

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**



**APPLICATION FOR GRANTS**  
**UNDER THE**

**FY 2016 TIF Competition 84.374A**

**CFDA # 84.374A**

**PR/Award # U374A160044**

**Grants.gov Tracking#: GRANT12215789**

OMB No. , Expiration Date:

Closing Date: Jul 15, 2016

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

There were problems converting one or more of the attachments. These are: [1235-Abstract.pdf](#), [1241-AppendixELettersofSupportandMOUs.pdf](#), [1239-AppendixCLogicModel.pdf](#), [1244-LouisianaGrantNarrative.pdf](#), [1234-BudgetNarrative.pdf](#), [1240-AppendixDResumesofKeyPersonnel.pdf](#), [1237-AppendixAApplicationRequirementsChecklist.pdf](#), [1242-AppendixFOtherDocuments.pdf](#), [1236-GEPA.pdf](#), [1243-FY16IDCPredeterminedRateAgreement.pdf](#), [1238-AppendixBTIFOptionalHighNeedSchoolChecklist.pdf](#)

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="07/15/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

**8. APPLICANT INFORMATION:**

* a. Legal Name: Louisiana Department of Education	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="72-6000745"/>	* c. Organizational DUNS: <input type="text" value="8059209980000"/>

**d. Address:**

* Street1:	1201 North Third Street
Street2:	
* City:	Baton Rouge
County/Parish:	East Baton Rouge
* State:	LA: Louisiana
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	70802-5243

**e. Organizational Unit:**

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: Mr.	* First Name: John
Middle Name: A.	
* Last Name: Hanley	
Suffix:	

Title: Grants Manager
-----------------------

Organizational Affiliation: Louisiana Department of Education
--

* Telephone Number: <input type="text"/>	Fax Number: <input type="text"/>
--	----------------------------------

* Email: <input type="text"/>
-------------------------------

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.374

CFDA Title:

Teacher Incentive Fund

**\* 12. Funding Opportunity Number:**

ED-GRANTS-053116-002

\* Title:

Office of Innovation and Improvement (OII): Teacher Incentive Fund (TIF) CFDA Number 84.374A

**13. Competition Identification Number:**

84-374A2016-2

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

[Add Attachment](#) [Delete Attachment](#) [View Attachment](#)

**\* 15. Descriptive Title of Applicant's Project:**

The expansion of equitable access to effective educators to increase student achievement by aligning pre-service preparation and principal professional development with our Compass evaluation system.

Attach supporting documents as specified in agency instructions.

[Add Attachments](#) [Delete Attachments](#) [View Attachments](#)

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**  
 \* a. Applicant  \* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

**17. Proposed Project:**  
 \* a. Start Date:  \* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	6,391,387.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	6,391,387.00

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**  
 a. This application was made available to the State under the Executive Order 12372 Process for review on .  
 b. Program is subject to E.O. 12372 but has not been selected by the State for review.  
 c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**  
 Yes  No  
 If "Yes", provide explanation and attach

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**  
 \*\* I AGREE  
 \*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:	<input type="text" value="Mr."/>	* First Name:	<input type="text" value="John"/>
Middle Name:	<input type="text"/>		
* Last Name:	<input type="text" value="White"/>		
Suffix:	<input type="text"/>		
* Title:	<input type="text" value="State Superintendent of Education"/>		
* Telephone Number:	<input type="text"/>	Fax Number:	<input type="text"/>
* Email:	<input type="text"/>		
* Signature of Authorized Representative:	<input type="text" value="John Hanley"/>	* Date Signed:	<input type="text" value="07/15/2016"/>

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p><b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b></p> <p>John Hanley</p>	<p><b>TITLE</b></p> <p>State Superintendent of Education</p>
<p><b>APPLICANT ORGANIZATION</b></p> <p>Louisiana Department of Education</p>	<p><b>DATE SUBMITTED</b></p> <p>07/15/2016</p>

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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**4. Name and Address of Reporting Entity:**  
 Prime     SubAwardee

\* Name: Louisiana Department of Education

\* Street 1: 1201 North Third Street    Street 2: \_\_\_\_\_

\* City: Baton Rouge    State: LA: Louisiana    Zip: \_\_\_\_\_

Congressional District, if known: \_\_\_\_\_

**5. If Reporting Entity in No.4 is Subwardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> Education	<b>7. * Federal Program Name/Description:</b> Teacher Incentive Fund
	CFDA Number, if applicable: 84.374

<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
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**10. a. Name and Address of Lobbying Registrant:**

Prefix \_\_\_\_\_ \* First Name n/a Middle Name \_\_\_\_\_

\* Last Name n/a Suffix \_\_\_\_\_

\* Street 1 \_\_\_\_\_ Street 2 \_\_\_\_\_

\* City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix \_\_\_\_\_ \* First Name n/a Middle Name \_\_\_\_\_

\* Last Name n/a Suffix \_\_\_\_\_

\* Street 1 \_\_\_\_\_ Street 2 \_\_\_\_\_

\* City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature: John Hanley

\* Name: Prefix \_\_\_\_\_ \* First Name John Middle Name \_\_\_\_\_  
\* Last Name White Suffix \_\_\_\_\_

Title: State Superintendent of Education    Telephone No.: \_\_\_\_\_    Date: 07/15/2016

<b>Federal Use Only:</b>	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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**NOTICE TO ALL APPLICANTS**

OMB Number: 1894-0005  
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

**To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

**What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

**What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

**Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

GEPA.pdf	Add Attachment	Delete Attachment	View Attachment
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## **Section 427 of GEPA**

The Louisiana Department of Education (LDOE) does not discriminate on the basis of gender, race, national origin, color, disability or age.

LDOE will provide equitable access to, and participation in, its federally-assisted programs to students and other program beneficiaries regardless of status of low income, graduation rate or financial status.

LDOE will respond in a timely, reasonable and equitable manner to overcome any barriers that might limit equitable access, as described above.

Specifically, LDOE will ensure that its proposed management plan to support and assist teacher preparation programs and LEAs in the execution of grant activities does not impede equitable access or participation on the basis gender, race, national origin, color, disability or age. LDOE will do so by providing training to LEAs and teacher preparation programs so as to ensure equitable access in the selection of principals, mentor teachers and teacher residents for training and professional development activities.

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## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b> <input style="width: 90%;" type="text" value="Louisiana Department of Education"/>	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input style="width: 50px;" type="text" value="Mr."/>	* First Name: <input style="width: 150px;" type="text" value="John"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 250px;" type="text" value="White"/>	Suffix: <input style="width: 50px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="State Superintendent of Education"/>	
* SIGNATURE: <input style="width: 250px;" type="text" value="John Hanley"/>	* DATE: <input style="width: 150px;" type="text" value="07/15/2016"/>

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## **Abstract**

The Louisiana Department of Education (LDOE), in partnership with 16 LEAs, is applying for the 2016 TIF grant under classification (b): States that apply with one or more LEAs. Participating LEAs include Allen Parish, Assumption Parish, Caldwell Parish, Catahoula Parish, Concordia Parish, Grant Parish, JS Clark Leadership Academy, Lincoln Parish, Morehouse Parish, Red River Parish, Richland Parish, St. Helena Parish, St. Landry Parish, Tallulah Charter School, Tensas Parish, and West Carroll Parish. There are a total of 137 schools in the participating LEAs and of these, a total of 135 are high-need schools to be served by the proposed TIF-funded PBCS project.

This project aims to expand equitable access to effective educators and increase student achievement in our partner rural LEAs by improving the key lever of our PBCS—the Compass evaluation and support system—and bringing both our pre-service teacher preparation and our principal professional development into alignment with a more robust and effective evaluation and support system. Project objectives are (1) to improve formative assessments and goal setting that live at the heart of the PBCS and HCMS and (2) to develop a more robust talent development pipeline from pre-service educators through principals that is based on an improved Compass evaluation and support system. To achieve these objectives, the LDOE and partner LEAs, along with key external partners, will carry out the following activities: build an aligned assessment and goal-setting system; improve and extend LEA/teacher preparation program partnerships; strengthen and expand a principal fellowship; and design differentiated compensation plans based on demand for working in rural areas and on performance.

This project satisfies the criteria of Competitive Preference Priority 1, Competitive Preference Priority 2, and the Invitational Priority.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

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To add more Project Narrative File attachments, please use the attachment buttons below.

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Louisiana leads the nation in developing bold, innovative, and enduring approaches to improving equitable access to effective educators and raising student achievement. In 2010, the Louisiana Legislature enacted laws that established a uniform system of educator evaluation. These laws require that educators receive annual evaluations and that measures of student growth—including value-added measures, when available—comprise 50 percent of their final rating (Appendix F8). In 2012, Louisiana’s Legislature enacted laws that required LEAs to establish compensation systems that reward teachers for performance in the classroom and for meeting local needs, allowing LEAs to competitively recruit, reward, and retain more effective teachers, and providing a link between rigorous standards, accountability for student achievement, and professional growth (see Act 1, Appendix F11). Further, Louisiana provides significant authority to superintendents and principals to use this performance-based evaluation to inform human capital decisions.

As part of its reform plan, Louisiana has placed emphasis on teacher effectiveness as the greatest single factor in influencing student achievement. In 2010, the Louisiana Department of Education (LDOE), along with partner LEAs, was awarded TIF funds to implement a performance-based compensation system (PBCS) and improve educator effectiveness and student achievement in partner LEAs. Because of the strong collaborative partnerships established between the LDOE and LEAs, Louisiana demonstrated significant success in achieving the goals of that TIF grant, improving student achievement by increasing educator effectiveness and developing a sustainable PBCS in which educators are rewarded for increasing student achievement.

With legislation in place to support a strong PBCS with an evaluation and support system at the center, and a track record of continuous improvements to this system through extensive infrastructure investments and stakeholder engagement, the next steps to realizing the full

potential of Louisiana’s PBCS and improving the talent continuum within Louisiana are clear. The LDOE, in partnership with 16 LEAs, are requesting TIF funds in order to expand equitable access to effective educators in rural LEAs and improve student achievement by improving the key lever of our PBCS—our Compass evaluation and support system—and bringing both our pre-service teacher preparation and our principal professional development (PD) into alignment with a more robust and effective evaluation and support system, thus creating a talent pipeline that is aligned from pre-service through leadership development. Specifically, this project will accomplish two primary objectives:

1. Improve student assessments and goal-setting that live at the heart of the HCMS and PBCS. As a result, deepen the coherence between the Compass evaluation and support system and other elements of the HCMS so the system provides a robust basis for PD, performance-based compensation, and educator advancement.
2. Expand equitable access to excellent educators through the development of a more robust talent development pipeline from pre-service educators through principals that is based on improved Compass evaluation and support system tools and results.

Throughout this proposal, the LDOE and its partner LEAs will demonstrate how this project meets the Absolute Priority, Requirement 1, Requirement 2, Competitive Preference Priority 1, Competitive Preference Priority 2, and the Invitational Priority. Most are indicated clearly in headers, though the competitive preference responses are included in the narrative.

### **CRITERION A: SIGNIFICANCE**

***Our target population: rural LEAs and their educators and students who are underperforming***

The Louisiana TIF project proposed in this application involves the Louisiana Department of Education (LDOE) and 16 rural local educational agencies (LEAs) across the state, 137 schools (primary high schools), 3,773 educators (teachers and administrators), 50,626

students who attend high-need schools, and approximately six teacher preparation programs to be identified. Each of the partner LEAs, which share common challenges related to student outcomes and access to effective educators, serve low-income families and minority students in rural communities: 78.3 percent of students in these LEAs come from low-income families, and 52.3 percent are racial minorities. Memoranda of understanding from these partners are included in Appendix E and documentation to meet Requirement 2 is included as Appendix F5.

Louisiana's 2014-2015 assessment data indicate that economically disadvantaged and minority students are achieving mastery or advanced-level performance at rates more than 20 percent lower than their peers in English language arts (ELA) and mathematics. Students in partner LEAs are performing below the state average: 27.4 percent of students in partner LEAs achieved mastery or above compared to 33.6 percent of students statewide.

Research shows that teachers are the most important school-based factor affecting student achievement (DeMonte, 2015; Hanushek & Rivkin, 2006). Yet the partner LEAs' schools struggle to retain teachers and have high-rates classes taught by out-of-field teachers. From 2012-2013 to 2014-2015, the percentage of teachers who departed partner LEAs was 55.6 percent higher than state attrition. Thirteen percent of classes in participating districts are taught by out-of-field or uncertified teachers. Louisiana's Plan for Ensuring Equitable Access to Excellent Teachers for All Students (Equity Plan) contains a detailed description of the data and methods used to understand equity gaps and their root causes in Louisiana (Appendix F1). Sixty-four percent of the rural, high-poverty or high-minority districts identified in the Equity Plan are participating in Louisiana TIF.

***Understanding the problem: Challenges that contribute to this inequity in rural LEAs***

In spite of a robust statewide HCMS that has a PBCS at the center, several challenges inhibit increases in educator effectiveness and student achievement. At the heart of our

evaluation and support system is the process of setting and measuring progress toward student achievement goals, which are a required component of the Compass evaluation and support system. Educators across the career spectrum are not universally well-prepared to identify quality assessments or use data to set goals and monitor progress toward those goals. Further, weaknesses in formative assessments used for goal-setting undermine the effectiveness of the system and diminish the potential benefits of a PBCS. TIF partner LEAs face particular challenges in developing a strong talent continuum in part due to their rural setting.

*Challenges start with attracting qualified, certified, teachers from teacher preparation programs*

Teacher preparation programs in Louisiana play a key role in ensuring equitable access to effective educators: over 70 percent of the teachers prepared in Louisiana go on to teach in Louisiana. Yet a 2014 survey of over 6,000 teachers and administrators from teacher preparation programs across the state found that many teachers do not feel adequately prepared for their first year of teaching. Of all teachers with one to five years of experience surveyed, 50 percent indicated they were not fully prepared for the realities of a classroom, 41 percent indicated they were not prepared to teach students how to read, and 42 percent indicated they were not prepared to teach students with diverse needs (see Partners in Preparation Survey Report, Appendix F2). Based on extensive stakeholder engagement, the LDOE has identified key areas for improvement, including the expansion of a statewide effort to align teacher preparation programs with LEA needs so that Louisiana programs better prepare pre-service teachers for the partner schools' expectations, and so that the certification areas in which teachers are prepared meet rural LEA workforce needs.

The need for stronger alignment between teacher preparation and schools' expectations for teachers is evident in a number of areas, including schools' focus on using student achievement data to set learning goals and analyzing data to inform instruction and monitor

progress toward those goals. Serafini (2002) notes that in order to bring assessment practices in line with assessment research, “teacher education programs would need to provide time for reflection, establish more school-based teacher education programs, create partnerships with reflective teachers, and provide the time, distance, and dialogue opportunities to support these changes in perspectives” (p. 82). Forty-nine percent of teachers with one to five years of experience indicated they did not know how to analyze data in order to set goals and plan instruction (Appendix F2). The need for alignment is also evident in teacher effectiveness ratings the program graduates receive in their first year in the classroom. Between 2012-2013 and 2014-2015, ten to eleven percent of Louisiana’s preparation program completers received ineffective results on value-added measures, impacting nearly 200 classrooms and thousands of students.

In addition to the need to align preparation to meet expectations in schools, pre-service programs are not preparing enough teachers in every content area to meet staffing needs. LEAs experience shortages of teachers in specific subject areas but typically do not work closely with preparation programs to recruit in these subject areas. Sixty-seven percent of LEA leaders report that preparation programs do not produce enough teachers to meet staffing needs in certain certification areas and schools, while 48 percent of preparation program faculty members say they do not get enough information about LEAs’ staffing needs to inform recruiting and selection (Appendix F2). In 2015-2016, 20 percent of secondary math and science classes and 23 percent of special education classes in Louisiana public schools were taught by out-of-field or uncertified teachers. In our rural partner LEAs, this problem was even worse: 24 percent of math classes and 25 percent of science classes were taught by out-of-field or uncertified teachers. As reported in the Equity Plan, schools with high percentages of economically disadvantaged and/or minority students are more likely to be taught by uncertified or out-of-field teachers (Appendix F1).

*Rural LEAs face particular challenges with regard to teacher preparation*

Because few teacher preparation programs are located in rural areas or provide practice-based experiences in rural schools, many teacher candidates are unaware of opportunities available there or the rewarding nature of serving a higher-need population. Highly qualified program graduates and those certified in hard-to-staff subject areas often have a variety of job offers to choose from, and find the higher salary of urban LEA and/or the opportunity to work where they have completed their student teaching more appealing. From the pre-service program provider's perspective, distance from rural LEAs makes partnering with them more challenging. *The LDOE has fostered partnerships that improve these challenges, but rural LEAs—and their preparation partners—need additional supports to gain access to and scale these partnerships*

Principals and LEA leaders agree that stronger alignment with preparation programs will help promote more equitable access to effective educators. When asked what supports and tools would be most helpful in terms of teacher recruitment and retention, 70 percent of principals statewide identified “support in developing or building relationships with teacher preparation programs” (Appendix F3). Preparation providers agree that stronger partnerships with LEA leaders are needed to better align their programs to LEA needs (Appendix F2).

In 2014, Louisiana launched the Believe and Prepare program designed specifically to strengthen pre-service preparation by providing aspiring teachers with more time to practice through yearlong residencies under the tutelage of expert mentors, and to better meet LEAs' staffing needs. This program is centered on close partnerships between LEAs and preparation programs in order to improve preparation and produce more qualified candidates. Currently, 60 percent of LEAs across the state are participating in Believe and Prepare and 24 of 27 preparation providers are participating. However, rural LEAs participate at lower rates and at much smaller scale than non-rural LEAs: only 48 percent of rural LEAs participate in Believe and Prepare. Ten and 16 partner LEAs are currently participating, most at small-scale and

beginning stages. Of the partner LEAs participating in Believe and Prepare, most began piloting yearlong residencies in the last year and all are piloting residencies on a very limited scale. TIF partner LEAs have more limited leadership capacity to engage in an active partnership (often in rural LEAs, due to the size, single individuals already take on multiple roles). Additionally, their lack of proximity to teacher preparation providers adds a geographic challenge. With preparation providers serving as the primary source of certified teachers in the state, lack of capacity and proximity exacerbates the problem of rural LEAs' inequitable access to effective educators.

*Limited relationships with prep programs continues to impact rural LEAs in the form of attrition*

If teachers participate in high-quality clinical experiences as part of pre-service training, those teachers are more likely to continue teaching in the schools and communities where they trained (Krieg, Theobald, & Goldhaber, 2015). Because of the limited exposure to classrooms within rural LEAs during their preparation programs, new teachers are less likely to consider a role in a rural school. The reality of the rural classroom often comes as a surprise. Because of this, turnover rates in TIF partner LEAs are 55.6 percent higher than the statewide average.

*LEAs need support to build an educator development system based on strong goals and data*

Louisiana's laws and policies require LEAs to measure educator impact on student learning and compensate educators for their effectiveness. Across the state, LEAs use Compass to evaluate educator effectiveness and provide support to improve. The Compass system promotes continuous improvement that drives student achievement by setting ambitious student learning goals, monitoring progress toward those goals, and using data about progress toward goals to drive instruction.

While the Compass structure is sound, the quality of some underlying measures is inconsistent across the state. Statewide summative assessments are aligned to the state's standards and are a valid component measure of student achievement and teacher effectiveness.

However, summative assessments alone are not sufficient. Interim and formative assessments are used as part of the HCMS as a means to monitor student learning throughout the year and provide real-time information about areas in which the teacher needs to grow. Research strongly suggests that students—especially low-performing students—achieve greater gains when instructed by teachers employing best formative assessment practices (Black & Wiliam, 1998).

To set and monitor goals for student learning that inform instruction and support, schools draw on a wide range of assessments that vary significantly in their alignment to the state’s rigorous college- and career-ready standards and summative assessments. A comprehensive ongoing review of vendor assessments available to teachers reveals a stark lack of alignment (see Appendix F4). The need for improved assessments and goal-setting tools is echoed by leaders throughout the state, including the Louisiana Superintendents Association, the 5,000+ Teacher Leaders who receive tools and training from the LDOE to support goal-setting in their schools, as well as LEA talent and academic leads.

Because teachers are setting goals based on assessments that are not aligned to state standards, and teachers are not consistently being prepared to use high-quality assessments and data, student goals focus instruction on the wrong content and lower-level learning, rather than driving accelerated student learning. Misaligned assessments, used in this context, are much more than an inconvenience; they are harming Louisiana’s system of instructional improvement, accountability, and educator evaluation and support. They hold teachers accountable to a lower bar for students and provide data on instructional improvements that are not aligned to the instructional shifts required by our college- and career-ready standards, effectively ensuring that students will not learn the required standards. Further, all decisions that are based on information from Compass, from individualized PD to improve teacher effectiveness to decisions about educator promotion and compensation, are based on incomplete and misaligned information,

undermining the credibility of each LEA's PBCS. This challenge holds true across content areas, grade levels, and unique populations of students. Without unique and standards-aligned assessments for teachers in many settings, it is difficult to build a fair and effective HCMS.

*The challenge of poor assessment and goal-setting is exacerbated in rural LEAs*

Even if assessments were well aligned, there is uneven capacity among educators to effectively set goals. Eighty-five percent of principals indicate that teachers need additional/enhanced preparation in goal-setting. In rural LEAs, where the proportion of strong incoming teachers is lower than in other places, principals face an even greater challenge in establishing robust and appropriate goals with their teachers.

Additionally, while principals have access to data and some tools (Appendix F14), they are not universally well prepared to use data to set school-level goals, to inform how they lead teachers to set goals, or to coach and develop teachers. The LDOE offers a Principal Fellowship opportunity designed specifically to develop instructional leadership skill in these areas; however, principals in our rural LEAs face barriers to participation. Only 27 percent of rural LEAs sent participants in 2015-2016 as compared to 67 percent of non-rural LEAs.

*Research and pilot programs from within the state point to effective solutions*

While the challenges noted above are significant, research and examples from our own state provide a clear set of promising practices that will improve equitable access to effective educators and strengthen the entirety of the talent pipeline within partner LEAs.

*Stronger links between teacher preparation programs and LEAs will bolster recruitment and retention*

As described above, Louisiana has made a significant initial investment in supporting partnerships between teacher preparation programs and districts. Successful partnerships are incorporating research-based strategies, such as tightly connecting coursework with teaching

practice experience, which have been found to produce graduates that are significantly better prepared than most other beginning teachers (Grossman, 2010; Silva, McKie, Knechtel, Gleason, & Makowsky, 2014; Staub & Frank, 2015). Teaching residencies in the classroom of a highly skilled master teacher effectively prepare candidates for professional life in a school setting (Coffman & Patterson, 2014). Further, quality residency programs result in turnover of new teachers at rates of less than ten percent, compared to their counterparts, which have turnover rates of 30 to 40 percent in the first few years (Arizona State University, 2015; Haynes, Maddock, & Goldrick, 2014; Sloan, Blazeovski, 2015). Expanding teacher preparation programs that include a teacher residency component in rural LEAs will improve recruitment and retention in our partner LEAs, facilitating more equitable access to effective educators.

*Research supports the need for greater alignment between assessments and standards*

The importance of aligned assessments to the foundation of Louisiana’s evaluation and support system is clear. In a review of Louisiana LEAs with low student achievement growth, the LDOE found that student goals were primarily set based upon vendor assessments that were not aligned to the learning that mattered most for students, and that in many cases, pre-tests did not effectively inform instruction, as they were based on knowledge and skills that were not expected to be mastered until the end of the year.

When educators have accurate information about students, they are able to set goals and identify areas for instructional improvement based on progress toward those goals. When schools have strong instructional leaders who are able to set ambitious, achievable school-wide goals and support teachers to use assessment data to set goals, track those goals in a useful data system, and drive instruction, student achievement improves. When all these critical pieces are in place—preparation, tools, support—teachers are more likely to be effective, have higher job satisfaction, and stay in their schools. Research also indicates that in addition to quality

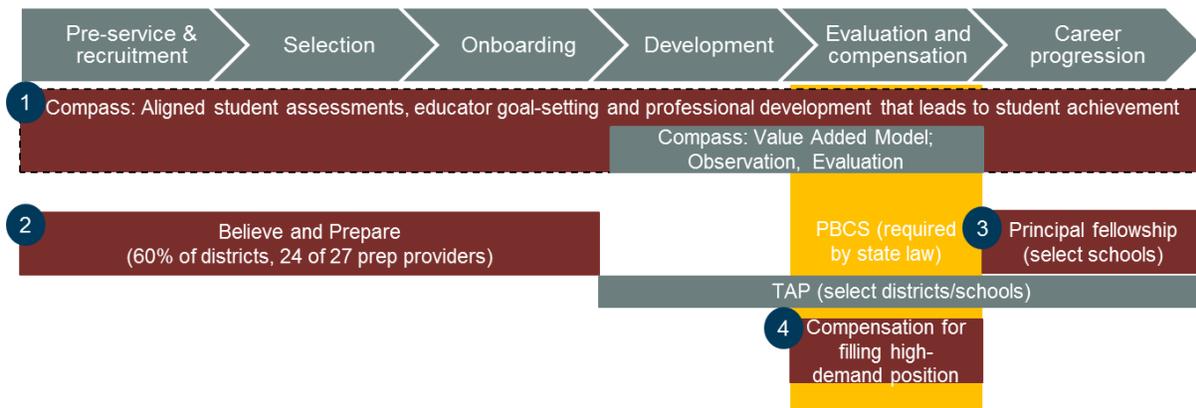
preparation, tools, and supports promoting better retention, offering incentives to teachers has also been a successful strategy for recruiting and retaining teachers in rural LEAs (Lowe, 2006).

