support partnership opportunities, all Louisiana LEAs are encouraged to join the movement to deliver a world-class education by ensuring there is an 'effective teacher in every classroom and an effective leader in every school across this great state.

If you should have any questions, please feel free to contact me by email at Rayne.Martin@la.gov or by phone at 225.342.3534, or contact Naressa Cofield by email at Naressa.Cofield@la.gov or by phone at 225.342.3527.

We are looking forward to continuing this important work with you!

Sincerely,



Rayne Martin

Deputy Superintendent · Office of Innovation

Participating LEAs	LEA Demographics						Signatures on MOUs	MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion							
	# of Schools	# of K-12 Students	# of Minority K-12 Students	% of Minority K-12 Students	# of K-12 Students in Poverty	% of K-12 Students in Poverty			LEA Supt. (or equivalent)	Uses Standard Terms & Conditions?	(A)(2)	(B)(2)	(C)(3)	(D)(2)	(D)(3)	(D)(4)
Ascension Parish	29	19,658	7,190	36.58%	8,786	44.69%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Assumption Parish	10	4,051	1,857	45.84%	2,640	65.17%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Avoyelles Parish	11	6,240	2,988	47.88%	5,087	81.52%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
DeSoto Parish	14	4,925	2,579	52.37%	3,331	67.63%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East Baton Rouge Parish	83	42,643	37,533	88.02%	33,975	79.67%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Iberville Parish	8	4,167	3,095	74.27%	3,570	85.67%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jefferson Parish	90	45,076	30,840	68.42%	34,481	76.50%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lafourche Parish	31	14,626	4,524	30.93%	8,792	60.11%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Madison Parish	7	1,963	1,844	93.94%	1,830	93.22%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Recovery School District (RSD)	35	11,933	11,816	99.02%	10,438	87.47%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sabine Parish	12	4,335	2,083	48.05%	3,059	70.57%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
St. Helena Parish	3	1,237	1,151	93.05%	1,146	92.64%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
St. James Parish	11	4,014	2,699	67.24%	2,726	67.91%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
St. John the Baptist Parish	13	6,311	5,277	83.62%	5,482	86.86%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
St. Landry Parish	36	15,231	9,040	59.35%	11,684	76.71%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
St. Mary Parish	25	9,630	4,999	51.91%	6,705	69.63%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tangipahoa Parish	39	19,424	9,864	50.78%	14,116	72.67%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Terrebonne Parish	40	19,103	8,079	42.29%	12,393	64.87%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Monroe City	21	8,684	7,615	87.69%	7,019	80.83%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bogalusa City	8	2,300	1,618	70.35%	2,170	94.35%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Delhi Charter School	1	619	131	21.16%	311	50.24%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sophie B. Wright Inst. of Academic Excellence	1	348	344	98.85%	345	99.14%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
P. A. Capdau School	1	426	425	99.77%	406	95.31%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Nelson Elementary School	1	413	412	99.76%	406	98.31%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gentilly Terrace High School	1	386	372	96.40%	356	92.23%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Linwood Public Charter School	1	655	649	99.08%	645	98.47%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Participating LEAs	LEA Demographics						Signatures on MOUs	MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion							
	# of Schools	# of K-12 Students	# of Minority K-12 Students	% of Minority K-12 Students	# of K-12 Students in Poverty	% of K-12 Students in Poverty			LEA Supt. (or equivalent)	Uses Standard Terms & Conditions?	(A)(2)	(B)(2)	(C)(3)	(D)(2)	(D)(3)	(D)(4)
Success Preparatory Academy	1	238	237	99.58%	230	96.64%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Benjamin E. Mays Preparatory School	1	140	139	99.29%	138	98.57%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New Orleans Charter Science and Math Academy	1	151	149	98.68%	81	53.64%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
James M. Singleton Charter School	1	617	617	100.00%	605	98.06%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lafayette Academy of New Orleans	1	778	766	98.46%	675	86.76%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
A.D. Crossman-Esperanza Charter School	1	332	325	97.89%	315	94.88%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Algiers Technology Academy	1	347	338	97.41%	237	68.30%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Martin Behrman Elementary School	1	616	612	99.35%	553	89.77%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dwight D. Eisenhower Elementary School	1	594	588	98.99%	490	82.49%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
William J. Fischer Elementary School	1	451	448	99.33%	419	92.90%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
McDonogh #32 Elementary School	1	571	570	99.82%	498	87.22%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
O.P. Walker Senior High School	1	857	855	99.77%	743	86.70%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Harriet Tubman Elementary School	1	485	479	98.76%	434	89.48%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
KIPP Believe College Prep (Phillips)	1	333	332	99.70%	306	91.89%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
KIPP McDonogh 15 School for the Creative Arts	1	480	459	95.63%	418	87.08%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
KIPP Central City Academy	1	288	288	100.00%	258	89.58%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
KIPP Central City Primary	1	195	195	100.00%	177	90.77%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
KIPP Renaissance High School	1	142	138	97.20%	130	91.55%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Laurel Elementary School	1	638	566	88.70%	633	99.20%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Live Oak Elementary School	1	580	480	82.80%	576	99.30%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Andrew H. Wilson Charter School	1	562	519	92.30%	554	98.60%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Morris Jeff Community School	1	139	90	64.80%	81	58.27%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Participating LEA School Totals	526	245,551	156,691	63.81%	179,430	73.07%										
Charter School Totals	28	12,381	11,523	93.07%	11,020	89.01%										
Statewide Totals	1,475	696,558	356,898	51.24%	461,400	66.24%										
Percent of Statewide Population in R2T	37.56%	37.03%		47.13%		41.28%										



NAEP Targets: Overall, Subgroup, Achievement Gap¹, *Math*

Overall	Baseline 10-11	12-13	14-15
NAEP: 4th Grade Math	73%	74.5%	76%
Subgroup			
White	87%	88%	90%
Black	59%	62%	65%
Hispanic	75%	77%	78%
Male	72%	74%	76%
Female	74%	76%	77%
Paid Lunch	90%	91%	92%
Free/Reduced Lunch Eligible	60%	68%	71%
Students with Disabilities <i>(Average Scale Score)</i>	211	213	215
ELL <i>(Average Scale Score)</i>	227	229	231
Decreasing Achievement Gaps Between Subgroups, Race	28%	25%	23%
Decreasing Achievement Gaps Between Subgroups, Class	30%	27%	25%

Overall	Baseline 10-11	12-13	14-15
NAEP: 8th Grade Math	63%	66%	70%
Subgroup			
White	75%	76%	77%
Black	46%	49%	52%
Hispanic	61%	63%	64%
Male	61%	63%	64%
Female	66%	67%	68%
Paid Lunch	78%	79%	80%
Free/Reduced Lunch Eligible	54%	56%	59%
Students with Disabilities <i>(Average Scale Score)</i>	236	239	243
ELL <i>(Average Scale Score)</i>	Not Reported		
Decreasing Achievement Gaps Between Subgroups, Race	29%	27%	25%
Decreasing Achievement Gaps Between Subgroups, Class	24%	22%	20%

¹ Achievement Gap Definition: Race-the difference in achievement between white (48% of population) and black (45% of population) students. Class- the difference in achievement between paid and free/reduced lunch eligible students.

NAEP Targets: Overall, Subgroup, Achievement Gap², *English Language Arts (ELA)*

Overall	Baseline 10-11	12-13	14-15
NAEP: 4th Grade ELA	55%	60%	65%
Subgroup			
White	70%	71%	72%
Black	39%	43%	46%
Hispanic	56%	58%	60%
Male	51%	54%	56%
Female	60%	62%	63%
Paid Lunch	76%	77%	78%
Free/Reduced Lunch Eligible	46%	49%	52%
Students with Disabilities <i>(Average Scale Score)</i>	180	185	190
ELL <i>(Average Scale Score)</i>	197	199	201
Decreasing Achievement Gaps Between Subgroups, <i>Race</i>	31%	28%	25%
Decreasing Achievement Gaps Between Subgroups, <i>Class</i>	30%	27%	24%

Overall	Baseline 10-11	12-13	14-15
NAEP: 8th Grade ELA	66%	70%	75%
Subgroup			
White	76%	77%	78%
Black	51%	54%	56%
Hispanic	58%	60%	62%
Male	61%	63%	65%
Female	70%	71%	72%
Paid Lunch	79%	80%	81%
Free/Reduced Lunch Eligible	57%	59%	61%
Students with Disabilities <i>(Average Scale Score)</i>	216	222	226
ELL <i>(Average Scale Score)</i>	Average scale score: not reported		
Decreasing Achievement Gaps Between Subgroups, <i>Race</i>	25%	23%	21%
Decreasing Achievement Gaps Between Subgroups, <i>Class</i>	22%	20%	18%

² Achievement Gap Definition: Race-the difference in achievement between white (48% of population) and black (45% of population) students. Class- the difference in achievement between paid and free/reduced lunch eligible students.