Louisiana has a strong foundation on which to implement the improvements needed to key systems in our PBCS. Iterating based on what we have learned in the past, and tailoring the work to specific needs of rural LEAs, Louisiana will improve the cohesiveness and effectiveness of its HCMS to increase educator effectiveness and student achievement in our partner LEAs.

### CRITERION B: PROJECT DESIGN

Louisiana has been a national leader in legislating and implementing educational reforms, setting the stage for a robust HCMS with a comprehensive PBCS for teachers and principals that holds a high bar for quality and supports educators to improve their instructional skill.

#### Human Capital Management System Overview



Funding from TIF will allow us to make critical improvements to four components of our HCMS (numbered above) that each play a significant role in our PBCS, and extend them to rural LEAs throughout the state. These proposed improvements will bring alignment and coherence to our HCMS and strengthen our PBCS by focusing every single educator—from their time in teacher preparation through their career as a teacher and leader—on the most significant learning for students, resulting in improved educator effectiveness, improved student achievement,

increases in the proportion of certified new hires, and increases in teacher retention in rural partner LEAs, effectively promoting equitable access to effective educators.

*The HCMS is anchored by statewide tools and strategies that help form a coherent system (Absolute Priority (a) and (3))*

**Performance-Based Compensation System (Requirement 1).** As described in the introduction, Louisiana’s Legislature has enacted a set of laws requiring LEAs to establish a PCBS with an evaluation and support system at the center that measures teacher effectiveness in part by a value-added assessment model. The PBCS requires LEAs to compensate educators based on effectiveness, demand, and experience.

- Effectiveness is defined as an educator’s summative rating in Compass, which includes measurable increases in academic achievement (described further below).
- Demand is defined by each LEA and may change from year to year due to each LEA’s unique needs and may include stipends for educators who are willing to teach in hard-to-staff or priority schools, or who meet other local demand factors.
- Experience is defined by the LEA and may take years of relevant work experience and/or classroom experience into account.

Louisiana’s PBCS is designed to reward teachers who make the biggest impact on student achievement and allow LEAs to take their priorities into account when deciding how to compensate teachers. See Appendix F7 for each partner LEA’s PBCS policy.

**Compass Evaluation and Support System.** At the heart of Louisiana’s PBCS, and a critical lever for improving student outcomes across the state, is Compass. The purpose of Compass is to (1) ensure that every student is taught by an effective teacher, (2) provide for clear performance goals, (3) provide a means for educators to obtain support in developing their instructional skills, (4) establish PD as an integral part of a professional career in education, and

(5) inform workforce decisions. Compass, with the support of the Compass Information System (CIS), helps to guide targeted support and development for all educators, and identify high-performing educators for retention and career progression.

*Measuring Effectiveness:* Through Compass, educator effectiveness is determined using multiple measures of student growth and multiple observations, each contributing to an end-of-year score used to distinguish levels of overall effectiveness for teachers and administrators (see Appendix F8 for a more detailed description of the measures). This effectiveness rating and the detail within the evaluation are then used, as determined by each LEA's PBCS, to inform performance-based compensation and other human capital decisions. Compass provides an extensive set of resources for users, including instructional rubrics and observation guides, goal-setting tools, and examples of professional growth plans; it also allows for LEA-developed tools.

CIS is a tool that all LEAs use to input teacher and leader goals, monitor teacher progress, and make a final evaluation determination. This system allows the state, district, principals, and teachers to view the connection between their goals and observations and review trends across districts and schools related to talent performance.

*Defining Student Learning Expectations (goals):* At the heart of Compass is the process of setting and monitoring goals for student achievement. At the LEA level, leaders are supported by LDOE network partners to analyze historical data and set ambitious LEA-level goals for the coming school year, identifying the key actions leaders will need to take to achieve their goals.

Once LEA goals are set, LEA leaders lead a similar goal-setting process with principals. To set rigorous goals for their schools, principals and their leadership teams examine current and historical data from their own school and from similar schools and set targets for performance and growth of students across grades and subjects, and identify the key actions they will need to take to achieve those goals (a model of school-level goal-setting is included as Appendix F9).

School-level goals, ultimately reported in a school performance score or SPS, are required by state policy to be based entirely on student outcomes.

The process of defining expectations is then carried out at the most critical level of the system—the classroom level—with teachers defining student learning targets (SLTs) that support the overall school goals. Quality goals are (1) ambitious and grounded in student achievement, (2) determined using appropriate individualized student-level data, and (3) measured using high-quality aligned assessments. Finally, all educators use the CIS as a system to track and manage goals, observations, and feedback.

**Pre-service Preparation: Believe and Prepare.** Preparing Louisiana’s next generation of teachers to engage in the core instructional practices of our schools, including the goal-setting, assessment, and reflection practices supported by Compass, is a critical component of our HCMS. In 2014, the LDOE launched the Believe and Prepare Educator Preparation Pilot Program to support collaborative partnerships between LEAs and preparation programs. The purpose of the program is to implement shifts in teacher recruitment and preparation that address changes in expectations for student and teacher success and provide teacher candidates with a rigorous, practice-based preparation experience. Believe and Prepare programs recruit highly skilled mentor teachers who work alongside university faculty to build aspiring teachers’ knowledge and skills during their practice-based experience. The mentor teacher role also provides a career progression opportunity for effective, experienced teachers. In some LEAs, mentor teachers receive differentiated compensation through the PBCS.

Believe and Prepare programs are local partnerships tailored to local needs. However, clear best practices are emerging from the programs. These include (1) a yearlong residency experience for teacher candidates, enabling them to experience a full year in the life of a classroom; (2) expert mentor teachers who have achieved exceptional results with their students

to “apprentice” the teacher candidates during their residency; and (3) practical coursework that prepares candidates for the current expectations for teachers in Louisiana classrooms. This year the Louisiana Board of Elementary and Secondary Education (BESE) will consider policy revisions that would require all BESE-approved teacher preparation providers to incorporate these best practices over the next five years. Some TIF partner LEAs have begun to pilot a preparation provider partnership and are in the early stages of development.

**Principal Fellowship Program.** This 14-month Executive Development Program, offered through a partnership with the National Institute for School Leadership (NISL) brings together school leaders to build their skills to excel in instructional leadership. The research-based program, recently deemed the sole “Professional Learning Activity for Principals” found to increase student achievement (Herman, Gates, Chavez-Herrerias, & Harris, 2016), is focused on training school leaders in the skills they need for success in an era of standards-based education and accountability. It is a sustained, job-embedded program that emphasizes the role of principals as strategic thinkers and instructional leaders. Through in-person sessions, professional readings, site-based activities tailored to the individual development needs, and online learning, the Fellowship deepens principals’ ability to set quality goals with educators, monitor student learning and teacher performance, and coach teachers to improve instruction.

**Teacher Leaders.** The Teacher Leader initiative is an important component of Louisiana’s leadership development continuum, providing rich professional growth opportunities for highly skilled teachers, while also facilitating distribution of tools and supports from the SEA to all schools in the state. The Teacher Leader initiative provides ongoing PD opportunities throughout the year to Teacher Leaders in every school in Louisiana. Teacher Leaders are selected based on effectiveness and interest in taking on a leadership role. The Louisiana Teacher Leaders program trains more than 5,000 teachers across the state annually. This training provides

every school with at least two experts trained on the standards and available resources. Teacher Leaders may also serve in mentor teacher roles.

*Across these anchors to the HCMS, there are some variations by LEA (Absolute Priority)*

Variations to the HCMS components by LEA are noted in the descriptions above and summarized in this table.

<b>LEA</b>	<b>Compass</b>	<b>PBCS</b>	<b>TAP</b>	<b>Believe and Prepare</b>	<b>Principal Fellowship</b>
Allen Parish	x	x		In development	
Assumption Parish	x	x		In development	15-16: 3 fellows 16-17: 2 fellows
Caldwell Parish	x	x	x		
Catahoula Parish	x	x	x	In development	
Concordia Parish	x	x	x	In development	
Grant Parish	x	x		In development	
JS Clark Leadership Academy (Appendix F6)	x	x			
Lincoln Parish	x	x		In development	16-17: 3 fellows
Morehouse Parish	x	x		In development	15-16: 2 fellows 16-17: 3 fellows
Red River Parish	x	x		In development	15-16: 2 fellows 16-17: 1 fellow
Richland Parish	x	x		In development	
St. Helena Parish	x	x			

St. Landry Parish	x	x		In development	
Tallulah Charter School (Appendix F6)	x	x			
Tensas Parish	x	x			
West Carroll Parish	x	x			15-16: 3 fellows

*Each LEA has a similar, but unique, approach to instructional improvement, and the HCMS is aligned accordingly (Absolute Priority (1))*

Every LEA establishes a vision for instructional improvement in alignment with relevant laws and policies, as well as specific priorities set by the LDOE, and leverages the tools and grant opportunities the state provides to support each priority. Over the past four years, the state has transitioned to higher expectations, adopting rigorous standards to prepare students for college and career, and partnered with districts to build systems to support educators and students to meet these expectations. The initiatives proposed through this project will strengthen the coherence across each LEA’s HCMS, bringing Compass into alignment with the state’s higher standards, dramatically improving the data produced by the system and improving the quality of all human capital decisions that are made based on Compass data. To ensure strong implementation of Compass, the initiatives we propose to better align educators to this system will further align the HCMS to each LEA’s vision of instructional improvement.

*Compass tools and data inform key human capital decisions in each LEA (Absolute Priority (2))*

In Louisiana, LEA and school leaders use Compass results to inform a number of human capital decisions. In 2012, legislation was passed that gave superintendents and principals the authority to make key workforce decisions, and required LEAs to tie certain workforce

decisions—compensation, tenure, and reductions in force—to evaluation results (Act 1 of 2012 and Act 570 of 2014), see Appendix F11 and F12 respectively).

LEA and school leaders are able to access individual and aggregated data through the CIS. Additionally, the LDOE provides an LEA-wide “educator workforce report” annually to help LEA leaders in making human capital decisions (Appendix F13). The following decisions are informed by Compass data, stored in the CIS:

- *Recruitment, Hiring, and Placement:* Educator workforce reports produced using data from the CIS and other data systems indicate any needs and equity gaps in teacher placement. LEA and state leaders use this information to determine recruitment needs in high-need schools and high-need subject areas. This information informs partnerships with preparation programs, as well as incentives within the PBCS, to facilitate more equitable access to effective educators.
- *Compensation:* Compass is the foundation of the PBCS for each LEA. By law, any educator rated Ineffective is not eligible for any compensation increase. Educators at other performance levels may be eligible for additional compensation, depending on the LEA. In 2012-2013, the LDOE offered extensive training and support to LEAs in the design of PBCS per Act 1 of 2012. All partner LEAs and LEAs across the state include a PBCS as part of their overall approach to compensation. To achieve the goals of this project, partner LEAs will review and adjust their PBCS as needed, as described in the proposed strategies below.
- *Professional development:* Individualized support for teachers to enhance their growth and development is informed by the Compass process. As teachers partner with school leaders to set their annual student learning targets and then revisit progress against them regularly throughout the year with information from quality assessments, they identify the supports that would be most helpful to achieve that growth by analyzing assessment data as well as

observation data in Compass. The proposed modifications to Compass, described below, will improve the information Compass produces about areas to target for PD. More detail is provided on tailored PD under selection criterion C.

- *Tenure:* Louisiana sets a very high bar for tenure. As of 2013, educators must earn a rating of “highly effective” within the evaluation system for five years within a six year time frame in order to gain tenure. Additionally, if a teacher has earned tenure, but receives an Ineffective rating, their tenure is revoked.
- *Promotion:* Effectiveness is core to identifying educators who are ready to take on new responsibilities, whether additions to their current role, such as becoming a Teacher Leader or mentor teacher for an aspiring or new teacher, or a new role such as a school leader.
- *Retention:* Educator workforce reports indicate retention rate effectiveness level and by years of experience for the LEA compared to the state. The reports also indicate the top reasons for departure. LEAs use this aggregate information to identify gaps in retention practices in order to improve them going forward. A key retention strategy in Louisiana is providing leadership opportunities to effective educators; school and LEA leaders use Compass educator effectiveness ratings to identify potential mentor teachers and Teacher Leaders.
- *Dismissal:* By law, if a teacher or school leader is rated as Ineffective on their final Compass evaluation, he or she should be placed on an intensive assistance plan for the following year. If the individual is evaluated the following year, and receives a second Ineffective rating, the school or LEA shall proceed with termination of the employee (Appendix F15).

*Our project will improve the PBCS and deepen and integrate HCMS components to meet objectives (Requirement 1(b), Absolute Priority (3) and (4))*

This project will accomplish two primary objectives focused on strengthening our HCMS and the PBCS employed by each LEA:

1. Improve student assessments and educator goal-setting that live at the heart of the HCMS. As a result, deepen the coherence between the Compass evaluation and support system and other elements of the HCMS so the system provides a robust basis for PD, performance-based compensation, and educator advancement.
2. Expand equitable access to excellent educators through the development of a more robust talent development pipeline from pre-service educators through principals that is based on improved Compass evaluation and support system tools and results.

The LDOE and partner LEAs propose to use TIF funds to make the following four changes to our HCMS to meet the above objectives (*addressing Absolute Priority 3*):

**1. Improve the foundation of the Compass evaluation and support system by building an aligned assessment and goal-setting system:**

- a) Secure and scale high-quality, standards-aligned diagnostic and interim assessments that will serve as the basis for setting ambitious student achievement goals, driving instruction, and identifying areas for educator PD. This includes assessments in core content areas (math, English, social studies, and science) and unique setting (e.g., early elementary, English Language Learner classrooms, special education classrooms).
- b) Provide expert support and coaching to LEAs to build and implement a comprehensive, aligned assessment system. The LDOE will engage an expert support provider to work with each partner LEA to audit their assessment system, vet and purchase or build high-quality aligned assessments, modify or develop new tools to support the use of assessments for setting and monitoring student achievement goals, and rid the system of misaligned assessments.
- c) Ensure all instructional leaders (LEA leaders, principals, teacher leaders, mentor teachers) and preparation providers are trained in the new system and tools, including

how to use assessment data to set and monitor goals, how to support teachers to engage in this goal-setting process so that instruction is focused on powerful achievement goals, and how to use enhanced data reporting and visualization functions in CIS that provide detailed analyses and reports highlighting focus areas, coaching needs, and instructional supports.

**2. Improve and extend Believe and Prepare:**

- a) Develop and strengthen partnerships between partner LEAs and teacher preparation programs.
- b) Align preparation curriculum to current expectations for teachers, including skills needed to use assessments and assessment data to inform instruction and accelerate student learning. LEAs and preparation program partners will work together to adapt curricula to prepare pre-service teachers for the expectations of the partner LEA. This will include preparing pre-service teachers in all of the components of Compass, including the competencies described in instructional rubrics, using assessments to set goals, and analyzing data to inform instruction and monitor progress toward goals.
- c) Where pre-service programs are undergraduate programs, provide the necessary support and resources to ensure they include yearlong residencies in partner LEAs' schools.
- d) Strengthen the role of the mentor teacher. Strong mentor teachers are essential to the success of the residency year and in many schools also provide critical support to first-year teachers, thereby improving retention of new, effective teachers and closing gaps between LEAs with respect to access to effective educators. To strengthen this component of Believe and Prepare, the LDOE will complete the following:
  - i) Codify the essential elements of the mentor role and the knowledge and skills a mentor must possess.

- ii) Support LEA/provider partnerships to identify and select more mentor teachers who have demonstrated success per Compass and who demonstrate leadership skills.
- iii) Develop a more robust approach to training mentor teachers. This will include ensuring mentor teachers are highly skilled in the use of the assessment system for goal-setting, as well as other components of Compass, and that they develop the coaching and feedback skills needed to build the knowledge and skills of new and aspiring teachers.
- iv) Work with LEAs to offer differentiated compensation to mentors and teacher residents through their PBCS so as to increase retention.

**3. Strengthen and expand the Principal Fellowship:**

- a) Expand access to the Fellowship to ensure every rural LEA has at least one participant each year, ideally serving all local principals within the five-year grant period.
- b) Align fellowship content to increase focus on effective use of HCMS, including the new assessment system. Content will focus on developing principals' skill to understand results, set school goals, and guide the goal-setting of others. Learning opportunities will also focus on improving the instructional leadership skills needed to implement processes and structures to support instructional improvement (e.g., collaboration, leveraging Teacher Leaders and mentor teachers to provide instructional leadership), monitor progress toward goals, and coach and evaluate teachers.
- c) Prepare principals to manage their workforce effectively by identifying and projecting teacher workforce needs, leveraging the enhanced data reporting and visualization functions from CIS and other reports, using Believe and Prepare as an effective recruitment mechanism, and building a cadre of talented mentor teachers and Teacher Leaders as an approach to retention and leadership pipeline.

4. **Offer differentiated compensation based on demand for working in rural areas and on performance using improved Compass goals.** In addition to the initiatives above, including offering performance-based compensation to mentor teachers, the LDOE and partner LEAs will further address recruitment and retention challenges by working to evaluate and improve incentive pay programs for working in rural, hard-to-staff areas and for teacher performance using improved Compass goals through their PBCS.

***This project is part of a comprehensive effort to improve teaching and learning (b)(1)***

The proposed project is inextricably intertwined with the breadth of work across Louisiana focused on improving teaching and learning and supporting rigorous academic standards for students. The LDOE is focused on five critical education goals that guide a comprehensive approach to improving teaching and learning and supporting rigorous academic standards for all students:

- Align standards, curriculum, assessment, and PD that are as challenging for students and educators as any in America.
- Prepare every educator under a mentor educator through a professional residency.
- Unify child care, Head Start, and prekindergarten to prepare every student for kindergarten.
- Create opportunity for every graduate through Jump Start, Advanced Placement, and other early college pathways to a funded education after high school.
- Focus relentlessly on students in persistently struggling schools by transforming those schools and creating new options.

The first two strategies are squarely addressed by this project proposal and as such this project will be integral to the shifts occurring to enable highly effective educators and an environment that enables high student achievement.

*The LDOE has a set of approaches to enable statewide adoption of high standards and reforms*

The LDOE has a strong track record of implementing statewide reforms at the local level, enabled by systems that are tightly linked to LEAs.

*Teacher Leaders.* Based in the belief that those closest to students are best positioned to make instructional decisions, the LDOE has invested in identifying and developing Teacher Leaders in schools across the state. Teacher Leaders provide another layer of instructional leadership in schools, adding to school capacity to implement changes, disseminate resources, lead collaboration focused on student learning, and provide individualized PD to teachers based on needs identified through Compass. This cohort of more than 5,000 educators, representing every school in the state receive training through an annual Teacher Leader Summit, and three Teacher Leader Collaboration events.

*Network structure to support implementation.* The LDOE networks support LEA leaders to analyze student, CIS, and workforce data to determine top academic and workforce priorities, explore funding for priorities, and communicate the LEA vision to stakeholders. In addition, networks provided critical training and coaching to districts as they prepare to use improved assessments, the CIS system, and large-scale training.

***The project proposed will involve close collaboration between the LDOE, partner LEAs, and other key partners (b)(2)***

Each of the four core elements of our project will involve proven partners, dedicated to increased educator effectiveness and student achievement in Louisiana's rural LEAs. Each of the third-party partners, in addition to other supporters, has provided a letter of support for this grant application, found in Appendix E.

**Developing aligned assessment systems.** The LDOE will identify an expert provider to support each LEA to develop and implement an aligned assessment system. Because every LEA

has its own assessment system, the engagement will necessarily involve close collaboration between the expert provider and LEA test coordinators to ensure the resulting assessment system, accompanying tools, and PD and coaching to implement the system effectively meet the specific needs of the LEA. The LEA will also engage teacher preparation partners in this work. Based on successful pilot work with three LEAs this past year and their interest in serving TIF LEAs in this capacity Achievement Network (ANet) will likely serve as the expert provider.

**Improving and extending Believe and Prepare.** The LDOE has learned from the first three cohorts of Believe and Prepare partnerships that the best partnerships are co-led by the LEA and preparation provider. LEAs and provider partners will work together to align teacher preparation programs school expectations. Through joint meetings with BESE and the BOR, regular meetings with the heads of preparation programs and the Louisiana Association of Colleges of Teacher Education (LACTE), and consultation with BESE’s Educator Effectiveness Committee, the LDOE will work to understand how challenges in teacher preparation can be overcome and propose policies that will support needed changes.

**Strengthening and extending the Principal Fellowship.** The LDOE has partnered with the National Institute for School Leadership (NISL), a nationally recognized provider of leadership development, over the past year to deliver a high-quality fellowship experience to Louisiana principals. NISL tailors the curriculum of its fellowship program to the Louisiana context by embedding the specific tools, resources, and systems used in Louisiana into the fellowship content. NISL conducts a full audit of every unit compared to state materials before the start of each new cohort and the LDOE provides feedback to ensure the highest degree of alignment with the state approach. A recent RAND study found NISL as the sole “Professional Learning Activity for Principals” to increase student achievement and meet the Every Student Succeeds Act Tier II level of evidence (moderate evidence) (Herman, et. al., 2016).

**Adjustments to Compensation.** The LDOE’s Director of Educator Workforce will provide support to the personnel director in each LEA to review and, if appropriate, adjust the LEA’s PBCS to incorporate compensation incentives as described in the plan above. Support will also be provided for educator focus groups to advise LEA leadership on PBCS adjustments.

***The project is supported by a strong theory resulting in improved student outcomes (b)(3)***

In order to increase student achievement and improve equitable access to effective educators in rural LEAs, we have developed a plan that addresses these goals from three points along the human capital continuum: teacher preparation and recruitment, instructional improvement, and leadership pipeline.

This plan expands access to effective educators to rural LEAs by connecting teacher preparation programs directly to high-need schools. This will enhance the certified teacher pipeline to those schools and align the program experiences to prepare aspiring teachers for real school experiences and expectations, thereby increasing the effectiveness of teachers in those schools. We will do this by building on the Believe and Prepare program, establishing and strengthening partnerships between rural LEAs and teacher preparation providers in order to increase rural LEAs’ access to and retention of excellent teachers.

With respect to instructional improvement, this plan improves educator effectiveness and student achievement by improving educators’ ability to understand what their students know; set ambitious, standards-based goals for improved student achievement; monitor progress toward those goals; and receive the support they need in order to achieve those goals. To do this we will support each LEA to establish formative assessment systems that are aligned to the state’s rigorous standards. Having aligned assessments will enable the system to produce relevant information about educator strengths and needs that will inform school-wide and individualized educator PD to improve educator effectiveness and student achievement.

Finally, to further support recruitment and retention of excellent educators and improve student achievement, this plan strengthens the instructional leadership pipeline. Making teachers more effective will result in more teachers who are satisfied, who thus choose to stay in their schools longer, and become instructional leaders. We will strengthen leadership development and the leadership pipeline by aligning existing development supports provided to instructional leaders (a Principal Fellowship and training programs for mentor teachers and Teacher Leaders) with the expectations of the improved evaluation and support system and increasing the access to these leadership development opportunities in our rural LEAs. The specific objectives, activities, outputs, and outcomes of this plan are depicted in a logic model in Appendix C.

***The proposed project will build on and integrate with similar efforts across the state, including the Equity Plan and previous TIF grant ((b)(4) – part 1 of 2, (Invitational Priority))***

As described in detail in the sections above, and section (b)(1) in particular, this plan builds on current improvement efforts to the human capital pipeline and leadership continuum, to increase rural access to effective educators. Specifically, this plan will advance existing efforts by ensuring that the existing PBCS is built on a strong foundation of assessment and goal-setting, improving and extending successful teacher preparation program partnerships to more rural LEAs, and improving and extending the Principal Fellowship program.

In alignment with the TIF Invitational Priority, the entire project is consistent with the three key strategies laid out in the state’s Equity Plan, focused on promoting equitable access to effective educators for students from low-income families and for minority students: (1) expansion of Believe and Prepare, (2) encouraging more and stronger partnerships between LEAs and prep programs, and (3) supporting innovative recruitment and hiring practices.

Some LEAs throughout the state have opted to participate in TAP. In 2010, the LDOE, along with NIET and eight partner LEAs, was awarded a TIF grant to implement TAP in partner

LEAs in order to increase teacher effectiveness and thereby close student achievement gaps and improve the educational experience for all students. Since then, Louisiana has expanded TAP implementations to hundreds of schools across the state. One of the partners in this project (Caldwell Parish) uses TAP within their LEAs to inform their approach to educator development and student achievement.

***Existing public and private funding streams have fueled and will continue to fuel the work that forms the foundation upon which the project will build (b)(4) – part 2 of 2***

The project element focused on improving assessment and goal-setting has its roots in related efforts to improve teacher effectiveness and student achievement, including the Teacher Leader program, and regional network collaboration. Similar to these supports, the LDOE provides a variety of programs beyond the Principal Fellowship program to promote principal instructional leadership, including tools such as a teaching and learning guidebook that support principals in making decisions around workforce planning, curriculum and PD, and goal-setting and educator support, the Compass system, and coaching and support from regional network leaders. The programs are funded through the SEA general fund, in addition to 8(g), and IDEA.

Believe and Prepare partnerships and programming have been funded through Title 1, Title II, IDEA, and 8(g) block grant funds at the SEA level. The Council for Chief State School Officers (CCSSO), the National Council on Teacher Quality (NCTQ), and the Charles and Lynn Schusterman Foundation have provided funding for stakeholder engagement and inspections of teacher preparation programs. Preparation programs who may need to both support teacher candidates during their residency year and fund staff to lead the partnership have employed their internal resources to engage in this important work. To provide financial aid to support teacher candidates they have used AmeriCorps funds, Federal TEACH grants, and USDOE Supporting Effective Educator Development grants.

TAP addresses the same relevant outcomes as the TIF project. Schools implementing TAP have employed a variety of funding sources to support associated costs, including Title I, Title II, Title III, Title VI, Education Excellence Funds (available by grant application to the LDOE), local funds, and partnerships with other LEAs, foundations, and local businesses.

### **CRITERION C: PROFESSIONAL DEVELOPMENT SYSTEMS**

Louisiana LEAs and the LDOE have strong systems and structures in place to identify and support the PD needs of schools and individual educators.

*The Compass Information System (CIS) aggregates rich information on student achievement and educator effectiveness for LDOE, LEA, and school leaders to use in defining PD*

The CIS stores and reports on the rich data in Compass, including student learning targets, teacher evaluation scores, tenure or intensive assistance status, goals, observation dates/notes/scores, and more. It is accessible to teachers and leaders at all levels of the system with appropriate permissions set based on supervisory responsibility, as well as to the public through an annual report. Compass is used with nearly 100 percent fidelity across the state and has been since first implemented, resulting in the availability of strong current and historical performance data. It does not yet include dynamic reporting features, nor does it store or report information on preservice teachers' performance.

*LEA leaders access robust LDOE and third-party PD developed based upon identified needs*

The LDOE provides PD support and resources to LEA leaders through an annual process supported by quarterly leadership development convenings and individualized support from LDOE network teams. To deeply understand the strengths and needs of constituents throughout the state, the LDOE conducts reviews of student results from state assessments and other metrics in Compass and then conducts site visits to investigate high-growth and low-growth schools and LEAs identified through this analysis. Site visits include observations, focus groups, and

interviews to understand school practices, successes, and needs. Additionally, the LDOE creates educator workforce reports and principal and LEA profiles that they share with LEAs and schools (see Appendix F13 and F16 respectively for examples) use to determine the most relevant and valuable PD topics to offer to LEA and Teacher Leaders.

Informed by this rich information, the LDOE networks convene LEA leaders quarterly and offer sessions designed for Chief- and Director-level leadership, as well as Teacher Leaders and principals. A variety of sessions are offered, enabling leaders to access the sessions that align to their responsibilities and meet their current PD needs. Though quarterly collaborations are optional, 100 percent of LEAs opt in and satisfaction numbers from post-session surveys are above 90 percent. Network team leaders follow up individually with LEA leaders, providing support to help them implement the plans they made based on what they learned and their core priorities. In addition to in-person supports, the LDOE provides extensive planning tools and resources, including the district planning guide and a host of other resources.

*LEA leaders use evaluation data to provide PD and advancement opportunities to principals and identify Teacher Leaders and master teachers*

LEA leaders analyze principal profiles and school-level Compass data in conjunction with LDOE-provided educator workforce reports to prioritize areas for school leadership improvements. LEA leaders, following the planning process detailed in the district planning guide and with support of the LDOE as described above, reflect on which schools are performing well and why, what support structures are helping principals to improve, and how the LEA can sustain or improve supports for principals. LEA leaders make key planning decisions and identify appropriate PD supports for principals based on this information. For example, examining the VAM data disaggregated by subject area in the educator workforce report, a superintendent may see areas of strength or need in particular subject areas and make curricular

and/or PD choices based on that information. Targeted supports based on individual need might include providing tools and resources in goal-setting; providing direct support through a series of trainings that help principals build effective systems for goal setting, observation, feedback, and collaboration; or, for principals who have basic systems in place and are ready to deepen their instruction leadership, providing the Principal Fellowship, which supports individual school leaders in enhancing their instructional leadership skills.

LEA leaders also use disaggregated educator effectiveness data from Compass to recommend teachers to the state's Teacher Leader program (described under Criterion B). Teacher Leaders report very high levels of satisfaction with the PD supports provided by the state; 94 percent of attendees at the June 2016 convening agreed that "the 2016 Teacher Leader Summit will have a positive impact on my work as an educator."

*School leaders use Compass data to support teachers to improve instruction*

Systems to support ongoing teacher development throughout a school year include leadership team meetings, grade-level or department collaboration, whole-school PD, and individualized coaching through observation and feedback cycles. The LDOE Principal Planning Guide and accompanying tools codify these structures that support continuous learning and provides guidance on implementation. The most successful LEAs are fully implementing these structures and practices and this project will ensure full adoption across partner LEAs. At the heart of school-level PD is the goal-setting process described under Criterion B. After goals are set, the leadership team uses tools and protocols to review results and student goals and identify educator needs in order to meet those goals. For example, disaggregated data on subgroup performance might indicate that teachers need additional training on specific strategies to better meet the needs of special education, ELL, or minority students. The team then makes decisions about how to allocate resources to support improvement. Based on the goals and focus areas

identified, the team may determine an area of focus for school-wide PD (for example engagement strategies, or math curriculum implementation), to be differentiated by subject area or grade level when relevant. This may involve a school engaging a support provider with particular expertise, or leveraging their Teacher Leaders to train teachers on use of tools, use of data, or other resources.

Instructional leaders at the school work to support grade-level or subject area teams in regular collaboration focused on improving student learning. These teams examine student data and set goals, and agree on interim assessments to measure progress toward those goals.

Throughout the year, teachers collaboratively examine evidence of student learning, identify effective practices and areas for improvement based on student data, and adjust instruction to ensure they are on track to meet their goals. School leaders differentiate support to these teams based on a team's facility with analyzing data to inform goal setting and instruction. In some cases, a teacher with exceptional results may be identified by the leadership team at the beginning of the year to lead his or her team in this work. A school's leadership team meets regularly throughout the year to reflect on progress toward goals and adjust PD supports accordingly. These decisions are informed by disaggregated assessment and observation data from Compass as well as team meetings, and/or school-wide walkthroughs.

The principal and leadership team also draw on a variety of supports to provide individualized PD to teachers depending on need. Based on a teacher's Compass effectiveness data (including previous results and current progress toward goals) accessed through the CIS, an individualized support plan might include peer observations, model lessons, and/or external PD opportunities. Resident and first-year teachers also receive ongoing individualized support from their mentor teacher. Mentor teachers individualize support for those they support based on student data and instructional observation data, both part of the Compass system.

The TIF project proposed will strengthen robust implementation of this cycle of continuous learning across partner LEAs.

#### **CRITERION D: MANAGEMENT PLAN**

*Leaders for the project have robust content knowledge and experience managing Federal funds*

We intend to steward TIF grant funding and manage project execution similarly to how we structured our successful 2010 TIF grant execution. The TIF project director, to be hired specifically for this role and allocated 100 percent to the project, will be responsible for overall success of the grant. Key responsibilities of the project director will include maintaining the integrity of the project vision and managing toward project goals; managing partnerships with LEAs, preparation program providers, NISL (Principal Fellowship provider), and other key partners in the work; ensuring effective budget management; managing and monitoring project plan implementation; and managing an advisory board, including leading quarterly meetings.

A TIF advisory board will include the project director, the State Assistant Superintendent of Talent, the State Assistant Superintendent of Academic Content, LEA superintendents, Directors of Talent and Academics from each LEA, and the LEA and preparation provider Believe and Prepare partnership leads from each partnership. The group will meet quarterly, with three of the quarterly meetings organized to include community discussion and learning along with the ongoing fiscal and programmatic oversight. These sessions will convene advisory board members along with project leads from each key external provider and select teachers and principals to share promising practices, discuss problems of practice, and advise the LDOE on LEA capacity to continue and advance TIF-supported programs. One quarterly meeting each year will be a formal board meeting to provide a consistent platform for review of the status and improvement of the Louisiana TIF project. The TIF project director will establish a monitoring plan that includes collecting and reviewing budget information on a quarterly basis and

conducting biannual check-ins with each partner LEA. The advisory board will review the monitoring plan to monitor progress of the project, as well as ensure the long-term sustainability and LEA capacity to continue and advance the program. Based on the board's findings, with permission from the USDOE, changes or adaptations will be made in the project's implementation to ensure that all objectives are met.

Experienced leadership is responsible for stewardship of federal funds and the success of the TIF program. The TIF project director will be supported by two senior leaders at the LDOE, the Assistant Superintendent of Talent, Hannah Dietsch, and the Assistant Superintendent of Academic Content, Rebecca Kockler. Hannah has led talent initiatives at the state and local level for the past 13 years and has experience managing large budgets and cross-functional initiatives. Rebecca has led academic initiatives including curriculum development and coaching struggling schools and educators for the past 11 years. In conjunction with the quarterly advisory board meetings, this Executive Leadership Team will report to State Superintendent of Education John White to keep him informed about project progress and seek his input on decisions or challenges where necessary. Beyond leadership, critical members of the team required to execute on this work include the following:

- Sara Strickland, Director of Educator Workforce. Sara oversees LDOE initiatives relative to educator workforce, including the annual production of educator workforce reports and implementation of the LDOE's Equity Plan.
- Julie Stephenson, Executive Director of Educator Preparation. Julie oversees LDOE initiatives relative to teacher preparation, including Believe and Prepare growth strategy, policy, relationships with institutions of higher education, and stakeholder engagement.
- Rebecca Freeland, Director of Field Support. Rebecca oversees the LDOE's Believe and Prepare pilots, including training and support for preparation partnerships and mentor

teachers, and grant monitoring (site visits, reporting, budget management, etc.). Rebecca's role will be allocated 100 percent to field support related to TIF.

- Alicja Witkowski, Chief of Staff, Academic Content. Alicja oversees all operations of the Office of Content including the management of all field-facing structures (Teacher Leaders, LEA collaborations and network teams).
- Cheryl Arabie, Director of Principal Support. Cheryl oversees LEA support and development of principals including the implementation and expansion of the Principal Fellowship.
- Melissa Mainiero, Director of Compass. Melissa oversees Louisiana's implementation of teacher and principal evaluation, including the work of teacher and principal goals.
- Dr. Dana Maxie, Director of Assessment Administration. Dana oversees Louisiana's formative and summative assessment system, including implementation, administration, design, and contracts.
- New Hire, Manager of Interim and Formative assessment. New hire will support the Director of Assessment Administration to build a unified interim and formative assessment system for district use including all core content.
- Rebecca Lamury, Director of Data Systems and Quality. Rebecca oversees the entirety of the state's data systems including all improvements to the functionality of workforce reporting and the CIS.
- Mike Collier, Manager of Data Systems and Quality. Mike manages operations of the CIS and other key workforce data systems.
- New Hire, CIS Data Systems Manager. Oversee reporting and data visualization improvements to the CIS system.
- New Hire, Data Analyst. New hire will support the rebuild of district, principal, and teacher reporting, including the processing of VAM and other data related to the HCMS.

□ Network Leaders and coaches. Each network leads a group of at least sixteen districts. They provide direct coaching to individual TIF partner districts.

*The management plan lays out an achievable timeline for accomplishing activities to meet grant objectives, with clear ownership (Requirement 1(1), Absolute Priority (4))*

The implementation plan below outlines milestones, responsible parties, and a timeline for completion. This plan is designed to fulfill the goals and objectives of this project on time and within budget. The activities also ensure the long-term sustainability of the project.

Major Activities and Milestones	Owner(s)	Support	Timing
<b><i>Objective 1: Improve HCMS/ESS coherence</i></b>			
<i>Through improved student assessments and educator goal-setting, deepen the coherence between the Compass evaluation and support system and other elements of the HCMS so the system provides a robust basis for PD, performance-based compensation, and educator advancement.</i>			
Identify and manage partnership to develop/procure formative assessment system aligned to Louisiana Student Standards	Director of Assessment Administration	Director of Compass, Assistant Superintendent of Academic Content	RFP currently out, RFP awarded September, 2016
Expand partnership with ANet based on results of pilot programming	Director of Assessment Administration	Director of Compass, Assistant Superintendent of Academic Content	Fall, 2016
Support LEAs in conducting an audit of their current assessment system for quality, adopt and implement new formative assessment system as needed, and align assessments to goal-setting process for teachers and principals	TIF Project Director	Director of Assessment Administration, Assistant Superintendent of Academic Content	Winter, 2016 - spring, 2017
Train teacher leaders, mentor teachers, network teams, district leaders and principals on new assessments, data usage and goal-setting.	Director of Assessment Administration	TIF Project Director, Director of Compass, Director of Field Support, Academic Content team	Begin winter 2017, ongoing at each collaboration
In TIF Believe and Prepare partnerships, adapt preparation curriculum to include coursework and clinical practice to ensure that program completers are prepared to use high-quality, aligned assessments and resulting data	Executive Director of Educator Preparation	Assistant Superintendent of Talent	Aligned curriculum by Jan. 2018 and implementation by Aug. 2018

Monitor teacher and principal goal-setting processes to ensure alignment to new formative assessments and student achievement	Director of Compass	Assistant Superintendent of Academic Content	September-November 2016
Identify and oversee upgrades to CIS, and train users to use new functionality	Director of Data Systems and Quality	Assistant Superintendent of Academic Content	Spring 2017-ongoing
Monitor annual student learning targets and student assessment results to determine if adjustments and additional training on the goal-setting process is needed.	Director of Compass	Assistant Superintendent of Academic Content	Each fall as goals are set and spring as they are reported
<p><b><i>Objective 2a: Expand equitable access to excellent educators cultivated through a more robust talent development pipeline</i></b></p> <p><i>Through expanded and strengthened partnerships with preparation providers, increase LEAs' access to and likelihood of retaining excellent teachers</i></p>			
Using workforce reports and improved local assessment/goal data, work with LEAs identify short- and long-term teacher staffing needs, including needs in specific schools and for specific certification areas, and changes to PBCS	Director of Educator Workforce	Assistant Superintendent of Talent	March 2017 and annually thereafter
Adapt pre-service curriculum to: <ul style="list-style-type: none"> <li>include a year-long residency for all teacher candidates; and</li> <li>ensure alignment with and focus on new assessments and goal setting.</li> <li>adopt evaluation practices that reflect Compass evaluation</li> </ul>	Executive Director of Educator Preparation	Assistant Superintendent of Talent	Residency: Aligned curriculum by Dec 2017, and implementation by Aug. 2018. Assessment Alignment: Aligned curriculum by Dec. 2017, and implementation by Aug. 2018
Determine budget for, select, train and match mentor teachers to teacher residents	LEA Teacher Residency Lead	Executive Director of Educator Preparation, Director of Field Support, Director of Educator Workforce, LEA Personnel Director	Annually (Jan-August)

Based on feedback from program participants and outcomes data, identify improvements and modifications to incorporate into the teacher preparation program, and communicate program best practices at quarterly collaborations and Believe and Prepare community meetings	Executive Director of Educator Preparation	Director of Field Support, Assistant Superintendent of Talent, LEA Teacher Residency Leads, Educator Preparation Programs. Assistant Superintendent of Talent	Ongoing, beginning March 2017
<p><b><i>talent development pipeline</i></b>  <i>Through expanded and strengthened Principal Fellowship, expand LEAs' access to and retention of excellent leaders who establish strong HCMS in their schools</i></p>			
Provide National Institute of School Leadership (NISL) facilitators/trainers with understanding of revamped approach to goal-setting and assessments in order to adapt Principal Fellowship (PF) curricular content to align with revised instructional/coaching approach	Director of Principal Support	Assistant Superintendent of Academic Content	Annually, spring
Provide tailored instructional leadership development, aligned to Compass throughout program, in order to support informed decisions about recruitment, training and support based. Train facilitators to lead PF in-house.	NISL	LEA Principal Supervisors, LEA Personnel Directors, Director of Principal Support, Network Teams, Director of Educator Workforce	Ongoing, beginning March 2019
Provide support to districts with PF participants to develop support plans for participants post-fellowship to monitor and ensure implementation	Network teams	Assistant Superintendent of Academic Content	Winter collaborations each year

**CRITERION E: ADEQUACY OF RESOURCES**

***The PBCS in each LEA was developed with input of educators impacted by the PBCS ((e)(1), Requirement 1(2))***

Teacher and leader input into the development of each of the elements of our state- and LEA-level HCMS, including the PBCS, is critical to the success of our talent approach.

Compass, the heart of the PBCS, was developed in consultation with an advisory committee formed to engage key members of the education community in the development of the new system: the Advisory Committee on Educator Evaluation (ACEE). ACEE's charge was to make recommendations on the development of a VAM model to be used in educator evaluations; make recommendations on the identification of student growth measures for grades and subjects for which value-added data is not available; and make recommendations on the adoption of standards of effectiveness. The ACEE was composed of 50 percent practicing classroom teachers and representatives from several educator unions and associations, (see Appendix F17).

To effectively reach as many stakeholders as possible, Louisiana created and implemented an aggressive communication and engagement plan. As a result of these efforts, nearly 10,000 educators participated in Act 54 briefings, more than 2,600 educators participated in online surveys to inform design and development, about 250 teachers were involved in working groups, and more than 15,00 teachers participated in value-added pilots.

Individual LEAs have shaped the specifics of their PBCS through local input of teachers and school leaders. As an example, to make sure that all educators in Lincoln Parish had an opportunity to contribute feedback on the new system, the district developed a committee to define the PBCS and held meetings with teacher representatives from each school to discuss the proposed compensation model. Similarly in Assumption Parish, a salary committee was formed consisting of district staff, principals, assistant principals, board members, and teachers. The group met several times during each school year to determine the structure of the PCBS. The findings were presented to the board for approval. In Morehouse Parish, after concerns from teachers about the approach to PBCS, district leadership revamped their approach to ensure broad educator support.

The LDOE and LEAs are continuously improving on the HCMS and PBCS with input from teachers and leaders. Numerous adjustments to the system and associated state policy have been made over the last three years in response to feedback from educators and LEA leaders (Appendix F17). For example, extensive stakeholder engagement on teacher preparation issues was conducted in 2014-15 and 2015-16 through surveys, focus groups, and public meetings. Likewise adjustments made to PBCS through TIF will provide for educator input.

***After grant period ends, TIF elements will be funded through existing sources ((e)(2))***

The practices and programs supported by this grant will largely be woven into the fabric of how LEAs, schools, and partners operate, limiting the need for external investment.

**Aligned assessment and goal-setting system.** The cost of developing new, aligned diagnostic and interim assessments in our partner LEAs will be fully realized within the grant period. At that point, ongoing costs related to this work will mirror current investments each LEA makes in initial training of new educators and ongoing PD to ensure high-quality implementation, as well as ongoing costs of maintaining the online platform that houses the assessment system. The same is true of upgrades to CIS, which will be accomplished during the grant period and maintained at no additional cost.

**Believe and Prepare.** After the initial investment in aligning preparation programs to school expectations and developing or enhancing residency programs, partnership leads will focus primarily on understanding and being responsive to needs regarding workforce preparation and refining residency programs. The reduction in turnover by up to 300 percent due to the introduction of high-quality residency programs will enable LEAs to invest in stipends and training for mentor teachers and residents, rather than funding recruitment, hiring, and onboarding. Ultimately, residency oversight responsibilities will be absorbed into an existing academic or talent chief's time. LDOE is currently conducting a BESE/BOR-commissioned

fiscal impact study that will project short- and long-term costs associated with shifting to a yearlong residency model statewide, and identify sources of funding to sustain yearlong residencies over time.

**Principal Fellowship Program.** The LDOE currently trains facilitators who are approved by NISL. Each time a facilitator is trained the cost of the program goes down due to the lower cost of using an internal facilitator. To ensure sustainability of the fellowship, we will continue training internal facilitators and over the course of three years, have all Principal Fellowships led by internal facilitators approved by NISL; this will reduce the overall cost of the fellowship. Over the longer term the cost would continue to be funded out of grant 8g and federal 1003a funds, and local LEAs will continue to fund a portion per participant, as they do today.

**Differentiated compensation based on demand and performance.** Initially, where necessary, TIF funds will be used to support compensation adjustments in LEAs such as incentive pay for teaching in a rural area and for performance on strengthened goals. After the grant period, savings from reduced PD costs driven by more effective and prepared teachers, and savings from developing robust teacher preparation partnerships will be repurposed to use as performance based compensation for working in a rural area. Additionally, funding from Title I, Title II and IDEA may be repurposed to fund this line item.

**Project leadership and other supports.** The TIF projects proposed here require an initial investment of funds and human resources that will far surpass the needs for sustaining the programs. Project leaders will shift focus from establishing strong programs and systems to providing monitoring and periodic support with much less of their time. The personnel costs will be built into the roles and responsibilities of each leader's primary role and any roles that are no longer needed will be eliminated. Teacher Leaders and regional networks will continue to be funded by the state as described in Criterion B.

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## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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To add more "Other Attachment" attachments, please use the attachment buttons below.

**APPENDIX A: TIF APPLICATION REQUIREMENTS CHECKLIST**

To be considered for funding, applicants must address the following general program application and program requirements that the NIA requires. To ensure the fulfillment of every program requirement and authorized activity listed below, the Department strongly encourages the applicant, to indicate the page number(s) where the specific component is located in the program narrative on the left side of the page for the elements of the Absolute Priority and Requirement 1.

<p>(a) pp13-24</p> <p>(1) pp18</p> <p>(2) pp18-20</p> <p>(3) pp 12-24</p> <p>(4) pp 20-24, pp 37-39</p>	<p><b>Absolute Priority: An LEA-wide Human Capital Management System (HCMS) with Educator Evaluation and Support Systems at the Center.</b></p> <p>(a) To meet this priority, the applicant must include, in its application, a description of its LEA-wide Human Capital Management System (HCMS), as it exists currently and with any modifications proposed for implementation during the project period of the grant.</p> <p>(1) A description of how the HCMS is or will be aligned with the LEA’s vision of instructional improvement;</p> <p>(2) A description of how the LEA uses or will use the information generated by the Evaluation and Support System it describes in its application to inform key human capital decisions, such as decisions on recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion;</p> <p>(3) A description of the human capital strategies the LEA uses or will use to ensure that High-Need Schools are able to attract and retain effective Educators.</p> <p>(4) Whether or not modifications are needed to an existing HCMS to ensure that it includes the features described in response to paragraphs (1), (2), and (3) of this priority, and a timeline for implementing the described features, provided that the use of evaluation information to inform the design and delivery of professional development and the award of performance-based compensation under the applicant’s proposed Performance-based Compensation Systems in High-Need Schools begins no later than the third year of the grant’s project period in the High-Need Schools listed in response to paragraph (a) of Requirement 2--Documentation of High-Need Schools.</p>
<p>(b) pp13-15, pp21-25, Appendix F7</p> <p>(1) pp 34-39</p> <p>(2) pp39-42</p>	<p><b><u>Requirement 1: Implementation of Performance-based Compensation Systems:</u></b></p> <p>Each applicant must describe a plan to develop and implement Performance-based Compensation Systems for teachers, principals, and other personnel in High-Need Schools in LEAs, including charter schools that are LEAs.</p> <p>Applications must: address how applicants will implement Performance-based Compensation Systems as defined in this notice.</p> <p>Applicants also must demonstrate that such Performance-based Compensation Systems are developed with the input of teachers and school leaders in the schools and LEAs to be served by the grant.</p>

**TIF OPTIONAL HIGH- NEED SCHOOL ELIGIBILITY CHECKLIST**

Requirement 2--Documentation of High-Need Schools: Each applicant must demonstrate, in its application, that the schools participating in the implementation of the TIF-funded Performance-based Compensation Systems are High-Need Schools (as defined in this notice), including High-Poverty Schools, Priority Schools, or Persistently Lowest-Achieving Schools.