Louisiana’s Agency Goals: Reduce the Achievement Gap³ between Race and Class by 10% per year for each goal

Louisiana Priority Goal	Category	Baseline 10-11	11-12	12-13	13-14
1. Students enter Kindergarten ready to learn	Race Gap	10%	9%	8%	7%
	Class Gap	19%	17%	15%	14%
2. Students are literate by 3rd grade	Race Gap	23%	21%	19%	17%
	Class Gap	22%	20%	18%	16%
3. Students will enter 4th grade on time	Race Gap	10%	9%	8%	7%
	Class Gap	16%	14%	13%	11%
4. Students perform at or above grade level in English/Language Arts by 8th	Race Gap	25%	22%	20%	18%
	Class Gap	25%	22%	20%	18%
5. Students perform at or above grade level in math by 8th grade	Race Gap	31%	28%	25%	23%
	Class Gap	28%	25%	23%	21%
6. Students will graduate from high school on time	Race Gap	15%	14%	12%	10%
	Class Gap	13%	12%	11%	10%
7. Students will enroll in postsecondary education within two years of graduation	Race Gap	8%	7%	6%	5%
	Class Gap	13%	11%	10%	9%
8. Students will complete at least one year of college successfully	Race Gap	No subgroup data available.			
	Class Gap				

³ Achievement Gap Definition: Race-the difference in achievement between white (48% of population) and black (45% of population) students. Class- the difference in achievement between paid and free/reduced lunch eligible students.



Increasing Student Achievement between Subgroups on Assessments required under the ESEA: 3rd Grade ELA

Subgroup	Baseline	2011-2012	2012-2013	2013-2014	2014-2015
	2010-2011				
	Current Level (Basic Above %)	Goal Target (10% reduction)	Goal Target	Goal Target	Goal Target
American Indian or Alaskan Native	72	75	77	79	81
Asian	84	85	86	88	88
Black or African American	57	61	65	68	71
Hispanic/Latino	67	70	73	75	77
Native Hawaiian or Other Pacific Islander	64	67	70	73	75
Two or More Races	78	80	82	83	85
White	80	82	83	85	86
Free/Reduced Lunch	63	66	69	72	75
Paid Lunch	85	86	87	88	89
Female	75	77	79	81	83
Male	64	67	70	73	75
LEP	58	62	65	69	71
Migrant	60	64	67	70	73
Regular Ed	74	76	78	80	82
Section504	44	49	54	58	62
Special Ed	40	46	51	55	60
Gifted/Talented	97	97	97	97	97
Total Population	69	72	74	77	79
Total Reg. Ed (Section504+RegularEd)	73	75	78	80	81

Increasing Student Achievement between Subgroups on Assessments required under the ESEA : 3rd Grade Math

Subgroup	Baseline	2011-2012	2012-2013	2013-2014	2014-2015
	2010-2011				
	Current Level (Basic Above %)	Goal Target (10% reduction)	Goal Target	Goal Target	Goal Target
American Indian or Alaskan Native	74	76	78	80	82
Asian	85	86	87	88	89
Black or African American	55	59	63	66	69
Hispanic/Latino	71	74	76	78	80
Native Hawaiian or Other Pacific Islander	67	70	73	75	77
Two or More Races	79	81	82	84	85
White	82	83	85	86	87
Free/Reduced Lunch	62	65	68	71	74
Paid Lunch	86	87	88	89	89
Female	70	73	75	77	79
Male	68	71	73	76	78
LEP	65	68	71	73	76
Migrant	66	69	72	74	76
Regular Ed	73	75	77	79	81
Section504	48	53	57	61	65
Special Ed	45	50	55	59	63
Gifted/Talented	96	96	96	96	96
Total Population	69	72	74	76	78
Total Reg. Ed (Section504+RegularEd)	73	75	77	79	81

Increasing Student Achievement between Subgroups on Assessments required under the ESEA : 4rd Grade ELA