<p align="center">☒</p> <p>(pg.28)</p>	<p>For determining the eligibility of a “high-need school,” the Department is only aware of data regarding free and reduced price school lunches (FRPSL) as available to schools and LEAs.</p> <p>(a) A list of High-Need Schools in which the proposed TIF-supported Performance-based Compensation Systems would be implemented;</p> <p align="center">AND</p>
<p align="center">☒</p> <p>(pg.28)</p>	<p>(b) For each High-Poverty School listed, the most current data on the percentage of students who are eligible for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act or are considered students from low-income families based on another poverty measure that the LEA uses (see section 1113(a)(5) of the ESEA (20 U.S.C. 6313(a)(5))). Data provided to demonstrate eligibility as a High-Poverty School must be school-level data; the Department will not accept LEA- or State-level data for purposes of documenting whether a school is a High-Poverty School;</p> <p align="center">AND</p>
<p align="center">N/A</p>	<p>(c) For any Priority Schools listed, documentation verifying that the State has received approval of a request for ESEA flexibility, and that the schools have been identified by the State as priority schools.</p>

## Appendix C: Louisiana TIF Logic Model

**HCMS:** Human capital management system

**ESS:** Evaluation and support system

Current Situation	Objectives	Activities	Outputs	Outcomes
<p><b><i>HCMS/ESS established but not fully aligned</i></b></p> <ul style="list-style-type: none"> <li>Louisiana has established parameters and supports for a robust HCMS in every LEA, including a statewide, legislatively mandated ESS and performance based compensation approach.</li> <li>However, educator goals, the foundation of ESS, are not connected to the most important student outcomes and do not give teachers and leaders relevant and reliable feedback for improvement, and the ability to use results for HCMS, including mentoring, professional development, and career advancement.</li> </ul> <p><b><i>Inequitable rural access to excellent teachers and leaders</i></b></p> <p>Rural LEAs, particularly LEAs with high concentrations of students who are economically disadvantaged or who belong to a racial minority group:</p> <ul style="list-style-type: none"> <li>Struggle to establish a strong HCMS, including attracting, developing, and retaining excellent teachers and leaders; this limits equitable access to excellent educators.</li> <li>Are less proximate to and therefore less likely to partner with in-state teacher preparation providers, which are the primary source of certified teachers in LA; this further limits equitable access to excellent educators.</li> <li>When hiring new teachers, those new teachers are not well</li> </ul>	<p><b><i>Improve HCMS/ESS coherence</i></b></p> <ul style="list-style-type: none"> <li>Through improved student assessments and educator goal-setting, deepen the coherence between the Compass evaluation and support system and other elements of the HCMS so the system provides a robust basis for PD, performance-based compensation, and educator advancement.</li> </ul> <p><b><i>Expand equitable access to excellent educators cultivated through a more robust talent development pipeline</i></b></p> <ul style="list-style-type: none"> <li>Through expanded and strengthened partnerships with preparation providers, increase LEAs' access to and likelihood of retaining excellent teachers.</li> <li>Through expanded and strengthened principal fellowship, expand LEAs' access to and retention of excellent</li> </ul>	<p><b><i>Partner with rural LEAs to strengthen HCMS/ESS by:</i></b></p> <ul style="list-style-type: none"> <li>Improving alignment of ESS to student learning and enabling tailored professional development by developing and adopting standards-aligned assessments and a goal-setting approach disseminated through established network support system</li> </ul> <p><b><i>Partner with rural LEAs to expand equitable access to excellent educators by:</i></b></p> <ul style="list-style-type: none"> <li>Fostering partnerships between preparation providers and LEAs to strengthen pre-service teacher training to align with current teacher expectations (including engagement with the ESS) and increase access to more effective, new, certified teachers</li> <li>Expanding the principal fellowship and increasing its focus on effective use of HCMS, including goal-setting in ESS, to increase percentage of</li> </ul>	<p><b><i>HCMS/ESS coherence improves</i></b></p> <ul style="list-style-type: none"> <li>100% of LEAs use standards-aligned high quality assessments for educator and principal goal setting</li> <li>95% of educators use aligned student assessments for their goal-setting</li> </ul> <p><b><i>Educator quality increases</i></b></p> <ul style="list-style-type: none"> <li>320 new teachers are supported by mentors annually</li> <li>70% new teachers feel effectively prepared by prep program</li> <li>320 experienced teachers serve as mentors annually</li> <li>100 principals prepared through fellowship program</li> <li>Increase in access to performance-based or demand compensation</li> </ul>	<p><b><i>HCMS/ESS improves student outcomes</i></b></p> <ul style="list-style-type: none"> <li>Teacher effectiveness increases from 49% to 51%</li> <li>Student achievement increases from 27.4% Mastery and Above to 33.6%</li> <li>ESS results are more relevant and aligned with student results</li> </ul> <p><b><i>Rural equitable access increases</i></b></p> <ul style="list-style-type: none"> <li>Percentage of classes taught by out of field teachers decreases from 12.9% to 10%</li> <li>Teacher attrition rate decreases from 16.5% to 13.5%</li> </ul>

<p>prepared for what is expected of them (15.6% of teachers with one year of less of experience leave LEAs).</p> <ul style="list-style-type: none"> <li>• Mid-career effective teachers lack new challenges and growth opportunities and often leave for higher-paying jobs in other districts (45.7% of teachers with 2-10 years of experience departed the LEAs).</li> </ul>	<p>leaders who establish strong HCMS in their schools</p>	<p>effective educators</p> <ul style="list-style-type: none"> <li>• Offer differentiated compensation based on demand for working in rural areas and on performance using improved ESS goals</li> </ul>		
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## **John White, State Superintendent**

John White was named Louisiana State Superintendent of Education in January of 2012. That year he launched Louisiana Believes, the state's plan to ensure every child is on track to college or a professional career. In the time since, White has worked to unify the state's fragmented early childhood system, to modernize expectations for students, to empower teachers, to guarantee economic opportunity for high school graduates, and to provide families with expansive school options.

Since 2011, Louisiana's high school graduation rate has risen by 6.1 percentage points. Roughly 6,300 more graduates annually achieve a college-going ACT score than did in 2011. Louisiana is now the nation's fastest-improving state on Advanced Placement tests, increasing the number of students earning passing scores by 87 percent in that time. And the number of students entering college has grown by more than 3,100 - a 16 percent increase.

Prior to being named State Superintendent, White served as Superintendent of the Louisiana Recovery School District, overseeing the nation's first system of publicly-funded charter and non-public schools in New Orleans and launching the Baton Rouge Achievement Zone to replicate successes in New Orleans.

Prior to moving to Louisiana, White worked in New York City under Mayor Michael Bloomberg and Chancellor Joel Klein. While in New York he served as Deputy Chancellor, launching the Innovation Zone, a network of 100 21st Century schools that use technology to personalize student learning, and leading the city's efforts to turn around more than 100 failing schools and start 500 new charter and district schools.

White previously served as Executive Director of Teach For America – Chicago and Teach For America – New Jersey. He began his career as an English teacher at William L. Dickinson High School in Jersey City, New Jersey.

White received a B.A. in English with distinction from the University of Virginia and a Master's in Public Administration from New York University. He serves as chairman of the independent non-profit advocacy organization Chiefs for Change.

# REBECCA J. KOCKLER

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## EMPLOYMENT

### **LOUISIANA DEPARTMENT OF EDUCATION**, Baton Rouge, Louisiana

*Assistant Superintendent*, Office of Academic Content, July 2014 – Current

- Lead 40 person division and initiatives including Common Core Standards implementation, curriculum and assessment development, teacher evaluation, and educator and district training
- Created nationally recognized, first of its kind, instructional materials review process which tripled the rate of standards-aligned curricula in use around the state
- Developed and implemented Common Core English Language Arts curriculum used in over 65% of districts state-wide
- Managed the creation of Louisiana's first birth to twelfth grade summative assessment system to include nationally comparable results to ensure equity for all students
- Ensure teacher evaluation sustainability and quality by building Louisiana's first state-wide principal fellowship and expansion of the Teacher Advancement Project
- Built, expanded and run 5,400 person Teacher Leader cadre to train and coach Louisiana educators from every school and district in the state
- 90% of districts opt in to professional development market place to support standards-aligned Teacher Leader training at scale in districts

*Chief of Staff*, Office of Content, October 2012 – July 2014

- Managed the statewide implementation of the Common Core Standards including the creation of curricular guidance, a full teacher support resources suite, and assessment alignment
- Founded the first Teacher Leader cadre to include 2,000 educators state-wide from every district in the state to provide Common Core and goal setting training
- Served on the design team for Louisiana's new career diploma program designed to ensure all students have access to college and career opportunities upon graduation

### **TEACH FOR AMERICA**, New York, New York

*Vice President/Senior Managing Director*, Teacher Support Team, June 2010 – September 2012

- Oversaw the implementation of teacher training and development for over 1,300 teachers
- Managed struggling regions to turn around outcomes and reach goals within two years

*Managing Director*, Teacher Support Team, August 2009 – June 2010

- Built model and ran national expansion of instructional tools for educators; managed efforts to hire, train, and provide ongoing support to regional staff (31+ positions)

*Director of Design*, Teacher Support Team, August 2006 – August 2009

- Designed and implemented six month training sequence for 170 regional teacher coaches
- Doubled the number of teacher trainers who achieved student outcome goals

*Program Director*, Newark Regional Team, June 2005 – August 2006

- Coached 42 teachers; 66% met their student achievement goals, 94% completed full commitment, exceeding organizational averages and personal goals

### **NEWARK PUBLIC SCHOOLS**, Newark, New Jersey

*Middle School Teacher*, September 2003 – June 2005

- Raised student mastery of history standards to over 80% on school-wide exams
- Improved district science exam performance to 81% passage (school average <50% passage)

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## EDUCATION

### **ST. OLAF COLLEGE**, Northfield, Minnesota

Bachelor of Arts, Political Science, *magna cum laude*, May 2003

# HANNAH CATHERINE DIETSCH

## EDUCATION

The Broad Residency in Urban Education  
*Resident, 2008-2010*

Harvard University, Graduate School of Education  
*Master of Education, School Leadership Program; June 2003*

Cambridge, Massachusetts

Johns Hopkins University  
*Master of Arts in Teaching, Secondary English; May 2001*

Baltimore, Maryland

Tulane University, Newcomb College  
*Bachelor of Arts, English; May 1999*

New Orleans, Louisiana

## PROFESSIONAL EXPERIENCE

Louisiana Department of Education, September 2012 – present  
*Assistant Superintendent – Talent*

- Oversee educator workforce initiatives
  - Lead the transformation of educator preparation and certification policy and practice
    - Launched and oversee the Believe and Prepare teacher preparation pilot program with 60 percent LEA participation and 90 percent preparation provider participation; ensure proper use and monitoring of \$5MM in state and federal funds for pilot programs
    - Lead the design and publication of annual reports and toolkits
    - Oversee stakeholder engagement, including two large-scale educator surveys, statewide focus groups with educators and preparation faculty, regional policy discussions with district and preparation leaders, and regular communication with professional associations and advocates
    - Collaborate with counterparts at Board of Regents
  - Led the development and lead the implementation of Louisiana's plan for ensuring equitable access to excellent teachers for all students
  - Developed and oversaw the execution of the plan for statewide implementation of Act 1 of 2012, Louisiana's educator workforce management law; provided training and support to school systems as they designed new compensation systems and reduction in force policies
  - Led the launch of Compass, Louisiana's educator evaluation and support system; oversaw development of information technology system, annual and periodic reporting, and development and implementation of revised policies
  - Lead Louisiana's State Teacher and Principal of the Year program; substantially increased LEA participation and overhauled selection process to focus on student results and instructional and leadership skills aligned with Compass, Louisiana's educator evaluation and support system
  - Oversee educator certification operations
- Member of the Department's academic strategy team, a cross-functional planning and oversight committee focused on the development of instructional support initiatives and tools
- Manage \$4.5MM annual budget and, at largest, 25 FTE team

The New Teacher Project, March 2010 – August 2012  
*Partner*

- Lead consultant on a multi-year engagement with the Louisiana Recovery School District (RSD) and short-term engagement with the Louisiana Department of Education
  - Led design, launch, and implementation of a teacher evaluation and development system for the RSD
  - Led design and delivery of initial statewide training on Compass, Louisiana's educator evaluation and support system
  - Managed \$1.6MM annual budget and 8 FTE project team

*(continued)*

New York City Department of Education, January 2008 – March 2010

*Senior Director, Division of School Support (January 2009 – March 2010)*

- Developed and implemented policies designed to foster organizational alignment and efficiency
  - One of two Department employees selected to staff Chancellor Klein's 2010 Management Review
- Reduced central mandates' impact on principals' time from approximately 43% in SY08 to 30% in SY09
- In collaboration with the Chancellor's Office, managed and tracked workflow from central teams to schools

*Director of Strategy and Achievement, Empowerment Support Organization (January 2008 - January 2009)*

- Managed expansion of the Children First Network, a systemic school management reform
- Responsible for supporting four networks of staff that served a total of 90 schools and over 38,000 students

Teach For America, May 2005 - July 2007

*Director of Assignment and Matriculation, Admissions Team*

- Achieved record-breaking assignment and matriculation results
- Managed assignment and matriculation strategy, policy, and operations
- Advised on growth strategy for new and existing sites

Maryland State Department of Education; July 2003 - May 2005

*Education Program Specialist, Division of Special Education/Early Intervention Services*

- Designed and managed Maryland's first alternative-route certification program for Special Education teachers in collaboration with Maryland LEAs and preparation providers

Calverton Middle School, Baltimore City Public School System; 1999 - 2002

*Teacher/Teach For America Corps Member, 7th grade Language Arts and Social Studies*

- Increased students' pass rate on the Maryland Functional Writing Test by approximately forty percent
- Instructional Team Leader; Co-Chair, School Improvement Team (elected)

## SARA STRICKLAND

Education:	<b>NEW YORK UNIVERSITY</b> <b>Leonard N. Stern School of Business, The Langone Program</b> Master of Business Administration, May 2015 Specializations in Strategy, Leadership and Change Management & Social Innovation and Impact <ul style="list-style-type: none"><li>• Member, Social Enterprise Association, Strategy &amp; Operations Club, and Stern Women in Business</li><li>• Stern Consulting Corps, City Harvest Engagement; conducted stakeholder interviews and feasibility analysis; recommended new course of action for expansion of <i>Healthy Neighborhoods Initiative</i></li></ul>	New York, NY
	<b>PACE UNIVERSITY</b> Masters of Science in Teaching, May 2007	New York, NY
	<b>THE UNIVERSITY OF MICHIGAN</b> Bachelor of Arts, <i>cum laude</i> , Political Science and German, May 2005 <ul style="list-style-type: none"><li>• Awards: Prechter Memorial Scholarship, Sturm Scholarship, German Departmental Scholarship</li><li>• Activities: Steering Committee Member, The Detroit Partnership, engaged over 2,000 students with the Detroit community; Co-founder and Vice President, Michigan Forensics Team; Tutor, America Reads</li></ul>	Ann Arbor, MI
Experience:	<b>LOUISIANA DEPARTMENT OF EDUCATION</b>	Baton Rouge, LA
2015-present	<b>Director of Educator Workforce</b> <ul style="list-style-type: none"><li>• Oversee work relative to educator excellence and workforce; manage certification team</li></ul>	
2012–2015	<b>CULTURAL VISTAS, INC</b> <b>Director, Train USA</b> <ul style="list-style-type: none"><li>• Created and implemented strategic plan to restructure department; enabled 12-person team to support over 2,500 international participants annually and to visit 40 high-value clients across the United States</li><li>• Analyzed program needs and pioneered 10 cross-office working groups; expected impact includes 50% increase in participant cultural events and virtual orientations for over 4,500 participants</li><li>• Achieved record 95% client satisfaction rating by identifying service gaps and organizing targeted professional development workshops</li><li>• Co-led organization-wide impact and evaluation task force; created first-ever longitudinal impact assessment in partnership with Columbia University and communicated results to stakeholders</li><li>• Increased program efficiency by optimizing application processes and procedures</li></ul>	New York, NY
2011–2012	<b>Interim Director, Korea WEST</b> <ul style="list-style-type: none"><li>• Implemented internship placement process which resulted in 100 participants being placed prior to their desired start dates for the first time</li><li>• Participated in negotiation of new partnership agreement with the Korean Ministry of Education</li></ul>	
2009–2011	<b>Program Officer, Train USA</b> <ul style="list-style-type: none"><li>• Planned and executed public and private sector exchange programs for Russian educators, first-generation German youth, and German vocational students; exceeded funder goals and received overwhelmingly positive feedback from participants</li><li>• Increased international awareness by organizing opportunities for participants to share their cultures with American students at 4 New York City public schools during International Education Week</li></ul>	
2007–2009	<b>Associate Program Officer (1 year) and Program Assistant (1 year)</b> <ul style="list-style-type: none"><li>• Led presentations relative to the J-1 Exchange Visitor Program at San Francisco American Immigration Lawyer annual meeting</li><li>• Organized monthly orientations and cultural events for over 250 New York-based participants</li><li>• Facilitated the J-1 Exchange Visitor Program visa application process for over 500 participants</li></ul>	
2005–2007	<b>TEACH FOR AMERICA</b> <b>Corps Member and 1st Grade Teacher at P.S. 156</b> <ul style="list-style-type: none"><li>• Selected from more than 17,000 applicants nationwide to join national teacher corps of recent college graduates who commit two years to teach in under resourced public schools</li></ul>	New York, NY

# Julie Stephenson



## Experience

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### Louisiana Department of Education, Office of Talent Executive Director of Educator Preparation

May 2015 – present

Oversee comprehensive rewrite of Louisiana's teacher certification and preparation policy so that preparation programs produce high-quality educators who meet districts' workforce needs.

- Lead expansion preparation provider-school system partnerships through the Believe and Prepare pilot program to develop preparation pipelines and mentoring/coaching models. Develop funding priorities and expansion strategy. To date, awarded \$4.89 million in partnerships covering 67% of Louisiana school systems and 87% of Louisiana preparation providers.
- Design and implement a program of learning for preparation provider and school system leaders. Set priorities for quarterly community of practice convenings and resource creation.
- Manage 3-5 field support, preparation program approval, and analytics staff and consultants
- Brief union leaders, business lobbyists, state legislators, and university system leaders on policy development

### Policy Director

August 2013 – May 2015

Developed teacher preparation policy agenda and established a network of school system and preparation providers to develop innovative partnership models and support policy shifts.

- Developed and launched teacher preparation pilot program. Awarded \$800,000 to support the development of innovative teacher preparation partnership models among five school systems, two charter schools, and five preparation providers.
- Engaged a network of school system and preparation provider leaders to advise the Department on policy opportunities in teacher certification and preparation
- Led a series of 10 public forums and focus groups in which over 300 educators, school system leaders, and preparation program leaders convened to inform teacher certification and preparation policy concepts
- Led the development of K-12 educator evaluation system tools, trainings, and resources
- Wrote secondary English/Language Arts curriculum resources

### National Math and Science Initiative, Inc. Secondary English Consultant

August 2010 – May 2013

- Led multi-day national training sessions for secondary Pre-AP and AP English teachers
- Attained exemplary satisfaction ratings from participants
- Led the expansion of National Math and Science Initiative professional development into over 10 Louisiana school districts

### Lincoln Parish Public Schools

August 2003 – May 2013

### Secondary English Teacher and Secondary English Vertical Teams Coordinator

- Taught regular, Pre-AP, and AP English courses in grades nine through eleven
  - 75% or higher annual passage rate on AP English Language Examination (3 or higher)
  - 100% passage rate annually on required English state end-of-course assessments
- Led the development of secondary English curricula from grades six through eleven district-wide

## Education

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Master of Arts in Teaching, Secondary English

Louisiana Tech University

May 2006

Master of Arts, English

Louisiana Tech University

November 2001

Bachelor of Arts, Spanish and English

Louisiana Tech University

August 1999

# Julie Stephenson



## Commendations

- 2013 Keynote Speaker, Louisiana Department of Education Inaugural Teacher Leader Convening
- 2013 National Math and Science Initiative Trainer of the Year
- 2011 Louisiana High School Teacher of the Year
- 2011 Lincoln Parish High School Teacher of the Year
- 2005 Ruston JayCees Outstanding Young Educator

## References

John White  
State Superintendent  
Louisiana Department of Education  
[REDACTED]

Hannah Dietsch  
Assistant Superintendent  
Office of Talent  
Louisiana Department of Education  
[REDACTED]

Derek Little  
Deputy Director  
Office of Early Childhood  
Louisiana Department of Education  
[REDACTED]

# Rebecca Freeland



## **OBJECTIVE:**

The opportunity to positively impact student achievement by guiding, supporting, and improving teacher practice that utilizes my unique experience and passion for teaching and learning.

## **SUMMARY OF QUALIFICATIONS:**

University of Louisiana at Monroe

Degree: Bachelor of Arts in Education

Graduated cum laude in May 2001

- Highly Qualified in Middle School ELA and Middle School Social Studies

Degree: Master's Degree of Curriculum and Instruction with a concentration in reading

Graduated magna cum laude in August 2011

- Reading Specialist and plus thirty certification

## **EMPLOYMENT:**

Louisiana Department of Education 2012-present

### ***2015-Present Director of Field Support, Office of Talent***

Responsible for the management of all matters related to improving the educator preparation experience that impacts school districts and preparation providers and the students they serve. Works closely with senior leadership to ensure the vision and mission of the Believe and Prepare community is effectively implemented and supported in the field.

### ***2013-2015 Northeast Network District Coach, Office of District Support***

Provide individualized support to school districts in implementing the new academic strategy to help aid in a seamless transition to the full implementation of the CCSS.

### ***2012-2013 Educator Leader Cadre***

Selected from educators around the state to provide expertise and experience in implementing the CCSS in the classroom; inform ongoing implementation work with lesson development and pilots; provide input on how best to communicate to the field.

Morehouse Parish School System 2006-2013

### ***2011- 2013 Morehouse Alternative School***

Piloted an alternative program in Morehouse Parish as the 8<sup>th</sup> grade self-contained lead teacher; taught over-age students who were a minimum of two grade levels behind; planned curriculum and utilized strategies to target GLE deficiencies in core subject areas, using data daily to differentiate instruction; provided students with on-level curricula resulting in a school performance increase of 28.4 points in the first pilot year; moved the school out of academically unacceptable status in the second year by balancing differentiation and implementing CCSS shifts in ELA and math blocks.

### ***2009-2011 Delta Junior High School***

Planned and provided daily ELA interventions customized to target students' reading deficiencies; oversaw the state-mandated Response to Intervention program; administered monthly testing and data collection needed to drive instruction; worked collaboratively with onsite teaching staff and other interventionists and coordinators at the district level.

### ***2006-2009 Morehouse Magnet School***

Taught sixth grade science, social studies, and spelling and a self-contained first grade class; served on the School Wide Positive Behavior Team; sponsored the 6<sup>th</sup>-8<sup>th</sup> grade Honor Club.

University of Louisiana at Monroe 2010-2012

***Spring 2012 Adjunct Instructor***

Taught a six-hour online undergraduate reading block course.

***Spring/ Summer/ Fall 2011 Graduate Teaching Assistant***

Taught face-to-face and online undergraduate assessment and educational foundations courses.

***Summer/ Fall 2012 Graduate Research Assistant***

Assisted in data collection, analyses, and writing research reports.

Monroe City School System 2003- 2006

***2004-2006 Robert E. Lee Junior High***

Taught three English Language Arts blocks, served as co-chair on the district curriculum team, and sponsored yearbook, cheerleaders, Lee Leaders, and Relay for Life.

***2003-2004 Robert E. Lee Junior High***

Piloted a three-hour block of over-age students who didn't qualify for alternative education, focused on math, reading, and English; achieved a 92% success rate based on successful transition to ninth grade; sponsored Lee Leaders; served as a co-chair to revise the curriculum at the district level and project coordinator of a \$67,000 8(g) competitive grant titled "Writing My Way to Success."

Morehouse Parish School System 2002-2003

***2002-2003 Morehouse Magnet School***

Taught a self-contained 2<sup>nd</sup> grade class; served on the yearbook and hospitality committees.

Mississippi Private School Association 2001-2002

***2001-2002 Prairie View Academy***

Taught 10<sup>th</sup> and 12<sup>th</sup> grade English and one section of American History.