Subgroup	Baseline	2011-2012	2012-2013	2013-2014	2014-2015
	2010-2011				
	Current Level (Basic Above %)	Goal Target (10% reduction)	Goal Target	Goal Target	Goal Target
American Indian or Alaskan Native	76	78	80	81	83
Asian	88	89	89	90	91
Black or African American	64	67	70	73	75
Hispanic/Latino	70	73	75	77	79
Native Hawaiian or Other Pacific Islander	79	81	82	84	85
Two or More Races	83	84	85	86	87
White	83	84	85	86	87
Free/Reduced Lunch	67	70	72	75	77
Paid Lunch	90	91	91	92	92
Female	78	80	81	83	84
Male	69	72	74	76	78
LEP	59	63	66	69	72
Migrant	61	64	68	70	73
Regular Ed	80	82	83	84	85
Section 504	47	52	56	60	64
Special Ed	48	53	57	61	64
Gifted/Talented	95	95	95	95	95
Total Population	74	76	78	80	81
Total Reg Ed. (Section504+RegularEd)	77	79	81	82	83

Increasing Student Achievement between Subgroups on Assessments required under the ESEA : 4rd Grade Math

Subgroup	Baseline	2011-2012	2012-2013	2013-2014	2014-2015
	2010-2011				
	Current Level (Basic Above %)	Goal Target (10% reduction)	Goal Target	Goal Target	Goal Target
American Indian or Alaskan Native	77	79	80	82	83
Asian	90	90	91	91	92
Black or African American	57	61	64	67	70
Hispanic/Latino	70	72	75	77	79
Native Hawaiian or Other Pacific Islander	84	85	86	87	88
Two or More Races	78	80	81	83	84
White	84	85	86	87	88
Free/Reduced Lunch	64	67	70	73	75
Paid Lunch	88	89	89	90	91
Female	72	74	76	78	80
Male	71	73	76	78	79
LEP	62	65	68	71	74
Migrant	61	64	67	70	73
Regular Ed.	76	78	80	81	83
Section504	50	54	59	62	66
Special Ed.	52	56	60	64	67
Gifted/Talented	94	94	94	94	94
Total Population	71	73	76	78	79
Total Reg. Ed. (Section504+RegularEd)	73	75	77	79	81

Increasing Student Achievement between Subgroups on Assessments required under the ESEA : 8th Grade ELA

Subgroup	Baseline	2011-2012	2012-2013	2013-2014	2014-2015
	2010-2011				
	Current Level (Basic Above %)	Goal Target (10% reduction)	Goal Target	Goal Target	Goal Target
American Indian or Alaskan Native	74	76	78	80	81
Asian	83	84	85	86	87
Black or African American	54	58	62	65	68
Hispanic/Latino	63	66	69	72	74
Native Hawaiian or Other Pacific Islander	50	55	59	62	66
Two or More Races	73	75	77	79	81
White	79	81	82	84	85
Free/Reduced Lunch	58	62	65	68	71
PaidLunch	83	84	85	86	87
Female	71	73	76	78	80
Male	62	65	68	71	74
LEP	28	35	41	46	51
Migrant	53	57	61	65	68
Regular Ed.	72	74	76	78	80
Section504	41	46	51	56	60
SpecialEd	28	35	41	46	51
Gifted/Talented	95	95	95	95	95
Total Population	67	70	72	75	77
Total Reg. Ed. (Section504+RegularEd)	70	73	75	77	79

Increasing Student Achievement between Subgroups on Assessments required under the ESEA : 8th Grade Math

Subgroup	Baseline	2011-2012	2012-2013	2013-2014	2014-2015
	2010-2011				
	Current Level (Basic Above %)	Goal Target (10% reduction)	Goal Target	Goal Target	Goal Target
American Indian or Alaskan Native	62	65	68	71	73
Asian	82	83	84	85	86
Black or African American	44	49	53	58	62
Hispanic/Latino	60	63	66	69	72
Native Hawaiian or Other Pacific Islander	46	51	55	59	63
Two or More Races	70	72	74	77	79
White	75	77	79	80	82
Free/Reduced Lunch	51	55	59	63	66
Paid Lunch	79	80	82	83	84
Female	59	62	66	69	71
Male	63	66	69	72	74
LEP	35	41	46	51	56
Migrant	55	59	62	66	69
Regular Ed.	65	68	70	73	75
Section504	39	44	49	54	58
Special Ed	31	37	43	48	53
Gifted/Talented	91	91	92	92	92
Total Population	60	63	66	69	72
Total Reg. Ed. (Section504+RegularEd)	63	66	69	72	74