**REFERENCES:**

**Dr. Dorothy Schween**

[REDACTED]

**Mrs. Melissa Stilley**

[REDACTED]

**Mrs. Whitney Martin**

[REDACTED]

# Alicja Witkowski



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## EDUCATION

**San Jose State University**  
California Elementary Educator's Certificate coursework

San Jose, CA  
December 2005

**Yale University**  
Bachelor of Arts, Psychology; graduated with honors

New Haven, CT  
May 2004

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## EXPERIENCE

### Teach For America

*Summer Institute School Director, Randolph Elementary School, Chicago* March-July 2013

- Ran a successful summer school including overseeing 80 teachers, approximately 600 summer school students, four teacher coaches, a curriculum specialist and an operations manager
- Created a strong positive school and team performance culture by building deep investment in our vision and Teach For America's Core Values
- Developed and executed teacher and staff facing professional development leading to significant increases in student learning and teacher performance
- Built systems to efficiently collect, quantify and analyze school- and classroom-level trends leading to strategic decisions and improved results
- Cultivated a new partnership with Randolph Elementary School's regular school year administration leading to improved communication and collaboration between Teach For America and Chicago Public Schools

*Managing Director of Teacher Leadership Development, Connecticut & New Orleans* 2008 -2013

- Set and achieved ambitious goals in student achievement, teacher retention, and teacher satisfaction for approximately 180 teachers and 12,500 students annually
- Recruited, hired, trained and managed seven full-time Teacher Leadership Development staff members
- Improved staff satisfaction by fostering stronger manager-staff and staff-staff relationships, improving inter- and intra-team communication and developing professional development grounded in Teach For America's Core Values
- Analyzed multiple data sources including student achievement data, teacher retention data, teacher and staff satisfaction survey data, classroom observation data, and qualitative data from focus groups to develop actionable strategies across all goal areas
- Developed and executed individual and group professional development for staff and teachers focused on building both leadership skills and pedagogical skills resulting in improved teacher and staff efficacy
- Fostered relationships with school-, district- and state-level administrators across multiple districts and states leading to increased collaboration, information sharing, efficiency and growth opportunities for Teach For America
- Worked with the Louisiana State Department of Education and the Bill & Melinda Gates Foundation to led the initial implementation of Common Core Standards for the Greater New Orleans corps

*Manager of Teacher Leadership Development, Connecticut* 2007 -2008

- Coached 36 first- and second-year grade 3-12 teachers to achieve strong results in student achievement, teacher retention, and teacher satisfaction across 27 traditional district and charter schools in Hartford, New Haven and Bridgeport

Alicja Witkowski



- Designed and conducted individual and small group professional development for teachers to build their knowledge and skill in content pedagogy, classroom management, data analysis and overall instructional leadership
- Promoted to Managing Director after nine months

*Director of Recruitment, Connecticut, New Hampshire & New York* 2006-2007

- Spearheaded Teach For America's corps member recruitment campaign at Dartmouth, SUNY Albany, SUNY Binghamton, Skidmore and Yale leading to over a 10% increase in applications to Teach For America
- Trained and managed a team of one full-time and seven part-time employees

**Redwood City School District**

*7<sup>th</sup> Grade Math & Science Teacher, Hoover Elementary School, Redwood City, CA* 2004 -2006

- Led students to 81% mastery in science according to assessments compiled from released items from the NY Regents Exam and 1.8 years of growth in math according to the California STAR test
- Fostered a partnership with Symantec and Ferrari leading to immediate learning opportunities and increased long term opportunities for students

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**ADDITIONAL INFORMATION**

- **Around the World Trip** (August 2013-April 2014); visited London, Barcelona, Morocco, Romania, Czech Republic, Hungary, Croatia, India, Papua New Guinea, Australia, New Zealand, Chile, Argentina and Uruguay.
- **Yale Women's Crew, Captain** (2003-2004); lead team to 2<sup>nd</sup> place finish at NCAA championships which is the strongest team result to date; only two-time winner of the Jennie Kiesling Award given to the team member who most embodies leadership, team and competitive spirit

# Cheryl Arabie

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## EDUCATION

- June 2007 Certification for Superintendent
- December 2004 Certification for Parish or City School Supervisor of Instruction
- December 1996 Certification as Elementary School Principal completed
- August 1996 + 30 completed
- December 1989 Master's Degree with certification in Elementary Teaching from Southeastern Louisiana University
- December 1973 Bachelor of Science Degree in Elementary Education from Louisiana State University

## WORK HISTORY

- 2016-Present Academic Content Coordinator for Louisiana Department of Education
- 2007-2014 Assistant Superintendent of Curriculum and Instruction
- 2005 – 2007 Supervisor of Curriculum and Instruction
- 2001 - 2005 Principal, Lake Harbor Middle School
- 1997 - 2001 Assistant Principal, Mandeville Middle School
- 1987 - 1997 Fourth grade teacher, Mandeville Middle School
- 1986 - 1987 Fifth grade teacher, Fifth Ward Junior High
- 1980 - 1985 Second grade teacher, Fifth Ward Junior High
- 1977 - 1978 Second grade teacher, Zukeran Elementary, Okinawa, Japan
- 1974 - 1975 Second grade teacher, Banks Elementary, Baton Rouge

## PROFESSIONAL EXPERIENCE

- 2005-Present Supervisor Responsibilities
  - District Strategic Plan Assessment Data and Tracking
  - Analysis and Interpretation of Data
  - All School Improvement Plans
  - Guaranteed Curriculum Leader
  - Quality Management Team
  - Curriculum Specialists Leader
  - Resource Helping Teachers Leader

2001-2005      Principal Accomplishments  
Completed Louisiana Principal Internship, 2003  
District Strategic Planning Steering Committee, 2003  
Personnel Evaluation Review Committee  
Completed LEAD TECH, 2003  
Lake Harbor became SACs Accredited, 2004  
Member of the School Leadership Center, 2004  
Served on the Parish Discipline Committee, 2004  
Presented at the Prospective Administrators Meetings, 2002-2004  
Served on District SACS CASI Assistance Team, 2004-2005

1997 - 2001      Assistant Principal Responsibilities

**Special Education**

Placement of all students with an evaluation  
IEP facilitator  
Rosters  
Scheduling of classes  
Inclusion Plan Chairperson  
Professional Development Coordinator  
Evaluation of Special Education Teachers  
SBLC Administrator

**Curriculum and Instruction**

Student Teacher Supervisor  
Professional Development Coordinator  
Teacher handbook  
Teacher observations/evaluations  
LATAAP Supervisor  
Discipline Based Arts Grant  
School Improvement Plan Chairperson

**Administrative Responsibilities**

Placement of students  
Scheduling  
Textbooks  
Discipline  
Buses (two years)  
New Family Orientation  
School Brochure  
Quarterly Newsletter for parents

**Testing**

LEAP  
IOWA Basic Skills Test  
Scheduling of all students  
Daily schedule for all teachers

**Supervision of funds for Plan for Student Success**

LEAP Enrichment  
DBAE Grant  
Curriculum Committee accounts

**Accomplishments**

Assistant Principal Internship  
Strategic Planning Committee

**MELISSA T. MAINIERO**

**Education**

M.Ed. in Education Administration, Louisiana State University in Shreveport. May 2003

Bachelor of Science in Secondary Mathematics Education, Louisiana State University in Shreveport. December 1993

**Louisiana Department of Education - Areas of Certification**

Secondary Mathematics Teaching  
Supervision of Student Teaching  
School Principal  
Supervisor of Instruction

**Academic Service**

Director, Louisiana Department of Education. (May 2014 – Present) Lead statewide educator effectiveness framework (Compass). Develop and support use of the resources and tools associated with instructional leadership to improve teaching and learning across the state.

Education Program Consultant, Louisiana Department of Education. (December 2012 – May 2014) Assist educators at the district and school levels as they implement the components of Compass and the transition to higher standards. Specific areas of work focused on mathematics instruction and assessment/accountability in 13 districts located in Northwest Louisiana.

Adjunct Instructor, LSU Shreveport. (August 2003 – Present) Secondary Classroom Management (ED 414), Principles of Teaching & Learning (ED 430), Evaluation of Instruction (ED 385). Courses taught lead to initial and advanced level teacher certification and are delivered through an online learning community.

Facilitator, Bossier Parish Schools. (July 2011 – December 2012) Planned and delivered high quality professional development in the areas of assessment, accountability and school improvement. Assisted schools with the analysis of student achievement and identifying programs and strategies that increase the success of all students. Facilitated the utilization of curriculum and graduation coaches within the K-12 setting.

Graduation Coach, Bossier High School. (March 2010 – July 2011) Developed the model for the Bossier Parish Graduation Coach program now offered at all high schools in Bossier Parish. Analyzed student and school level data and implemented strategies including site-based teacher/staff professional development to decrease the number of students dropping out, increase graduation rates, and improve postsecondary readiness.

Associate Vice Chancellor for Academic Services, LSU Shreveport. (July 2008 – March 2010) Served as an advisor to the Chancellor and Provost and assisted in managing the academic programs and services of the University including partnerships with regional institutions and community stakeholders. In conjunction with campus leadership, lead the strategic planning and accreditation efforts and institutional research activities. Developed and provided oversight of the Dual Enrollment Program for area high school students enrolled in public, private and home school settings.

Director of Institutional Effectiveness, LSU Shreveport. (June 2004 – July 2008) Administered the University's institutional effectiveness and accreditation efforts; designed and implemented of multiple studies focusing on recruitment, retention and degree completion; conducted assessments of student outcomes, classroom research, instructional quality, and advising while assisting faculty and administrators with program development and refinement.

Assessment Coordinator, LSU Shreveport. (June 2003 – June 2004) Developed and maintained an assessment system for teacher preparation programs to continue NCATE accreditation.

Secondary Mathematics Teacher, Benton High School. (September 1997 – May 2003) Teacher of Algebra I, Geometry, Algebra II and school technology coordinator. Served on the Bossier FIRST Team induction program for first and second year teachers.

Developmental Mathematics Instructor, Louisiana Tech – Barksdale. (2001-2003) Instructor of Math 099 – Preparation for College Mathematics.

Secondary Mathematics Teacher, Woodlawn High School. (January 1994 – May 1995) Teacher of Algebra I and Geometry.

### **Honors**

LSU Shreveport: Outstanding Service, 2008; Deans' Award, April 2006; Master of Education Award, 2003

Community: Shreveport Chamber of Commerce 40 Under 40 Honoree, 2008

Bossier Parish Schools: Parish High School Teacher of The Year, 2000; Benton High School Teacher of the Year, 1998 and 2000

### **Funded and Implemented Grants – Author and/or Coauthor**

The Freshman 2 Program: a unique combination of experiences designed to provide opportunities that increase 9<sup>th</sup> grade student success in the subjects of math and English. \$40,000 Community Foundation of Shreveport-Bossier – 2011-2012, Bossier Parish High Schools

Everybody Graduates!: program assisting public schools in the State of Louisiana with the opportunity to address the needs of students who are at risk of not achieving an on-time graduation from high school. \$40,000 BESE 8(g) – 2010 and 2011, Bossier High School

Project TRIO (Teaching with Resources – Inspiring Through Opportunities) & BRIDGES (Bridging Resources, Instruction and Development Generates and Ensures Success): projects designed to enhance the secondary education programs by providing tools and resources needed to become successful educators. \$170,000 Board of Regents Support Funds (BoRSF) - 2005-2008, LSUS

Project TIMES (Technology in Mathematics Ensures Success): a program designed to raise student achievement on standardized mathematics tests. \$225,000 Louisiana Competitive 8(g) Funds - 1999, 2000 & 2002, Benton High School

Writing in the Mathematics Classroom: a program designed to enhance student understanding of secondary mathematics through writing. \$1,000 Quality Science and Math (QSM) – 2000, Benton High School

### **Education and Community Service**

State of Louisiana: Graduation Task Force Member, 2010-present; Blue Ribbon Commission on Educational Excellence Member, 2010 – 2011

LSU Shreveport: Alumni Association Board of Directors, 2010 – present; Executive Board – Secretary, 2012-2014

Church Service: Teacher of fifth grade girls Sunday school, First Baptist Bossier, 2006 – 2013

K-12 Service: Science Fair and Student of the Year Judge, Caddo Parish School System, 2008-2010; High Schools That Work Technical Assistance Visit Team, Caddo Career and Technology Center, 2008



***Dana James-Maxie, Ph.D.***

## QUALIFICATIONS SUMMARY

A highly dynamic, team-spirited, results oriented individual, seeking to combine outstanding academic training with excellent work experience to make a significant contribution to organizational goals in continuing education.

Online learning and next generation assessment systems; Interactive multimedia design & production; Instructional systems design; Data management systems; Learning strategies in hypermedia and multimedia environments; Technology considerations and issues in education

Upsilon Pi Epsilon (International Honor Society for the Computing and Information Disciplines)  
Louisiana Association of Computer Using Educators (LACUE)  
Louisiana Teacher Assistance and Assessment Program  
Southwest Educational Development Laboratory  
The Center for Comprehensive School Reform and Improvement  
Alpha Kappa Alpha Sorority, Inc.

NOVA SOUTHEASTERN UNIVERSITY, Fort Lauderdale-Davie, Florida  
Department of Computer and Information Sciences  
**Ph.D. (Computing Technology in Education), 2012**  
Dissertation: The Impact of Data-Driven Decision Making on Educational Practice in Louisiana Schools

Coursework: Educational Database Systems, Online Learning Environments, Human-Computer Interaction, Instruction Delivery Systems, Courseware Design & Development, Learning Theory and Computer Applications, Educational Research, Telecommunications and Networks

NOVA SOUTHEASTERN UNIVERSITY, Ft. Lauderdale, Florida  
**Educational Specialist (Ed.S.), 2008**

NORTHWESTERN STATE UNIVERSITY, Natchitoches, Louisiana  
**Master of Education with Concentration in Educational Technology, 2003**  
Main Courses: Educational Telecommunications, Networks and Internet, Design and Development of Multimedia Instructional Units, Advanced Telecommunications and Distance Education, Technology Planning and Administration, Educational Hardware and Software Application and Evaluation

Thesis: Effectiveness of a Teacher Created Multimedia Tool for Mathematical Development of Middle School Students

**Certification: Educational Technology Facilitator (2002), and Educational Technology Leadership (2002)**

SOUTHERN UNIVERSITY A & M COLLEGE, Baton Rouge, Louisiana  
**Bachelor of Science in Vocational Business Education, 1999**  
Main Courses: Personal Keyboarding, Accounting I, II, and III, Computer Applications

UNIVERSITY OF LOUISIANA AT LAFAYETTE, Lafayette, Louisiana  
**Certification: Computer Literacy (2001)**

## PROFESSIONAL EXPERIENCE

LOUISIANA STATE DEPARTMENT OF EDUCATION, Baton Rouge, Louisiana  
DIVISION OF ASSESSMENTS AND ACCOUNTABILITY  
NEXT GENERATION ASSESSMENT SYSTEMS

<b>Education Program Consultant</b>	2014 – current
<b>Educational Technology Consultant</b>	2007 – 2013
<b>Educational Technology Specialist</b>	2005–2007

### SUMMARY

- ✓ Manages development of the state’s online testing program, End-of-Course Tests, that supports delivery of state assessment programs.
- Works collaboratively with testing vendors on the development and implementation of the assessment and system.
- Coordinates the design, development, and piloting of programs on the basis of national and state research, future needs, and state and federal legislative or policy findings.
- ✓ Advises and assists local educators on plans, policies, and guidelines related to the state’s online assessment and reporting systems.
- Plans, coordinates, and conducts state, regional, and local workshops and training sessions for local educators and administrators.
- ✓ Assists in the overseeing of professional service contracts related to the state’s online assessment and reporting systems.
- Research educational issues, federal and state laws, and State Board of Elementary and Secondary (SBESE) policies to develop proposed legislation impacting education.
- Conducts research in online assessment and applies knowledge to development and planning of transitioning from paper assessments to online assessments.
- Develops a statewide plan for next generation assessment systems.

### PROJECT MANAGEMENT RESPONSIBILITIES

- Ensures project components are completed within the timeframe.
- Writes and reviews technology requirements to ensure that system features and enhancements are in accordance with federal and state requirements.
- Documents project objectives and develop key target dates for project completion.
- Directs and manages project development from beginning to end.
- Defines project scope, goals and deliverables that support business goals.
- Develops full-scale project plans and associated communications documents.
- Effectively communicates project expectations to team members and stakeholders in a timely and clear fashion.
- Coordinates with project stakeholders on an ongoing basis.
- Sets and continually manages project expectations with team members and other stakeholders.
- Identifies and resolve issues and conflicts within the project team.
- Plans and schedules project timelines and milestones using appropriate tools.
- Tracks project milestones and deliverables.
- Develops and delivers progress reports, proposals, requirements documentation, and presentations.
- Proactively manages changes in project scope, identify potential crises, and devise contingency plans.
- Coaches, mentors, motivates and supervises project team members and contractors

## **DATABASE MANAGEMENT RESPONSIBILITIES**

- Creates, manages, and develops internal procedures for various job functions of the storage and reporting systems.
- Develops standards and guidelines to guide the use and acquisition of software and to protect vulnerable information.
- Modifies existing databases and database management systems or direct programmers and analysts to make changes.
- Tests programs and databases, documents/ tracks errors and make sure necessary modifications are made.
- Approves the installation and testing of new products and improvements to computer systems, such as the installation of new databases and supporting hardware and network configurations.
- Trains district and school users and answer questions as needed.

## **QUALITY CONTROL RESPONSIBILITIES**

- Establishes an on-going process to maintain quality data and define quality audit processes.
- Works closely with vendors to and internal project team members to resolve any quality issues.
- Determines and locates any weaknesses or faults in the software code.
- Discusses any problems or bugs in the program code with the developers of the software.
- Recommends changes and modifications to the developers of the program.
- Checks if the overall aesthetic look and design of the software is good enough for district and school users.
- Analyzes the software completely from the district and school user's point of view.

Education Management Cooperation (EDMC)  
The Art Institute of Pittsburgh Online Division

2008–2009

### **GENERAL EDUCATION**

#### **Online Adjunct Instructor**

##### **Computer Literacy**

- Facilitate online courses (six week courses) through discussion boards and assignments.
- Follow the developed curricula for ongoing training in Computer Literacy.
- Conduct weekly office hours via chat features in courseware.
- Grade weekly assignments and provides detailed individual feedback.
- Attend teleconference faculty meetings.

LOUISIANA STATE DEPARTMENT OF EDUCATION, Baton Rouge, Louisiana  
DIVISION OF SCHOOL STANDARDS, ACCOUNTABILITY, AND ASSISTANCE

2004–2005

#### **Education Program Consultant**

- Developed and implemented all aspects of an educational program affecting populations such as students, teachers, principals, central office personnel, etc.
- Advised and provided technical assistance to local superintendents of education, other educators, and other persons outside the field of education on programs, policies, procedures, laws, and regulations.
- Researched, designed, implemented and evaluated current and long-range plans, rules, regulations, guidelines, and policies for the program in accordance with federal or state laws and policies.
- Served as a team leader to assist schools and school systems in securing the best possible results for their efforts by building the capacity of school and system teams.
- Developed and implemented a new competitive funding process for school districts seeking assistance with the Comprehensive School Reform Program.
- Monitored and assisted school districts daily with budgets, programs and policy.
- Stayed informed and knowledgeable of the No Child Left Behind Act of 2001 along with application abilities.

IBERIA PARISH SCHOOL BOARD, New Iberia, Louisiana  
ANDERSON MIDDLE SCHOOL

2000–2004

**Site Based Technology Coordinator  
Computer Literacy Teacher**

- Personal Keyboarding
- Introduction to Computer Literacy
- Distance Learning Instructor (*Blackboard Learning System Release 5/6*)
- Web Design (*Basic HTML, Macromedia Dreamweaver/Fireworks*)
- Microsoft Office 2000 (*Word, PowerPoint, Excel, Access*)
- Project developer/coordinator of HAT (Help-A-Teacher) – an in school project designed to link teachers, students, and technology.
- Basic Computer Literacy Workshop Presenter for Educators
- Site Based Technology Coordinator
- Family Math and Science Night Facilitator
- Verified all student absences daily
- Developed networking design plans for improved connectivity.
- Maintained operating systems updates for school wide infrastructure.
- Developed School Technology Plan
- LaTAAP (Louisiana Teacher Assistance and Assessment Program) Certified New Teacher Mentor
- LaTAAP (Louisiana Teacher Assistance and Assessment Program) Certified New Teacher Assessor
- LA INTECH (INtegrating TECHnology) K-12 Redelivery Agent
- Grant Writing/Research Team

PARKS COMMUNITY SUPPORT SERVICE, Parks, Louisiana

2000–2004

**Web Designer**

**Awareness Instructor**

- Designed and maintained organizations web site.
- Organized Family and Community Involvement workshops
- Assisted in the presentation of Health Awareness
- Designed and presented drug awareness lessons to 6<sup>th</sup>–8<sup>th</sup> graders
- Organized field trips and recreational activities

**Publications**

James-Maxie, D. (2007). Information literacy skills in elementary schools: A review of the literature. *Journal of Instruction Delivery Systems*, 21(1), 23-37.

Published Regularly: Maxie, D. (2012). End-of-Course Tests Online. *Louisiana Department of Education*. Retrieved from [www.louisianaec.org](http://www.louisianaec.org).

2012-2010  
2005

EOC Tests Program Webinar  
Louisiana Leads Summer Conference  
Co-Presenter with Dr. Vera Alexander, Valerie Triggs  
The Plain Truth: Programmatic Monitoring Issues  
Host: Louisiana Department of Education

Louisiana Teaching Certifications: Computer Literacy, Educational Technology Facilitation, and Educational Technology Leadership  
(Louisiana Teacher Assistance and Assessment Program (LaTAAP) New Teacher Mentor/Assessor

**LDOE50458767080714SH - Education Program Consultant 5-A (District Support)****Contact Information -- Person ID:** [REDACTED]

Name: Rebecca Lamury Address: [REDACTED]  
 Home Phone: [REDACTED]  Alternate Phone: [REDACTED]  
 Email: [REDACTED] Notification Preference: Email

**Personal Information**

Driver's License: Yes, Louisiana, [REDACTED]  
 Can you, after employment, submit proof of your legal right to work in the United States? Yes  
 What is your highest level of education? Master's Degree

**Preferences**

Preferred Salary:  
 Are you willing to relocate? Yes  
 Types of positions you will accept: Regular  
 Types of work you will accept: Full Time  
 Types of shifts you will accept: Day, Rotating, Weekends, On Call (as needed)

**Objective**

To utilize my organizational skills and expertise in education, customer support, technology, problem solving, teaching, and/or training.

**Education****Graduate School**

*Arkansas State University*  
<http://www.astate.edu>  
 7/2011 - 7/2013  
 Jonesboro, Arkansas

Did you graduate: Yes  
 College Major/Minor: Educational Leadership  
 Units Completed: 6 Semester  
 Degree Received: Master's

**Graduate School**

*Northwestern State University*  
<http://www.nsula.edu>  
 8/1998 - 12/2000  
 Natchitoches, Louisiana

Did you graduate: No  
 College Major/Minor: Educational Technology  
 Units Completed: 4 Semester  
 Degree Received: Other

**College**

*Nicholls State University*  
<http://www.nicholls.edu>  
 8/1992 - 12/1996  
 Thibodaux, Louisiana

Did you graduate: Yes  
 College Major/Minor: Biology and Chemistry Education - Dual Major  
 Units Completed: 12 Semester  
 Degree Received: Bachelor's

**Work Experience****EIC Manager**

2/2013 - Present

Louisiana Department of Education  
 Baton Rouge, Louisiana

Hours worked per week: 40  
 Monthly Salary: [REDACTED]  
 # of Employees Supervised: 5  
 Name of Supervisor: Kim Nesmith - Data Quality Director  
 May we contact this employer? Yes

**Duties**

Manage educational research analysts, statistical analysis, create reports for internal and external agencies, manage data, validate reports, maintain projects calendar, ensure data quality

**Reason for Leaving**

NA

**Course Designer/Trainer**

7/2007 - 2/2013

Hours worked per week: 6  
 Monthly Salary: [REDACTED]

Fast Track Learning Center  
1018 Eighth St.  
Morgan City, Louisiana 70380

# of Employees Supervised: 0  
Name of Supervisor: Rebecca Lamury - Owner  
May we contact this employer? Yes

#### Duties

Contract work training employees of various companies on programs such as (but not limited to) Microsoft Office Suite (Access, Excel, Word, Publisher, PowerPoint, Outlook, FrontPage), Adobe Suite, Bookkeeping software, Web Design, etc.

#### Reason for Leaving

I moved, so I dissolved the company.

#### Teacher/Department Head

8/2008 - 1/2013

Patterson High School  
<http://www.stmary.k12.la.us/phs>  
Patterson, Louisiana 70392  
(985) 395-2675 

Hours worked per week: 40  
Monthly Salary: [REDACTED]  
# of Employees Supervised: 10  
Name of Supervisor: Rachael Wilson - Principal  
May we contact this employer? Yes

#### Duties

Teaching math, chemistry, and physics.  
Managing the after-school credit recovery program.  
Managing the science department.  
Creating and maintaining the district website.  
Providing technical support to teachers and administrators.

#### Reason for Leaving

Promotion

#### Information Technology Manager & Facilitator

1/2002 - 7/2008

Louisiana State Department of Education (LCET Division)  
<http://www.doe.state.la.us/>  
2888 Brightside Drive  
Baton Rouge, Louisiana 70820  
(877) 453-2721 

Hours worked per week: 40  
Monthly Salary: [REDACTED]  
# of Employees Supervised: 15  
Name of Supervisor: Susan Gauthier - Technology Administrator - LCET  
May we contact this employer? Yes

#### Duties

Analyzing user, district, and regional technology needs.  
Designing programs, curricula, user manuals, and training resources to meet those needs.  
Creating, coordinating, and monitoring databases used to evaluate the effectiveness of technology programs.  
Constructing forms for online data collection.  
Creating ad-hoc reports.  
Providing technical support to teachers, administrators, and district personnel.  
Managing a team of technology facilitators.  
Training teachers to use technology efficiently and effectively in the classroom.  
Using collected data to evaluate programs.

#### Reason for Leaving

Job was funded by a grant that was running out.

#### Teacher

8/1997 - 1/2002

Berwick High School  
<http://www.stmary.k12.la.us/bhs>  
700 Pattie Dr.  
Berwick, Louisiana 70342

Hours worked per week: 35  
Monthly Salary: [REDACTED]  
# of Employees Supervised: 3  
Name of Supervisor: Ludness Henry - Principal  
May we contact this employer? Yes

#### Duties

Years 1-3 - Teaching Biology, Chemistry, Computer Science, and Spanish

Years 4-5 - Managing the Gifted and Talented Program

### Reason for Leaving

Offered a technology manager position with LCET.

### Certificates and Licenses

Type: Teaching - Type B

Number: [REDACTED]

Issued by: Louisiana Department of Education

Date Issued: 2 /2002 Date Expires:

### Skills

Office Skills

Typing: 80

Data Entry: 42000

Other Skills

Analytics/Database Management Expert - 7 years and 0 months

Course Design & Evaluation Expert - 10 years and 5 months

Adult Training Expert - 10 years and 5 months

Computer Skills Expert - 20 years and 0 months

Customer Support Expert - 9 years and 0 months

Teaching Expert - 15 years and 0 months

Languages

Spanish - Speak, Read, Write

### Additional Information

Honors & Awards

I was awarded high school Teacher of the Year 2012-2013 for St. Mary Parish.

Master's Degree - Honor's Graduate in Educational Leadership maintaining (4.0 average). I also hold several computer certifications: Microsoft Certified and CompTIA A+ Certified. I am also trained in AP Physics.

### References

Professional

**Fabre, Van**

Data Quality - Cheif of Staff



Professional

**Wilkinson, Crystal**

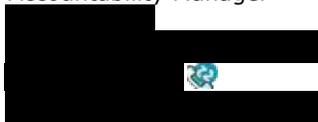
Educational Research Analyst



Professional

**Gouaux, Robbie**

Accountability Manager



Michael Collier

Earned Master of Science from LSU in 1996.

Michael starting working at the Louisiana Department of Education in 1998. He started out as manager of the Student Information System. Michael was a key person in the design and development of the Student Transcript System (STS) where he worked closely with the department, LEAs, Board of Regents, and the Louisiana Office of Student Financial Aid (LOSFA) to ensure STS met the various needs of all parties. He also design and conducted training across the state for LEAs and vendors, and managed STS for the first 2 years in was in place. He was in charge of Federal Reporting (EDEN) for several years and worked as an analyst with the Strategic Research and Analysis (SRAA) for a number of years. Recently Michael became Manager of the Data Systems section in the department.

# Kathleen Fairleigh Davison



## Experience

### Literacy Integration Specialist

August 2013-

**Present**                    **Iberville Parish Schools**  
**Iberville Elementary School**  
**Plaquemine, Louisiana**

- Coordinates and conducts professional development
- Participates in required professional developments and meetings
- Serves on School Literacy Team
- Serves on District Literacy Team
- Coordinates the dissemination of results to parents
- Mentors and provide coaching for teachers
- Networks with Reading Interventionists and Paraprofessionals
- Coordinates program implementation
- Coordinates core, supplemental and invention reading programs
- Coordinates testing, data collection, analysis and reporting
- Maintains assessment database
- Other assigned duties relative to SRCL grant

### Head of School

June 2008-May 2011

**Trinity Episcopal Day School**  
**Baton Rouge, Louisiana**

- Improved technology school-wide by adding interactive white boards, professional development for faculty and staff, laptops in 5<sup>th</sup> grade and installed RenWeb student management system
- Collaborated with the Board of Trustees to create and execute the school's strategic plans.
- Provided ongoing professional development
- Collaborated with faculty and staff to develop a research based, data-driven curriculum and school-wide scope and sequence
- Worked in partnership with the school chaplain and clergy to develop and maintain a religious education program
- Lead morning prayer services and religious activities
- Maintained an active social presence in the community and church
- Received the Baton Rouge Business Report's Forty Under Forty award
- Improved facilities by renovating the bathrooms in the main building, added a computer lab and installed security gates.
- Restructured summer camp increasing profit by over 300%
- Worked directly with the Board of Trustees and committees associated with the Board
- Met all fundraising and development goals set by the Board of Trustees
- As Head of School I was responsible for: building maintenance, marketing, budgets, projections, admissions, curriculum, staff development, hiring, fund raising, summer camp, website maintenance, certifications, parent communication, student discipline and any other issues that may arise.

- Developed a licensed PreK-3 program
- Increased enrollment by over 100% in the two years as Head of School

**Assistant to the Head of School**

**June 2005-December**

**2006 Saint James Episcopal Day School  
Baton Rouge, Louisiana**

- Assisted with writing proposals for Blue Ribbon School of Excellence
- Assisted with technology improvements school-wide
- Oversaw grant efforts/awards
- Disciplined students
- Assisted with admissions, marketing, fundraising, technology, professional development, daily school management and budgeting

**Education Program Consultant-Teacher Advancement Program (TAP)  
2005**

**January 2003-June  
Louisiana Department of Education  
Baton Rouge, Louisiana**

- Worked in conjunction with the Milken Family Foundation and Louisiana Teacher Advancement Program
- Conducted state wide training for TAP Schools
- Served as the Louisiana Department of Education Milken Awards Coordinator
- Disaggregated test data for TAP schools statewide
- Assisted the director of the Louisiana National Board Certification
- Assisted in developing the State Comprehensive Curriculum and Grade Level Expectations

**Technology Teacher and Department Head  
2003**

**August 1999-January  
Hillsborough County**

**Schools, Tampa, Florida**

- Taught high school computers and technology.
- Directed the Technology Department for Alonso High School
- Designed and developed Technology Labs at Robinson High School and Alonso High School
- Served as a committee member to develop technology curriculum district-wide
- Coached tennis and cross country

**Technology Discovery Teacher  
1999**

**August 1997-June  
Petal High School, Petal,**

**Mississippi**

- Directed the Mckinnley After School Grant Program
- Taught 9<sup>th</sup> grade Technology Discovery

**Career Discovery Teacher  
August 1997**

**August 1995-**

**Forrest County Schools, Hattiesburg, Mississippi**

- Taught 7<sup>th</sup> grade Career Discovery
- Coached Middle School Cheerleading

**Kindergarten Teacher**

**August 1994-**

**August 1995**

**Earl Travillion Attendance Center**

**Forrest County Schools, Hattiesburg, Mississippi**

- Taught Kindergarten

- Served on the staff development committee

### **Education**

University of Southern Mississippi May  
1994

Bachelor of Science in Elementary Education

University of Southern Mississippi May  
1998

Master of Science Degree in Educational Administration and Leadership

University of the South May 2006

Theological Education for Ministry

### **Key Qualifications:**

Excellent communication and interpersonal skills, school level management, website maintenance, professional development, computer skills, marketing, development, fundraising, grant writing, admissions, office management, student/parent discipline, Excel, Powerpoint, curriculum development, facilities management, disaggregating data and school management systems.



**SENATE**  
 STATE OF LOUISIANA

**COMMITTEES**  
 Education: Chairman  
 Environmental Quality  
 Insurance  
 Finance: Interim Member  
 Select Committee on Coastal Restoration  
 and Flood Control  
 Select Committee on Hurricane Recovery  
 Select Committee on Vocational  
 and Technical Education

July 11, 2016

The Honorable John King, Jr.  
 Secretary of Education  
 U.S. Department of Education  
 400 Maryland Avenue, S.W.  
 Washington, D.C. 20202-5900

Dear Secretary King:

I am writing in support of the Louisiana Department of Education's Teacher Incentive Fund (TIF) grant application, which is being submitted in partnership with rural local education agencies.

Louisiana law currently requires a statewide evaluation system for educators and authorizes local school districts to build compensation systems that reward performance in the classroom. Louisiana's TIF application builds upon this foundation by funding initiatives in rural, high-needs schools and school districts where tools, resources, and development opportunities are often scarce. This grant award will fund initiatives that will recruit educators in innovative ways and then prepare new teachers via a yearlong residency. This should more effectively prepare new teachers and provide new leadership pathways, in the form of mentor teacher roles, for our most effective educators.

The application will also support initiatives to improve evaluation and support systems in Louisiana's rural schools and school systems for current teachers. School districts will be supported in the use of high quality formative assessments aligned to Louisiana's student standards to ensure that teachers are setting and held accountable for goals that measure meaningful student learning. Principals will participate in a structured fellowship designed to increase their capacity as instructional leaders in their schools.

Louisiana is a high-poverty state with a critical need to recruit and retain effective teachers and principals and I trust that you will give the Louisiana Department of Education's TIF grant proposal every consideration:

Sincerely,

[Redacted Signature]

Dan "Blade" Morrish  
 Chairman, Senate Committee on Education, Louisiana State Senate

**LOUISIANA HOUSE OF REPRESENTATIVES**



**Nancy Landry**  
 Chairman

**Edward J. Price**  
 Vice Chairman

**Committee on Education**  
 P.O. Box 44486, Baton Rouge, LA 70804-4486  
 (225) 342-2408  
 Fax: (225) 342-2392

July 11, 2016

The Honorable John King, Jr., Secretary of Education  
 U.S. Department of Education  
 400 Maryland Avenue, S.W.  
 Washington, D.C. 20202-5900

Dear Secretary King,

I am writing to support the Louisiana Department of Education's Teacher Incentive Fund (TIF) grant application, which is being submitted in partnership with rural local education agencies (LEA). This application will support initiatives to expand equitable access to excellent educators and to improve evaluation and support systems in places of greatest need – rural, high-needs schools.

Louisiana has built solid educator support and workforce structures that include a statewide evaluation system for educators and the power for districts to build compensation systems that reward performance in the classroom.

Louisiana's TIF application builds upon this foundation by funding initiatives that strengthen key components of Louisiana's educator support and workforce structures in rural LEAs – where tools, resources, and development opportunities can sometimes be scarce. This application will fund initiatives that first recruit educators in innovative ways and then prepare new teachers via a yearlong residency. The yearlong residency serves both to more effectively prepare new teachers and also to open up new leadership pathways, in the form of mentor teacher roles, for the most effective educators within the LEA.

The application will also support initiatives that improve evaluation and support systems in Louisiana's rural schools and school systems with teachers currently in the K-12 system. Specifically, LEAs will be supported in the use of high quality formative assessments that are aligned to Louisiana's student standards and that ensure teachers are setting and held accountable to goals that measure meaningful student learning. This also ensures the state's talent system is built on data that reflect appropriate student learning and teacher performance. Finally, principals will participate in a structured fellowship that increases their capacity to support and grow teachers.

Taken together, the above initiatives will make Louisiana's educator support and workforce systems more cohesive and effective while increasing the capacity of Louisiana's rural systems. I strongly support this application to seek a federal TIF grant to deepen Louisiana's ability to attract, develop, retain, and honor talented educators across the state.

Sincerely,

[Redacted Signature]

Nancy Landry

Richard A. Lipsey  
Chair

Edward D. Markle  
Vice Chair

Joseph P. Farr  
Secretary

Joseph C. Rallo, Ph.D.  
Commissioner of  
Higher Education



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**Appendix E: Letters of Support**

Claudia H. Adley  
Raymond J. Brandt  
Marty J. Chabert  
Joel E. Dupré  
William H. Fenstermaker  
Chris D. Gorman  
Thomas G. Henning  
Robert W. Levy  
Roy O. Martin III  
W. Gray Stream  
Collis B. Temple III  
Joseph C. Wiley  
Benson T. Kinney, Student

July 11, 2016

The Honorable John King, Jr.  
Secretary of Education  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-5900

Dear Secretary King:

The purpose of this letter is to offer support for the Teacher Incentive Fund grant application that is being submitted by the Louisiana Department of Education (LDOE) as it addresses the goal of expanding and strengthening partnerships between university-based preparation providers and rural districts in an effort to increase the LEAs' access to and likelihood of retaining excellent teachers.

Louisiana's universities have had a history of realigning their programs to changes in PK-12 student content standards, changes in teacher standards, and changes in state certification requirements that better address the needs of PK-12 students. They have a long history of using outcome data to improve the quality of their teacher preparation programs. During the last two years, eleven universities have had opportunities to pilot full year residencies that have involved 177 undergraduate teacher candidates through LDOE Believe and Prepare grants. Through the TIF grant, collaborative partnerships between university-based preparation programs and rural districts will be expanded, full year residencies that meet the needs of rural districts and partnering universities will be developed and delivered, regional and state trainings to prepare effective mentors will be provided, and financial support to teachers who mentor teacher candidates in full year residencies will be provided. A key element for long term success will be the identification of sustainable funding to ensure that the grant activities can continue beyond the life of the grant.

By selecting and training effective teachers to assume respected roles as full year mentors, experienced teachers can assume new career opportunities in their rural school settings as teacher leaders. They can assume new instructional leadership roles to support their principals as they expand and enhance their own practices and the practices of the teacher candidates and other teachers. The opportunities can serve as incentives to retain highly effective experienced teachers in rural districts in Louisiana.

Sincerely,

Jeanne M. Burns, Ph.D.  
Associate Commissioner for  
Teacher and Leader Initiatives

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**Appendix E: Letters of Support**

**LOUISIANA ASSOCIATION OF PRINCIPALS**

103 Crawford Street  
Winnfield, LA 71483

*The Voice of School Based Administrators*

Telephone: 318-648-2999  
Fax: 318-648-2990

July 11, 2016

The Honorable John King, Jr.  
Secretary of Education  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-5900

Dear Secretary King,

I am writing to support the Louisiana Department of Education's Teacher Incentive Fund (TIF) grant application, which is being submitted in partnership with rural local education agencies (LEA). This application will support initiatives to expand equitable access to excellent educators and to improve evaluation and support systems in places of greatest need - rural, high-needs schools.

Louisiana's TIF application builds upon this foundation by funding initiatives that strengthen key components of Louisiana's educator support and workforce structures in rural LEAs - where tools, resources, and development opportunities can sometimes be scarce. This application will fund initiatives that first recruit educators in innovative ways and then prepare new teachers via a yearlong residency. The yearlong residency serves both to more effectively prepare new teachers and also to open up new leadership pathways, in the form of mentor teacher roles, for the most effective educators within the LEA. The application will also support initiatives that improve evaluation and support systems in Louisiana's rural schools and school systems with teachers currently in the K-12 system. Specifically, LEAs will be supported in the use of high quality formative assessments that are aligned to Louisiana's student standards and that ensure teachers are setting and held accountable to goals that measure meaningful student learning. Finally, principals will participate in a structured fellowship that increases their capacity to support and grow teachers. Taken together, the above initiatives will make Louisiana's educator support and workforce systems more cohesive and effective while increasing the capacity of Louisiana's rural systems.

I support this application to seek a federal TIF grant to deepen Louisiana's ability to attract, develop, retain, and honor talented educators across the state.

Sincerely,  
*Debra Schum*  
Debra Schum  
Louisiana Association of Principals

Web Page: [www.lapprincipals.org](http://www.lapprincipals.org)  
E-Mail: [debra.schum@lapprincipals.org](mailto:debra.schum@lapprincipals.org)

Appendix E: Letters of Support

Appendix E: Letters of Support



P.O. Box 4308  
BATON ROUGE, LOUISIANA 70821  
(225) 344-2225 FAX (225) 338-9470  
COUNCIL FOR A BETTER LOUISIANA  
WWW.CABL.ORG

July 11, 2016

The Honorable John King, Jr.  
Secretary of Education, U.S.D.O.E.  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-5900

Dear Secretary King:

On behalf of the Council for a Better Louisiana (CABL), we wish to express our support of the Louisiana Department of Education's Teacher Incentive Fund (TIF) grant application, which is being submitted in partnership with rural local education agencies (LEA). While Louisiana is showing gains for some students, it is critically important for the state to focus on efforts that will expand equitable access to strong educators and improve the support systems in places of greatest need - rural, high-needs schools.

For 55 years, as a nonpartisan, nonprofit research and policy organization, CABL has worked on issues in the public interest, focusing on education, economic growth, fiscal policy, and civic engagement. We collaborate with local, regional and national organizations and actively promote sound policy ideas, best practices and innovations that help students succeed academically. Louisiana is rich in cultural and natural assets with a dynamic economy, but there are rural areas where poverty, joblessness and low educational attainment persist.

Thankfully, our state has adopted policies designed to help *all* students achieve more, including higher learning standards, interventions for low-performing schools, PreK, and early start to college and careers. Louisiana has also built solid evaluation, support and development structures for educators and local districts can create compensation systems that reward performance. **Louisiana's TIF application will build upon this foundation by funding initiatives that strengthen key components of teacher support and advancement in rural LEAs - where tools, resources, and development can be scarce.**

This application will fund innovative teacher recruitment efforts and then prepare new teachers via a yearlong residency. Not only will the residency approach better prepare new teachers, it will open up new leadership pathways in the form of mentor teacher roles within the LEA. The application will also support efforts to improve the use of high quality formative assessments that are aligned to student standards and that ensure teachers are setting goals that measure meaningful student learning. Finally, principals will participate in a structured fellowship that increases their capacity to support and grow teachers.

Taken together, the above initiatives will build the capacity for strong teaching in critical-need rural districts in ways that can be replicated statewide. We strongly support this application for a federal TIF grant so Louisiana can better attract, develop, retain, and honor talented educators in high-poverty areas where we have students most in need. Thank you for your consideration.

Sincerely,

  
Stephanie Desselle, Senior Vice President

July 11, 2016

The Honorable John King, Jr.  
Secretary of Education  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-5900

Dear Secretary King,

I am writing to support the Louisiana Department of Education's Teacher Incentive Fund (TIF) grant application, which is being submitted in partnership with rural local education agencies (LEA). This application will support initiatives to expand equitable access to excellent educators and to improve evaluation and support systems in places of greatest need: rural, high-needs schools.

Louisiana's TIF application builds upon their solid educator support foundation by funding initiatives that strengthen key components of that educator support and workforce structures in rural LEAs - where tools, resources, and development opportunities can sometimes be scarce. This application will fund initiatives that first recruit educators in innovative ways and then prepare new teachers via a yearlong residency. The yearlong residency serves both to more effectively prepare new teachers and also to open up new leadership pathways, in the form of mentor teacher roles, for highly effective educators within the LEA.

The application will also support initiatives that improve assessment and support systems in Louisiana's rural schools and school systems with teachers currently in the K-12 system. Specifically, LEAs will be supported in the use of high quality instructional assessments that are aligned to Louisiana's student standards and that ensure teachers are setting and held accountable to goals that measure meaningful student learning. Through ANet's partnerships with rural districts, such as St. Helena Parish School District, in Louisiana, we have seen the impact that helping district leaders evaluate the quality of their assessments can have. If the assessments a district uses aren't well designed and standards aligned, that can create confusing conditions for teachers. High quality instructional assessments, on the other hand, articulate the bar for standards mastery; they can be the bedrock of strong instruction and guideposts for teacher professional development. By equipping teachers and leaders with reliable student learning data and pairing it with support on how best to use that information, LDOE can help districts set the conditions for great teaching and learning.

All told, LDOE's interconnected teacher incentive initiatives will make Louisiana's educator support and workforce systems more cohesive and effective while increasing the capacity of Louisiana's rural systems. ANet strongly supports this application to seek a federal TIF grant to deepen Louisiana's ability to attract, develop, retain, and honor talented educators across the state.

Sincerely,

Molly Minnick DePasquale  
Managing Director, Program Development  
ANet | Achievement Network

Richard A. Lipsey  
Chair

Edward D. Markle  
Vice Chair

Joseph P. Farr  
Secretary

Joseph C. Rallo, Ph.D.  
Commissioner of  
Higher Education



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#### Appendix E: Letters of Support

Claudia H. Adley  
Raymond J. Brandt  
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Benson T. Kinney, Student

July 11, 2016

The Honorable John King, Jr.  
Secretary of Education  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-5900

Dear Secretary King:

The purpose of this letter is to offer support for the Teacher Incentive Fund grant application that is being submitted by the Louisiana Department of Education (LDOE) as it addresses the goal of expanding and strengthening partnerships between university-based preparation providers and rural districts in an effort to increase the LEAs' access to and likelihood of retaining excellent teachers.

Louisiana's universities have had a history of realigning their programs to changes in PK-12 student content standards, changes in teacher standards, and changes in state certification requirements that better address the needs of PK-12 students. They have a long history of using outcome data to improve the quality of their teacher preparation programs. During the last two years, eleven universities have had opportunities to pilot full year residencies that have involved 177 undergraduate teacher candidates through LDOE Believe and Prepare grants. Through the TIF grant, collaborative partnerships between university-based preparation programs and rural districts will be expanded, full year residencies that meet the needs of rural districts and partnering universities will be developed and delivered, regional and state trainings to prepare effective mentors will be provided, and financial support to teachers who mentor teacher candidates in full year residencies will be provided. A key element for long term success will be the identification of sustainable funding to ensure that the grant activities can continue beyond the life of the grant.

By selecting and training effective teachers to assume respected roles as full year mentors, experienced teachers can assume new career opportunities in their rural school settings as teacher leaders. They can assume new instructional leadership roles to support their principals as they expand and enhance their own practices and the practices of the teacher candidates and other teachers. The opportunities can serve as incentives to retain highly effective experienced teachers in rural districts in Louisiana.

Sincerely,

Jeanne M. Burns, Ph.D.  
Associate Commissioner for  
Teacher and Leader Initiatives

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#### Appendix E: Letters of Support



July 11, 2016

The Honorable John King, Jr.  
Secretary of Education  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-5900

Dear Secretary King,

I am writing to support the Louisiana Department of Education's Teacher Incentive Fund (TIF) grant application, which is being submitted in partnership with rural local education agencies (LEA). This application will support initiatives to expand equitable access to excellent educators and to improve evaluation and support systems in places of greatest need – rural, high-needs schools.

Louisiana has built solid educator support and workforce structures that include a statewide evaluation system for educators and the power for districts to build compensation systems that reward performance in the classroom.

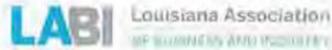
Louisiana's TIF application builds upon this foundation by funding initiatives that strengthen key components of Louisiana's educator support and workforce structures in rural LEAs – where tools, resources, and development opportunities can sometimes be scarce. This application will fund initiatives that first recruit educators in innovative ways and then prepare new teachers via a yearlong residency. The yearlong residency serves both to more effectively prepare new teachers and also to open up new leadership pathways, in the form of mentor teacher roles, for the most effective educators within the LEA.

The application will also support initiatives that improve evaluation and support systems in Louisiana's rural schools and school systems with teachers currently in the K-12 system. Specifically, LEAs will be supported in the use of high quality formative assessments that are aligned to Louisiana's student standards and that ensure teachers are setting and held accountable to goals that measure meaningful student learning. This also ensures the state's talent system is built on data that reflects appropriate student learning and teacher performance. Finally, principals will participate in a structured fellowship that increases their capacity to support and grow teachers.

Taken together, the above initiatives will make Louisiana's educator support and workforce systems more cohesive and effective while increasing the capacity of Louisiana's rural systems. I strongly support this application to seek a federal TIF grant to deepen Louisiana's ability to attract, develop, retain, and honor talented educators across the state.

Sincerely,

Dr. Keith Courville  
Executive Director, Associated Professional Educators of Louisiana



July 11, 2016

The Honorable John King, Jr.  
Secretary of Education  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-5900

Dear Secretary King,

I am writing to support the Louisiana Department of Education's Teacher Incentive Fund (TIF) grant application, which is being submitted in partnership with rural local education agencies (LEA). This application will further current initiatives to expand equitable access to excellent educators and to improve evaluation and support systems in places of greatest need – rural, high-needs schools.

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Taken together, the above initiatives will make Louisiana's educator support and workforce systems more cohesive and effective while increasing the capacity of Louisiana's rural systems. I strongly support this application to seek a federal TIF grant to deepen Louisiana's ability to attract, develop, retain, and honor talented educators across the state.

Sincerely,

  
Brigitte T. Wieland  
Vice President  
Louisiana Association of Business and Industry



STATE BOARD of ELEMENTARY and SECONDARY EDUCATION  
P.O. Box 94064, Capitol Station, Baton Rouge, LA 70804-9064 · PHONE: 225-342-5840 · FAX: 225-342-5843

July 7, 2016

James Garvey  
1<sup>st</sup> BESE District  
Kira Orange Jones  
2<sup>nd</sup> BESE District  
Sandy Holloway  
3<sup>rd</sup> BESE District

Tony Davis  
4<sup>th</sup> BESE District

Gary Jones  
5<sup>th</sup> BESE District

Kathy Edmonston  
6<sup>th</sup> BESE District

Holly Holly  
7<sup>th</sup> BESE District

Jada Lewis  
8<sup>th</sup> BESE District

Thomas Roque  
Member-at-Large

Laurie Thomason  
Member-at-Large

Doris Veltier  
Member-at-Large

The Honorable John King, Jr.  
Secretary of Education  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-5900

Dear Secretary King,

As President of the Louisiana State Board of Elementary and Secondary Education (BESE), I am writing to support the Louisiana Department of Education's Teacher Incentive Fund (TIF) grant application, which is being submitted in partnership with rural local education agencies (LEAs). This application will support initiatives to expand equitable access to excellent educators and to improve evaluation and support systems in places of greatest need – rural, high-needs schools.

BESE is charged with providing leadership and creating policies for education that expand opportunities for children, empower families and communities, and advance Louisiana in an increasingly competitive global market. Louisiana has built solid educator support and workforce structures that include a statewide evaluation system for educators and the power for districts to build compensation systems that reward performance in the classroom.

Louisiana's TIF application builds upon this foundation by funding initiatives that strengthen key components of Louisiana's educator support and workforce structures in rural LEAs – where tools, resources, and development opportunities can sometimes be scarce. This application will fund initiatives that first recruit educators in innovative ways and then prepare new teachers via a yearlong residency. The yearlong residency serves both to more effectively prepare new teachers and also to open up new leadership pathways, in the form of mentor teacher roles, for the most effective educators within the LEA.

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[www.bese.louisiana.gov](http://www.bese.louisiana.gov)

Shan N. Davis  
Executive Director  
John C. White  
State Superintendent

Appendix E: Letters of Support

The Honorable John King, Jr.  
July 7, 2016  
Page 2

Taken together, these initiatives will make Louisiana's educator support and workforce systems more cohesive and effective while increasing the capacity of Louisiana's rural systems. We anticipate this application will advance our goal of supporting every student to achieve at high levels and to prepare for college or career success. We strongly support this application to seek a federal TIF grant to deepen Louisiana's ability to attract, develop, retain, and honor talented educators across the state.

Sincerely,

James D. Garvey, Jr.  
President

Appendix E: Letters of Support



1555 Poydras St, Suite 750  
New Orleans, LA 70112  
504.274.3651  
lcharterschools.org

July 11, 2016

The Honorable John King, Jr.  
Secretary of Education  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-5900

Dear Secretary King,

I am writing to support the Louisiana Department of Education's Teacher Incentive Fund (TIF) grant application, which is being submitted in partnership with rural local education agencies (LEA). This application will support initiatives to expand equitable access to excellent educators and to improve evaluation and support systems in places of greatest need – rural, high-needs schools.

Louisiana has built solid educator support and workforce structures that include a statewide evaluation system for educators and the power for districts to build compensation systems that reward performance in the classroom.

Louisiana's TIF application builds upon this foundation by funding initiatives that strengthen key components of Louisiana's educator support and workforce structures in rural LEAs – where tools, resources, and development opportunities can sometimes be scarce. This application will fund initiatives that first recruit educators in innovative ways and then prepare new teachers via a yearlong residency. The yearlong residency serves both to more effectively prepare new teachers and also to open up new leadership pathways, in the form of mentor teacher roles, for the most effective educators within the LEA.

The application will also support initiatives that improve evaluation and support systems in Louisiana's rural schools and school systems with teachers currently in the K-12 system. Specifically, LEAs will be supported in the use of high quality formative assessments that are aligned to Louisiana's student standards and that ensure teachers are setting and held accountable to goals that measure meaningful student learning. This also ensures the state's talent system is built on data that reflects appropriate student learning and teacher performance. Finally, principals will participate in a structured fellowship that increases their capacity to support and grow teachers.

Taken together, the above initiatives will make Louisiana's educator support and workforce systems more cohesive and effective while increasing the capacity of Louisiana's rural systems. I strongly support this application to seek a federal TIF grant

The Louisiana Association of Public Charter Schools supports, promotes, and advocates for the Louisiana charter school movement, increasing student access to high quality public schools statewide.

Appendix E: Letters of Support

Appendix E: Letters of Support



1555 Poydras St. Suite 750  
New Orleans, LA 70112  
504.274.3651  
lacharterschools.org

to deepen Louisiana's ability to attract, develop, retain, and honor talented educators across the state.

Sincerely,  
[Redacted Signature]

Carolina Roemer  
Executive Director, Louisiana Association of Public Charter Schools

The Louisiana Association of Public Charter Schools supports, promotes, and advocates for the Louisiana charter school movement, increasing student access to high quality public schools statewide.



July 11, 2016  
The Honorable John King, Jr.  
Secretary of Education  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-5900

Dear Secretary King,

I am writing to support the Louisiana Department of Education's Teacher Incentive Fund (TIF) grant application, which is being submitted in partnership with rural local education agencies (LEA). This application will support initiatives to expand equitable access to excellent educators and to improve evaluation and support systems in places of greatest need – rural, high-needs schools.

Louisiana has built solid educator support and workforce structures that include a statewide evaluation system for educators and the power for districts to build compensation systems that reward performance in the classroom.

Louisiana's TIF application builds upon this foundation by funding initiatives that strengthen key components of Louisiana's educator support and workforce structures in rural LEAs – where tools, resources, and development opportunities can sometimes be scarce. This application will fund initiatives that first recruit educators in innovative ways and then prepare new teachers via a yearlong residency. The yearlong residency serves both to more effectively prepare new teachers and also to open up new leadership pathways, in the form of mentor teacher roles, for the most effective educators within the LEA.

The application will also support initiatives that improve evaluation and support systems in Louisiana's rural schools and school systems with teachers currently in the K-12 system. Specifically, LEAs will be supported in the use of high quality formative assessments that are aligned to Louisiana's student standards and that ensure teachers are setting and held accountable to goals that measure meaningful student learning. This also ensures the state's talent system is built on data that reflects appropriate student learning and teacher performance. Finally, principals will participate in a structured fellowship that increases their capacity to support and grow teachers.

Appendix E: Letters of Support



Taken together, the above initiatives will make Louisiana's educator support and workforce systems more cohesive and effective while increasing the capacity of Louisiana's rural systems. I strongly support this application to seek a federal TIF grant

to deepen Louisiana's ability to attract, develop, retain, and honor talented educators across the state.

Sincerely,

Jason Dougal  
CEO, Criterion Education, LLC

Appendix E: Letters of Support

July 11, 2016

The Honorable John King, Jr.  
Secretary of Education  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-5900

Dear Secretary King,

Stand for Children Louisiana is writing to support the Louisiana Department of Education's (LDE) Teacher Incentive Fund (TIF) grant application, which is being submitted in partnership with rural local education agencies (LEA) in the state. At Stand for Children, we believe that all children deserve access to a high-quality education, regardless of their zip code. This is why we support the LDE's application to expand equitable access to excellent educators and to improve evaluation and support systems in rural, high-needs schools.

Over the past several years, Louisiana has built solid educator support and workforce structures that include a statewide evaluation system for educators and the power for districts to build compensation systems that reward performance in the classroom. The state has historically used TIF awards to support those programs.

Now, Louisiana's TIF application seeks to build on this foundation by funding initiatives that strengthen key components of Louisiana's educator support and workforce structures in rural LEAs, areas where tools, resources, and development opportunities can sometimes be scarce. This application will fund initiatives that recruit educators in new ways and then prepare teacher candidates via a yearlong residency. The yearlong residency serves both to more effectively prepare new teachers and also to open up new leadership pathways, in the form of mentor teacher roles, for the most effective educators within the LEA.

The application will also support initiatives that improve evaluation and support systems in Louisiana's rural schools and school systems with teachers currently in the K-12 system. Specifically, LEAs will be supported in the use of high quality formative assessments that are aligned to Louisiana's student standards and that ensure teachers are setting and held accountable to goals that measure meaningful student learning. These quality assessments will help to ensure that the state's talent system is built on data that reflects appropriate student learning and teacher performance. In addition, in order to support the leaders who will work with teachers on using these assessments, the LDE will create a structured fellowship to increase principal capacity to support and grow teachers.

Taken together, the above initiatives will make Louisiana's educator support and workforce systems more cohesive and effective while increasing the capacity of Louisiana's rural systems. We strongly support this application to seek a federal TIF grant to deepen Louisiana's ability to attract, develop, retain, and honor talented educators across the state.

Sincerely,

Carrie Griffin Monica  
Executive Director  
Stand for Children Louisiana

Appendix E: Letters of Support

July 11, 2016

The Honorable John King, Jr.  
Secretary of Education  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-5900

Dear Secretary King,

As President of the Louisiana Association of Colleges of Teacher Education (LACTE), I am writing to support the Louisiana Department of Education's Teacher Incentive Fund (TIF) grant application, which is being submitted in partnership with rural local education agencies (LEA). This application will support initiatives to expand equitable access to excellent educators and to improve evaluation and support systems in places of greatest need – rural, high-needs schools.

LACTE's vision is to promote the preparation and professional development of highly effective educators and one of LACTE's key goals is to be an instrument of change in the creation of a nationally competitive education system for all Louisiana students. LACTE institutions have been key partners in Louisiana's work to strengthen its workforce structures. Through the Believe and Prepare pilot program, LACTE institutions have begun to implement shifts in teacher recruitment and preparation that address changes in expectations for student and teacher success and provide teacher candidates with a rigorous, practice-based preparation experience.

Louisiana's TIF application will build upon this work by funding initiatives that strengthen key components of Louisiana's educator support and workforce structures in rural LEAs – where tools, resources, and development opportunities can sometimes be scarce. Of particular importance to LACTE, this application will fund initiatives that first recruit educators in innovative ways and then prepare new teachers via a yearlong residency. The yearlong residency serves both to more effectively prepare new teachers and also to open up new leadership pathways, in the form of mentor teacher roles, for the most effective educators within the LEA.

The application will also support initiatives that improve evaluation and support systems in Louisiana's rural schools and school systems with teachers currently in the K-12 system. Taken together, the above initiatives will make Louisiana's educator support and workforce systems more cohesive and effective while increasing the capacity of Louisiana's rural systems. We look forward to expanding our partnerships with rural LEAs and we strongly support this application to seek a federal TIF grant to deepen Louisiana's ability to attract, develop, retain, and honor talented educators across the state.

Don Schillinger, Ph.D.  
President, Louisiana Association of Colleges of Teacher Education (LACTE)  
Dean, College of Education, Louisiana Tech University

Appendix E: Memorandum of Understanding

Form E

STATE OF LOUISIANA  
DEPARTMENT OF EDUCATION  
MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by the Louisiana Department of Education's Office of Innovation and Allen Parish School Board, PO Drawer C Oberlin, LA 70655 for the program entitled Teacher Incentive Fund Program, under the following terms and conditions.

1. Background

The Louisiana Department of Education is applying to the U.S. Department of Education (USDOE) as a lead applicant for a grant award under the fiscal year (FY) 2016 Teacher Incentive Fund (TIF) General TIF Competition. The LEA is partnering with the LDOE on this application. The purpose of this MOU is to establish the framework through which, if the U.S. Department of Education approves the application, the LEA will collaborate with the LDOE. This MOU articulates the specific roles and responsibilities of the LEA in implementing the approved TIF project.

2. Liaison Officials

The primary point of contact who shall function as the Department's lead liaisons for all implementation of services described in this Memorandum of Understanding (MOU) agreement are listed below:

Hannah Dietsch, Assistant Superintendent of Talent, 1201 N. 3rd Street, Baton Rouge, LA 70802, Hannah.Dietsch@la.gov

Rebecca Kockler, Assistant Superintendent of Academic Content, 1201 N. 3rd Street, Baton Rouge, LA 70802, Rebecca.Kockler@la.gov

The LEA's lead liaison for all implementation and services described in the Memorandum of Understanding (MOU) agreement is included below.

Linda McCullough, Curriculum and Instructional Support Supervisor, PO Drawer C, Oberlin, LA 70655, linda.mccullough@allen.k12.la.us, 337-639-3530 (Office) 337-353-1919 (Cell)

The above individuals will serve as the primary point(s) of contact for fiscal and budgetary matters, programmatic matters, daily program operations, service delivery operations, and program monitoring.

3. Goals and Objectives

- 1 Through improved goal-setting tools and supports, improve the evaluation support system so that the evaluation and support system results are more relevant and based on student learning and, therefore, a better basis for professional development, performance-based compensation, and educator advancement
- 2 Through expanded and strengthened partnerships with preparation providers, increase LEAs' access to and likelihood of retaining excellent teachers
- 3 Through expanded and strengthened principal fellowship, expand LEAs' access to and retention of excellent leaders who establish strong human capital management systems in their schools

4. Responsibilities

The Louisiana Department of Education will act in the following manner:

FormE

Serving as lead applicant, managing grant funding, reporting, and ensuring overall implementation of the project as described in the TIF application  
Identifying a project director to manage the grant and coordinate among all partners

The LEA will participate in all grant priorities, including the following:

- Nominating and sending principals through the fellowship
- Using high-quality assessments (tier 1 or state-offered) and reducing testing time
- Ensuring teacher and principal goals are aligned to high-quality assessments
- Partnering with a teacher preparation provider to develop and collaboratively oversee a yearlong teacher residency program
- Identifying mentor teachers and ensuring they attend trainings at regional collaborations and the yearly summit
- Over time, sharing in the cost of a stipend for mentor teachers
- Using tools and participating in training to project teacher workforce needs

#### 5. Funding Agreement, Conditions, Payment Terms, and Administrative Allocations

The U.S. Department of Education will determine if the grant application is accepted, and if so, the funding amount. If the application is accepted, the Louisiana Department of Education will determine the funding allocations based upon the funding amount allocated by the U.S. Department of Education.

LEAs may only use allocated funds for grant activities in identified high-needs schools.

#### 6. Termination for Cause

The Department of Education may terminate this agreement for cause based upon the failure of the LEA to comply with the terms and/or conditions of the agreement, provided that the state shall give the LEA written notice specifying the LEA's failure. If within thirty (30) days after receipt of such notice the LEA shall not have both corrected such failure and thereafter proceeded diligently to complete such correction, then the state may, at its option, place the LEA in default, and the agreement shall terminate on the date specified in such notice. The LEA may exercise any rights available to it under Louisiana law to terminate for cause upon the failure of the state to comply with the terms and conditions of this agreement, provided that the LEA shall give the state written notice specifying the state's failure. The state has the right to cancel this agreement upon less than thirty (30) days' written notice due to budgetary reductions and changes in funding priorities by the state.

#### 7. Termination for Convenience

The state may terminate the agreement at any time by giving thirty (30) days' written notice to the LEA.

#### 8. Remedies for Default

Any claim or controversy arising out of this contract shall be resolved by the provisions of LSA • R.S. 39:1672.2 - 1672.4.

#### 9. Assignment

No LEA shall assign any interest in this agreement by assignment, transfer, or novation, without prior written consent of the state. This provision shall not be construed to prohibit the LEA from assigning his or her bank, trust company, or other financial institution any money due or to become due from approved contracts without such prior written consent. Notice of any such assignment or transfer shall be furnished promptly to the state.

FormE

#### 10. Right to Audit

It is hereby agreed that the LDOE's internal auditors, the Legislative Auditor of the State of Louisiana, the Office of the Governor, Division of Administration's auditors, and/or other auditors representing state or federal government shall have the option of auditing all accounts or records of the LEA which relate to this agreement. All copies of audits must be forwarded to the LDOE's Internal Audit Section.

#### 11. Execution

This MOU shall begin on 10/01/2016 and shall terminate on 09/30/2021. The effective date of this MOU may be extended /only if an amendment to that effect is duly executed by the contracting parties and approved by the necessary authorities prior to said termination date. If either party informs the other that an extension of this agreement is deemed necessary, an amendment may be prepared by and forwarded to the other party for appropriate action by the other party, and said amendment is to be returned to the state with appropriate information and signatures not less than fifteen (15) days prior to the termination date. Upon receipt of the amendment, it will be forwarded to the necessary authorities for their approval.

#### 12. Fiscal Funding

The continuation of this agreement is contingent upon the appropriation of funds to fulfill the requirements of the Contract by the Legislature. If the legislature fails to appropriate sufficient monies to provide for the continuation of the contract, or if such appropriation is reduced by the veto of the governor or by any means provided in the Appropriations Act to prevent the total appropriation for the year from exceeding revenues for that year, or for any other lawful purpose, and the effect of such reduction is to provide insufficient monies for the continuation of the contract, the contract shall terminate on the date of the beginning of the first fiscal year for which funds are not appropriated.

#### 13. Discrimination Clause

The LEA agrees to abide by the requirements of the following as applicable: Title VI of the Civil Rights Act of 1964 and Title VO of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972, Federal Executive Order 11246 as amended, the Rehabilitation Act of 1973 as amended, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, the Fair Housing Act of 1968 as amended, and the Americans with Disabilities Act of 1990.

The LEA agrees not to discriminate in its employment practices, and will render services under this contract without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, veteran status, political affiliation, disability, or age in any matter relating to employment. Any act of discrimination committed by the LEA or failure to comply with these statutory obligations when applicable shall be grounds for termination of this contract.

#### 14. Compliance Statement

The LDOE's designated contract monitor has reviewed this contractual and fiscal commitment and certifies that the proposed expenditure complies with all applicable federal and state laws and regulations and the SBESE's policies. The designated monitor is aware that he or she is subject to disciplinary or appropriate legal action if his or her assurance is knowingly in violation of public laws or the SBESE's policies.

By executing this contract, the LEA certifies that the LEA has conducted, with due diligence, an examination of its business relationships and affairs, and to the best of the LEA's knowledge, information, and belief, the LEA is not prohibited from entering into this contract by La. R.S. 42:1113.

FonnE

15. Debarment and Suspension Clause

The LEA receiving individual awards hereby certifies that the organization and its principals are not suspended or debarred from any federal or state program.

16. Confidentiality

This contract is entered into by the LEA and the Department in accordance with the provisions of La R.S. 17:3914, the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1231(g), et seq., (FERPA) and the Individuals with Disabilities Education Act, 20 U.S.C Section 1400, et seq., (IDEA). The LEA hereby acknowledges that all documents which include personally identifiable information contained in or derived from a student's education records are deemed confidential pursuant to La R.S. 17:3914, FERPA, and IDEA. The LEA agrees not to re-disclose any such personally identifiable information without the prior written consent of the student's parent or the student, in the case of students who have reached the age of majority, or unless re-disclosure is otherwise authorized by law. The LEA agrees to return all documents deemed confidential pursuant to La. R.S. 17:3914, FERPA, and/or IDEA to the Department at the conclusion of this contract.

17. Collections Fees

If the LEA invoices the state, and the state pays the LEA for work not done or for work not done in accordance with this contract, or if the state for any reason pays the LEA any amount not actually owed by the state to the LEA pursuant to this contract, or if the LEA owes money to the state for any reason whatsoever as a result of this contract, the state may refer this matter to the Louisiana Attorney General for collection. If the state does refer this matter to the Louisiana Attorney General, the LEA agrees to pay, in addition to the debt owed to the state, the state's reasonable attorney's fees, up to a maximum fee of thirty-three and one-third percent (33.33%) of the LEA's debt.

18. Jurisdiction, Venue, and Governing Law

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

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

IN WITNESS WHEREOF, the parties have executed this agreement on this day of July, 2016.

State Agency Signatures  
[Redacted Signature]  
Assistant Superintendent  
LEA's Signatures

FormE

STATE OF LOUISIANA  
DEPARTMENT OF EDUCATION  
MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by the Louisiana Department of Education's Office of Innovation and Assumption Parish School Board 4901 Hwy 308 NnpoeonviUe, LA 70390 for the program entitled Teacher Incentive Fund Program under the following terms and conditions.

1. Background

The Louisiana Department of Education is applying to the U.S. Department of Education (ED) as a lead applicant for a grant award under the fiscal year (FY) 2016 Teacher Incentive Fund (TIF) General TIF Competition. The LEA is partnering with the LDOE on this application. The purpose of this MOU is to establish the framework through which, if the US Department of Education approves the application, the LEA will collaborate with the LDOE. This MOU articulates the specific roles and responsibilities of the LEA in implementing the approved TIF project.

2. Liaison Officials

The primary Points of Contact who shall function as the Department's lead liaisons for all implementation of services described in this Memorandum of Understanding (MOU) agreement are:

Hallith Dietsch, Assistant Superintendent of Talent, 1201 N. 3rd Street, Baton Rouge, LA 70802, Hennah.Dietsch@la.gov

Rebecca Kockler, Assistant Superintendent of Academic Content, 1201 N. 3rd Street, Baton Rouge, LA 70802, Rebecca.Kockler@agov

The LEA's lead liaison for all implementation and services described in the Memorandum of Understanding (MOU) agreement is:

Joan Rodrigue, Assumption Parish School Board 4901 Hwy 308 NnpoeonviUe LA 70390 (985) 3697131

The above individuals will serve as the primary point of contact for fiscal and budgetary matters, programmatic matters, daily program operations, service delivery operations, and program monitoring.

3. Goals and Objectives

- I. Through improved goal-setting tools and supports, improve evaluation support system so that the evaluation and support system results are more relevant and based on student learning and, therefore, a better basis for professional development, performance-based compensation, and educator advancement.
2. Through expanded and strengthened partnerships with preparation providers, increase LEAs' access to and likelihood of retaining excellent teachers.
3. Through expanded and strengthened principal fellowship, expand LEAs' access to and retention of excellent leaders who establish strong human capital management systems in their schools.

4. Responsibilities

Appendix E: Memorandum of Understanding

The Louisiana Department of Education will serve as lead applicant, managing grant funding, reporting, and ensuring overall implementation of the project as described in the TIF application. Identify a Project Director to manage the grant and coordinate among all partners.

- The LEA will participate in all grant priorities, including:
- Nominating and sending principals through the fellowship
- Using high quality assessments (tier 1 or state offered) and reducing testing time
- Ensuring teacher and principal goals are aligned to high quality assessments
- Partnering with a teacher preparation provider to develop and collaboratively oversee a yearlong teacher residency program
- Identifying mentor teachers and ensure they attend trainings at regional collaborations and the summit
- Over time, sharing in the cost of 11 stipend for mentor teachers
- Using tools and participate in training to project teacher workforce needs

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

The U.S. Department of Education will determine if the grant application is accepted, and if so, the funding amount. If the application is accepted, the Louisiana Department of Education will determine the funding allocations based upon the funding amount allocated by the U.S. Department of Education.

LEAs may only use allocated funds for grant activities in identified high-needs schools.

6. Termination for Cause

The Department of Education may terminate this Agreement for cause based upon the failure of the LEA to comply with the terms and/or conditions of the Agreement, provided that the State shall give the LEA written notice specifying the LEA's failure. If within thirty (30) days after receipt of such notice the LEA shall not have both corrected such failure and thereafter proceeded diligently to complete such correction, then the State may, at its option, place the LEA in default, and the Agreement shall terminate on the date specified in such notice. The LEA may exercise any rights available to it under Louisiana law to terminate for cause upon the failure of the State to comply with the terms and conditions of this Agreement, provided that the LEA shall give the State written notice specifying the State's failure. The State has the right to cancel this Agreement upon less than thirty (30) days written notice due to budgetary reductions and changes in funding priorities by the State.

7. Termination for Convenience

The State may terminate the Agreement at any time by giving thirty (30) days written notice to the LEA.

8. Remedies for Default

Any claim or controversy arising out of this contract shall be resolved by the provisions of LSA R.S. 39:1672.2- 1672.4.

9. Assignment

No LEA shall assign any interest in this Agreement by assignment, transfer, or novation, without prior written consent of the State. This provision shall not be construed to prohibit LEA from assigning his bank, trust company, or other financial institution any money due or to become due from approved

10. Right to Audit

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

11. Execution

This MOU shall begin on [ ] and shall terminate on [ ]. The effective date of this MOU may be extended only if an amendment to that effect is duly executed by the contracting parties and approved by the necessary authorities prior to said termination date. If either party informs the other that an extension of this agreement is deemed necessary, an amendment may be prepared by and forwarded to the other party for appropriate action by the other party, and said amendment is to be returned to the State with appropriate information and signatures not less than fifteen (15) days prior to termination date. Upon receipt of the amendment, it will be forwarded to the necessary authorities for their approval.

12. Fiscal Funding

The continuation of this agreement is contingent upon the appropriation of funds to fulfill the requirements of the Contract by the Legislature. If the Legislature fails to appropriate sufficient monies to provide for the continuation of the Contract, or if such appropriation is reduced by the veto of the Governor or by any means provided in the Appropriations Act to prevent the total appropriation for the year from exceeding revenues for that year, or for any other lawful purpose, and the effect of such reduction is to provide insufficient monies for the continuation of the Contract, the Contract shall terminate on the date of the beginning of the first fiscal year for which funds are not appropriated.

13. Discrimination Clause

The LEA agrees to abide by the requirements of the following as applicable: Title VI of the Civil Rights Act of 1964 and Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972, Federal Executive Order 11246 as amended, the Rehabilitation Act of 1973, as amended, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, the Fair Housing Act of 1968 as amended, and contractor agrees to abide by the requirements of the Americans with Disabilities Act of 1990.

The LEA agrees not to discriminate in its employment practices, and will render services under this contract without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, veteran status, political affiliation, disability, or age in any matter relating to employment. Any act of discrimination committed by the LEA, or failure to comply with these statutory obligations when applicable shall be grounds for termination of this contract.

14. Compliance Statement

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

By executing this contract, LEA certifies that LEA has conducted, with due diligence, an examination of

Appendix E: Memorandum of Understanding

Form E

15. Debarment and Suspension Clause

The LEA receiving individual awards hereby certifies that the organization and its principals are not suspended or debarred from any federal or state program.

16. Confidentiality

This contract is entered into by the LEA and the Department in accordance with the provisions of La. R.S. 17:2914, the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1231(g), et seq., (FERPA) and the Individuals with Disabilities Education Act, 20 U.S.C. Section 1400, et seq., (IDEA). The LEA hereby acknowledges that all documents which include personally identifiable information contained in or derived from a student's education records are deemed confidential pursuant to La. R.S. 17:3914, FERPA, and IDEA. The LEA agrees not to re-disclose any such personally identifiable information without the prior written consent of the student's parent or the student, in the case of students who have reached the age of majority, or unless re-disclosure is otherwise authorized by law. The LEA agrees to return all documents deemed confidential pursuant to La. R.S. 17:3914, FERPA, and/or IDEA to the Department at the conclusion of this contract.

17. Collections Fees

If the LEA invoices the state, and state pays the LEA for work not done or for work not done in accordance with this contract, or if the state for any reason pays the LEA any amount not actually owed by state to the LEA pursuant to this contract, or if the LEA owes money to the state for any reason whatsoever as a result of this contract, the state may refer this matter to the Louisiana Attorney General for collection. If the state does refer this matter to the Louisiana Attorney General, the LEA agrees to pay, in addition to the debt owed to the state, the state's reasonable attorney's fees, up to a maximum fee of thirty-three and one-third percent (33.33%) of the LEA's debt.

18. Jurisdiction, Venue, and Governing Law

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

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

**IN WITNESS WHEREOF**, the parties have executed this agreement as of this day of July, year 2016.

*Debbie Heitman*

Form E

STATE OF LOUISIANA  
DEPARTMENT OF EDUCATION  
MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by the Louisiana Department of Education's Office of Innovation and — (Louisiana Parish School District, P.O. Box 6700, Leesville, LA 71340) for the program entitled Teacher Incentive Fund Program, under the following terms and conditions.

1. Background

The Louisiana Department of Education is applying to the U.S. Department of Education (USDOE) as a lead applicant for a grant award under the fiscal year (FY) 2016 Teacher Incentive Fund (TIF) General TIF Competition. The TIA is partnering with the LDOE on this application. The purpose of this MOU is to establish the framework through which, if the U.S. Department of Education approves the application, the TIA will collaborate with the LDOE. This MOU articulates the specific roles and responsibilities of the TIA in implementing the approved TIF project.

2. Liaison Officials

The above individuals will serve as the primary point(s) of contact for fiscal and budgetary matters, programmatic matters, daily program operations, service delivery operations, and program monitoring.

3. Goals and Objectives

1. Through improved goal-setting tools and supports, improve the evaluation support system so that the evaluation and support system results are more relevant and based on student learning and, therefore, a better basis for professional development, performance-based compensation, and educator advancement
2. Through expanded and strengthened partnerships with preparation providers, increase LEAs' access to and likelihood of retaining excellent teachers
3. Through expanded and strengthened principal fellowship, expand LEAs' access to and retention of excellent leaders who establish strong human capital management systems in their schools

4. Responsibilities

The Louisiana Department of Education will act in the following manner:

## Appendix E: Memorandum of Understanding

### Form E

- Serving as lead applicant, managing grant funding, reporting, and ensuring overall implementation of the project as described in the TIF application
- Identifying a project director to manage the grant and coordinate among all partners

The LEA will participate in all grant priorities, including the following:

- Nominating and sending principals through the fellowship
- Using high-quality assessments (tier 1 or state-offered) and reducing testing time
- Ensuring teacher and principal goals are aligned to high-quality assessments
- Partnering with a teacher preparation provider to develop and collaboratively oversee a yearlong teacher residency program
- Identifying mentor teachers and ensuring they attend trainings at regional collaborations and the yearly summit
- Over time, sharing in the cost of a stipend for mentor teachers
- Using tools and participating in training to project teacher workforce needs

#### 5. Funding Agreement, Conditions, Payment Terms, and Administrative Allocations

The U.S. Department of Education will determine if the grant application is accepted, and if so, the funding amount. If the application is accepted, the Louisiana Department of Education will determine the funding allocations based upon the funding amount allocated by the U.S. Department of Education.

LEAs may only use allocated funds for grant activities in identified high-needs schools.

#### 6. Termination for Cause

The Department of Education may terminate this agreement for cause based upon the failure of the LEA to comply with the terms and/or conditions of the agreement, provided that the state shall give the LEA written notice specifying the LEA's failure. If within thirty (30) days after receipt of such notice the LEA shall not have both corrected such failure and thereafter proceeded diligently to complete such correction, then the state may, at its option, place the LEA in default, and the agreement shall terminate on the date specified in such notice. The LEA may exercise any rights available to it under Louisiana law to terminate for cause upon the failure of the state to comply with the terms and conditions of this agreement, provided that the LEA shall give the state written notice specifying the state's failure. The state has the right to cancel this agreement upon less than thirty (30) days' written notice due to budgetary reductions and changes in funding priorities by the state.

#### 7. Termination for Convenience

The state may terminate the agreement at any time by giving thirty (30) days' written notice to the LEA.

#### 8. Remedies for Default

Any claim or controversy arising out of this contract shall be resolved by the provisions of LSA - R.S. 39:1672.2 - 1672.4.

#### 9. Assignment

No LEA shall assign any interest in this agreement by assignment, transfer, or novation, without prior written consent of the state. This provision shall not be construed to prohibit the LEA from assigning his or her bank, trust company, or other financial institution any money due or to become due from approved contracts without such prior written consent. Notice of any such assignment or transfer shall be furnished promptly to the state.

## Appendix E: Memorandum of Understanding

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#### 10. Right to Audit

It is hereby agreed that the LDOE's internal auditors, the Legislative Auditor of the State of Louisiana, the Office of the Governor, Division of Administration's auditors, and/or other auditors representing state or federal government shall have the option of auditing all accounts or records of the LEA which relate to this agreement. All copies of audits must be forwarded to the LDOE's Internal Audit Section.

#### 11. Execution

This MOU shall begin on 10/01/2016 and shall terminate on 09/30/2021. The effective date of this MOU may be extended /only if an amendment to that effect is duly executed by the contracting parties and approved by the necessary authorities prior to said termination date. If either party informs the other that an extension of this agreement is deemed necessary, an amendment may be prepared by and forwarded to the other party for appropriate action by the other party, and said amendment is to be returned to the state with appropriate information and signatures not less than fifteen (15) days prior to the termination date. Upon receipt of the amendment, it will be forwarded to the necessary authorities for their approval.

#### 12. Fiscal Funding

The continuation of this agreement is contingent upon the appropriation of funds to fulfill the requirements of the Contract by the Legislature. If the legislature fails to appropriate sufficient monies to provide for the continuation of the contract, or if such appropriation is reduced by the veto of the governor or by any means provided in the Appropriations Act to prevent the total appropriation for the year from exceeding revenues for that year, or for any other lawful purpose, and the effect of such reduction is to provide insufficient monies for the continuation of the contract, the contract shall terminate on the date of the beginning of the first fiscal year for which funds are not appropriated.

#### 13. Discrimination Clause

The LEA agrees to abide by the requirements of the following as applicable: Title VI of the Civil Rights Act of 1964 and Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972, Federal Executive Order 11246 as amended, the Rehabilitation Act of 1973 as amended, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, the Fair Housing Act of 1968 as amended, and the Americans with Disabilities Act of 1990.

The LEA agrees not to discriminate in its employment practices, and will render services under this contract without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, veteran status, political affiliation, disability, or age in any matter relating to employment. Any act of discrimination committed by the LEA or failure to comply with these statutory obligations when applicable shall be grounds for termination of this contract.

#### 14. Compliance Statement

The LDOE's designated contract monitor has reviewed this contractual and fiscal commitment and certifies that the proposed expenditure complies with all applicable federal and state laws and regulations and the SBESE's policies. The designated monitor is aware that he or she is subject to disciplinary or appropriate legal action if his or her assurance is knowingly in violation of public laws or the SBESE's policies.

By executing this contract, the LEA certifies that the LEA has conducted, with due diligence, an examination of its business relationships and affairs, and to the best of the LEA's knowledge, information, and belief, the LEA is not prohibited from entering into this contract by La. R.S. 42:1113.

Appendix E: Memorandum of Understanding

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The LEA further acknowledges that a violation of La. R.S. 42:1113 shall be grounds for termination of this contract for convenience.

15. Debarment and Suspension Clause

The LEA receiving individual awards hereby certifies that the organization and its principals are not suspended or debarred from any federal or state program.

16. Confidentiality

This contract is entered into by the LEA and the Department in accordance with the provisions of La. R.S. 17:3914, the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1231(g), et seq. (FERPA) and the Individuals with Disabilities Education Act, 20 U.S.C. Section 1400, et seq. (IDEA). The LEA hereby acknowledges that all documents which include personally identifiable information contained in or derived from a student's education records are deemed confidential pursuant to La. R.S. 17:3914, FERPA, and IDEA. The LEA agrees not to re-disclose any such personally identifiable information without the prior written consent of the student's parent or the student, in the case of students who have reached the age of majority, or unless re-disclosure is otherwise authorized by law. The LEA agrees to return all documents deemed confidential pursuant to La. R.S. 17:3914, FERPA, and/or IDEA to the Department at the conclusion of this contract.

17. Collections Fees

If the LEA invoices the state, and state pays the LEA for work not done or for work not done in accordance with this contract, or if the state for any reason pays the LEA any amount not actually owed by state to the LEA pursuant to this contract, or if the LEA owes money to the state for any reason whatsoever as a result of this contract, the state may refer this matter to the Louisiana Attorney General for collection. If the state does refer this matter to the Louisiana Attorney General, the LEA agrees to pay, in addition to the debt owed to the state, the state's reasonable attorney's fees; up to a maximum fee of thirty-three and one-third percent (33.33%) of the LEA's debt.

18. Jurisdiction, Venue, and Governing Law

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

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

IN WITNESS WHEREOF, the parties have executed this agreement as of this day of July, year 2016

LEA's Signature

Michelle Ann Galloway  
Superintendent

Appendix E: Memorandum of Understanding

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STATE OF LOUISIANA  
DEPARTMENT OF EDUCATION  
MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by the Louisiana Department of Education's Office of Innovation and Concordia Parish School Board, P.O. Box 950, Vidalia, LA 71373 for the program entitled Teacher Incentive Fund Program, under the following terms and conditions.

1. Background

The Louisiana Department of Education is applying to the U.S. Department of Education (USDOE) as a lead applicant for a grant award under the fiscal year (FY) 2016 Teacher Incentive Fund (TIF) General TIF Competition. The LEA is partnering with the LDOE on this application. The purpose of this MOU is to establish the framework through which, if the U.S. Department of Education approves the application, the LEA will collaborate with the LDOE. This MOU articulates the specific roles and responsibilities of the LEA in implementing the approved TIF project.

2. Liaison Officials

The primary points of contact who shall function as the Department's lead liaisons for all implementation of services described in this Memorandum of Understanding (MOU) agreement are listed below:

Hannah Dietsch, Assistant Superintendent of Talent, 1201 N. 3rd Street, Baton Rouge, LA 70802, [Hannah.Dietsch@la.gov](mailto:Hannah.Dietsch@la.gov)

Rebecca Kockler, Assistant Superintendent of Academic Content, 1201 N. 3rd Street, Baton Rouge, LA 70802, [Rebecca.Kockler@la.gov](mailto:Rebecca.Kockler@la.gov)

The LEA's lead liaison for all implementation and services described in the Memorandum of Understanding (MOU) agreement is included below:

Loretta Blankenstein, Superintendent, P.O. Box 950, Vidalia, LA 71373  
[lblankenstein@cpsbla.us](mailto:lblankenstein@cpsbla.us) 318-336-4226 (ext. 35113)

The above individuals will serve as the primary point(s) of contact for fiscal and budgetary matters, programmatic matters, daily program operations, service delivery operations, and program monitoring.

3. Goals and Objectives

1. Through improved goal-setting tools and supports, improve the evaluation support system so that the evaluation and support system results are more relevant and based on student learning and, therefore, a better basis for professional development, performance-based compensation, and educator advancement
2. Through expanded and strengthened partnerships with preparation providers, increase LEAs' access to and likelihood of retaining excellent teachers
3. Through expanded and strengthened principal fellowship, expand LEAs' access to and retention of excellent leaders who establish strong human capital management systems in their schools

4. Responsibilities

The Louisiana Department of Education will act in the following manner:

## Appendix E: Memorandum of Understanding

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- Serving as lead applicant, managing grant funding, reporting, and ensuring overall implementation of the project as described in the TIF application
- Identifying a project director to manage the grant and coordinate among all partners

The LEA will participate in all grant priorities, including the following:

- Nominating and sending principals through the fellowship
- Using high-quality assessments (tier 1 or state-offered) and reducing testing time
- Ensuring teacher and principal goals are aligned to high-quality assessments
- Partnering with a teacher preparation provider to develop and collaboratively oversee a yearlong teacher residency program
- Identifying mentor teachers and ensuring they attend trainings at regional collaborations and the yearly summit
- Over time, sharing in the cost of a stipend for mentor teachers
- Using tools and participating in training to project teacher workforce needs

### 5. Funding Agreement, Conditions, Payment Terms, and Administrative Allocations

The U.S. Department of Education will determine if the grant application is accepted, and if so, the funding amount. If the application is accepted, the Louisiana Department of Education will determine the funding allocations based upon the funding amount allocated by the U.S. Department of Education.

LEAs may only use allocated funds for grant activities in identified high-needs schools.

### 6. Termination for Cause

The Department of Education may terminate this agreement for cause based upon the failure of the LEA to comply with the terms and/or conditions of the agreement, provided that the state shall give the LEA written notice specifying the LEA's failure. If within thirty (30) days after receipt of such notice the LEA shall not have both corrected such failure and thereafter proceeded diligently to complete such correction, then the state may, at its option, place the LEA in default, and the agreement shall terminate on the date specified in such notice. The LEA may exercise any rights available to it under Louisiana law to terminate for cause upon the failure of the state to comply with the terms and conditions of this agreement, provided that the LEA shall give the state written notice specifying the state's failure. The state has the right to cancel this agreement upon less than thirty (30) days' written notice due to budgetary reductions and changes in funding priorities by the state.

### 7. Termination for Convenience

The state may terminate the agreement at any time by giving thirty (30) days' written notice to the LEA.

### 8. Remedies for Default

Any claim or controversy arising out of this contract shall be resolved by the provisions of LSA - R.S. 39:1672.2 - 1672.4.

### 9. Assignment

No LEA shall assign any interest in this agreement by assignment, transfer, or novation, without prior written consent of the state. This provision shall not be construed to prohibit the LEA from assigning his or her bank, trust company, or other financial institution any money due or to become due from approved contracts without such prior written consent. Notice of any such assignment or transfer shall be furnished promptly to the state.

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### 10. Right to Audit

It is hereby agreed that the LDOE's internal auditors, the Legislative Auditor of the State of Louisiana, the Office of the Governor, Division of Administration's auditors, and/or other auditors representing state or federal government shall have the option of auditing all accounts or records of the LEA which relate to this agreement. All copies of audits must be forwarded to the LDOE's Internal Audit Section.

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This MOU shall begin on 10/01/2016 and shall terminate on 09/30/2021. The effective date of this MOU may be extended /only if an amendment to that effect is duly executed by the contracting parties and approved by the necessary authorities prior to said termination date. If either party informs the other that an extension of this agreement is deemed necessary, an amendment may be prepared by and forwarded to the other party for appropriate action by the other party, and said amendment is to be returned to the state with appropriate information and signatures not less than fifteen (15) days prior to the termination date. Upon receipt of the amendment, it will be forwarded to the necessary authorities for their approval.

### 12. Fiscal Funding

The continuation of this agreement is contingent upon the appropriation of funds to fulfill the requirements of the Contract by the Legislature. If the legislature fails to appropriate sufficient monies to provide for the continuation of the contract, or if such appropriation is reduced by the veto of the governor or by any means provided in the Appropriations Act to prevent the total appropriation for the year from exceeding revenues for that year, or for any other lawful purpose, and the effect of such reduction is to provide insufficient monies for the continuation of the contract, the contract shall terminate on the date of the beginning of the first fiscal year for which funds are not appropriated.

### 13. Discrimination Clause

The LEA agrees to abide by the requirements of the following as applicable: Title VI of the Civil Rights Act of 1964 and Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972, Federal Executive Order 11246 as amended, the Rehabilitation Act of 1973 as amended, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, the Fair Housing Act of 1968 as amended, and the Americans with Disabilities Act of 1990.

The LEA agrees not to discriminate in its employment practices, and will render services under this contract without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, veteran status, political affiliation, disability, or age in any matter relating to employment. Any act of discrimination committed by the LEA or failure to comply with these statutory obligations when applicable shall be grounds for termination of this contract.

### 14. Compliance Statement

The LDOE's designated contract monitor has reviewed this contractual and fiscal commitment and certifies that the proposed expenditure complies with all applicable federal and state laws and regulations and the SBESE's policies. The designated monitor is aware that he or she is subject to disciplinary or appropriate legal action if his or her assurance is knowingly in violation of public laws or the SBESE's policies.

By executing this contract, the LEA certifies that the LEA has conducted, with due diligence, an examination of its business relationships and affairs, and to the best of the LEA's knowledge, information, and belief, the LEA is not prohibited from entering into this contract by La. R.S. 42:1113.

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The LEA further acknowledges that a violation of La. R.S. 42:1113 shall be grounds for termination of this contract for convenience.

15. Debarment and Suspension Clause

The LEA receiving individual awards hereby certifies that the organization and its principals are not suspended or debarred from any federal or state program.

16. Confidentiality

This contract is entered into by the LEA and the Department in accordance with the provisions of La. R.S. 17:3914, the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1231(g), et seq., (FERPA) and the Individuals with Disabilities Education Act, 20 U.S.C. Section 1400, et seq., (IDEA). The LEA hereby acknowledges that all documents which include personally identifiable information contained in or derived from a student's education records are deemed confidential pursuant to La. R.S. 17:3914, FERPA, and IDEA. The LEA agrees not to re-disclose any such personally identifiable information without the prior written consent of the student's parent or the student, in the case of students who have reached the age of majority, or unless re-disclosure is otherwise authorized by law. The LEA agrees to return all documents deemed confidential pursuant to La. R.S. 17:3914, FERPA, and/or IDEA to the Department at the conclusion of this contract.

17. Collections Fees

If the LEA invoices the state, and state pays the LEA for work not done or for work not done in accordance with this contract, or if the state for any reason pays the LEA any amount not actually owed by state to the LEA pursuant to this contract, or if the LEA owes money to the state for any reason whatsoever as a result of this contract, the state may refer this matter to the Louisiana Attorney General for collection. If the state does refer this matter to the Louisiana Attorney General, the LEA agrees to pay, in addition to the debt owed to the state, the state's reasonable attorney's fees, up to a maximum fee of thirty-three and one-third percent (33.33%) of the LEA's debt.

18. Jurisdiction, Venue, and Governing Law

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

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

IN WITNESS WHEREOF, the parties have executed this agreement as of this day of July, year 2016.

LEA's Signature

*Kevin Blankenbiller*

Appendix E: Memorandum of Understanding

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STATE OF LOUISIANA  
DEPARTMENT OF EDUCATION  
MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by the Louisiana Department of Education's Office of Innovation and Grant Parish School Board, 512 Main Street, PO Box 208, Calhoun, Louisiana 71417 for the program entitled Teacher Incentive Fund Program, under the following terms and conditions.

1. Background

The Louisiana Department of Education is applying to the U.S. Department of Education (USDOE) as a lead applicant for a grant award under the fiscal year (FY) 2016 Teacher Incentive Fund (TIF) General TIF Competition. The LEA is partnering with the LDOE on this application. The purpose of this MOU is to establish the framework through which, if the U.S. Department of Education approves the application, the LEA will collaborate with the LDOE. This MOU articulates the specific roles and responsibilities of the LEA in implementing the approved TIF project.

2. Liaison Officials

The primary points of contact who shall function as the Department's lead liaisons for all implementation of services described in this Memorandum of Understanding (MOU) agreement are listed below:

The above individuals will serve as the primary points of contact for fiscal and budgetary matters, programmatic matters, daily program operations, service delivery operations, and program monitoring.

3. Goals and Objectives

- 1. Through improved goal-setting tools and supports, improve the evaluation support system so that the evaluation and support system results are more relevant and based on student learning and, therefore, a better basis for professional development, performance-based compensation, and educator advancement
- 2. Through expanded and strengthened partnerships with preparation providers, increase LEAs' access to and likelihood of retaining excellent teachers
- 3. Through expanded and strengthened principal fellowship, expand LEAs' access to and retention of excellent leaders who establish strong human capital management systems in their schools

4. Responsibilities

- The Louisiana Department of Education will act in the following manner:
- Serving as lead applicant, managing grant funding, reporting, and ensuring overall implementation of the project as described in the TIF application
  - Identifying a project director to manage the grant and coordinate among all partners

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The LEA will participate in all grant priorities, including the following:

- Nominating and sending principals through the fellowship
- Using high-quality assessments (tier 1 or state-offered) and reducing testing time
- Ensuring teacher and principal goals are aligned to high-quality assessments
- Partnering with a teacher preparation provider to develop and collaboratively oversee a yearlong teacher residency program
- Identifying mentor teachers and ensuring they attend trainings at regional collaborations and the yearly summit
- Over time, sharing in the cost of a stipend for mentor teachers
- Using tools and participating in training to project teacher workforce needs

#### 5. Funding Agreement, Conditions, Payment Terms, and Administrative Allocations

The U.S. Department of Education will determine if the grant application is accepted, and if so, the funding amount. If the application is accepted, the Louisiana Department of Education will determine the funding allocations based upon the funding amount allocated by the U.S. Department of Education.

LEAs may only use allocated funds for grant activities in identified high-needs schools.

#### 6. Termination for Cause

The Department of Education may terminate this agreement for cause based upon the failure of the LEA to comply with the terms and/or conditions of the agreement, provided that the state shall give the LEA written notice specifying the LEA's failure. If within thirty (30) days after receipt of such notice the LEA shall not have both corrected such failure and thereafter proceeded diligently to complete such correction, then the state may, at its option, place the LEA in default, and the agreement shall terminate on the date specified in such notice. The LEA may exercise any rights available to it under Louisiana law to terminate for cause upon the failure of the state to comply with the terms and conditions of this agreement, provided that the LEA shall give the state written notice specifying the state's failure. The state has the right to cancel this agreement upon less than thirty (30) days' written notice due to budgetary reductions and changes in funding priorities by the state.

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## Appendix E: Memorandum of Understanding

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#### 13. Discrimination Clause

The LEA agrees to abide by the requirements of the following as applicable: Title VI of the Civil Rights Act of 1964 and Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972, Federal Executive Order 11246 as amended, the Rehabilitation Act of 1973 as amended, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, the Fair Housing Act of 1968 as amended, and the Americans with Disabilities Act of 1990.

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#### 14. Compliance Statement

The LDOE's designated contract monitor has reviewed this contractual and fiscal commitment and certifies that the proposed expenditure complies with all applicable federal and state laws and regulations and the SBESE's policies. The designated monitor is aware that he or she is subject to disciplinary or appropriate legal action if his or her assurance is knowingly in violation of public laws or the SBESE's policies.

By executing this contract, the LEA certifies that the LEA has conducted, with due diligence, an examination of its business relationships and affairs, and to the best of the LEA's knowledge, information, and belief, the LEA is not prohibited from entering into this contract by La. R.S. 42:1113. The LEA further acknowledges that a violation of La. R.S. 42:1113 shall be grounds for termination of this contract for convenience.

#### 15. Debarment and Suspension Clause

The LEA receiving individual awards hereby certifies that the organization and its principals are not suspended or debarred from any federal or state program.

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This contract is entered into by the LEA and the Department in accordance with the provisions of La. R.S. 17:3914, the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1231(g), et seq., (FERPA) and the Individuals with Disabilities Education Act, 20 U.S.C. Section 1400, et seq., (IDEA). The LEA hereby acknowledges that all documents which include personally identifiable information contained in or derived from a student's education records are deemed confidential pursuant to La. R.S. 17:3914, FERPA, and IDEA. The LEA agrees not to re-disclose any such personally identifiable information without the prior written consent of the student's parent or the student, in the case of students who have reached the age of majority, or unless re-disclosure is otherwise authorized by law. The LEA agrees to return all documents deemed confidential pursuant to La. R.S. 17:3914, FERPA, and/or IDEA to the Department at the conclusion of this contract.

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18. Jurisdiction, Venue, and Governing Law

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

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

**IN WITNESS WHEREOF**, the parties have executed this agreement as of this day of *July*, year *2016*.

Appendix E: Memorandum of Understanding

Form E

STATE OF LOUISIANA  
DEPARTMENT OF EDUCATION  
MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by the Louisiana Department of Education's Office of Innovation and LIS Clark Leadership Academy, 1517 Statesman Road, Opelousas, LA 70570 for the program entitled Teacher Incentive Fund Program, under the following terms and conditions.

1. Background

The Louisiana Department of Education is applying to the U.S. Department of Education (USDOE) as a lead applicant for a grant award under the fiscal year (FY) 2016 Teacher Incentive Fund (TIF) General TIF Competition. The LEA is partnering with the LDOE on this application. The purpose of this MOU is to establish the framework through which, if the U.S. Department of Education approves the application, the LEA will collaborate with the LDOE. This MOU articulates the specific roles and responsibilities of the LEA in implementing the approved TIF project.

2. Liaison Officials

The primary points of contact who shall function as the Department's lead liaisons for all implementation of services described in this Memorandum of Understanding (MOU) agreement are listed below:

*Hannah Dietsch*, Assistant Superintendent of Talent, 1201 N. 3rd Street, Baton Rouge, LA 70802,  
[Hannah.Dietsch@la.gov](mailto:Hannah.Dietsch@la.gov)

*Rebecca Kockler*, Assistant Superintendent of Academic Content, 1201 N. 3rd Street, Baton Rouge, LA 70802,  
[Rebecca.Kockler@la.gov](mailto:Rebecca.Kockler@la.gov)

The LEA's lead liaison for all implementation and services described in the Memorandum of Understanding (MOU) agreement is included below:

*Tiffanie Lewis*, CEO/Founder, 1517 Statesman Road, LA, 70570, [tmlewis@jsclarkcharter.org](mailto:tmlewis@jsclarkcharter.org), 337-418-4222

The above individuals will serve as the primary point(s) of contact for fiscal and budgetary matters, programmatic matters, daily program operations, service delivery operations, and program monitoring.

3. Goals and Objectives

1. Through improved goal-setting tools and supports, improve the evaluation support system so that the evaluation and support system results are more relevant and based on student learning and, therefore, a better basis for professional development, performance-based compensation, and educator advancement
2. Through expanded and strengthened partnerships with preparation providers, increase LEAs' access to and likelihood of retaining excellent teachers
3. Through expanded and strengthened principal fellowship, expand LEAs' access to and retention of excellent leaders who establish strong human capital management systems in their schools

4. Responsibilities

The Louisiana Department of Education will act in the following manner:

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The LEA will participate in all grant priorities, including the following:

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LEAs may only use allocated funds for grant activities in identified high-needs schools.

6. Termination for Cause

The Department of Education may terminate this agreement for cause based upon the failure of the LEA to comply with the terms and/or conditions of the agreement, provided that the state shall give the LEA written notice specifying the LEA's failure. If within thirty (30) days after receipt of such notice the LEA shall not have both corrected such failure and thereafter proceeded diligently to complete such correction, then the state may, at its option, place the LEA in default, and the agreement shall terminate on the date specified in such notice. The LEA may exercise any rights available to it under Louisiana law to terminate for cause upon the failure of the state to comply with the terms and conditions of this agreement, provided that the LEA shall give the state written notice specifying the state's failure. The state has the right to cancel this agreement upon less than thirty (30) days' written notice due to budgetary reductions and changes in funding priorities by the state.

7. Termination for Convenience

The state may terminate the agreement at any time by giving thirty (30) days' written notice to the LEA.

8. Remedies for Default

Any claim or controversy arising out of this contract shall be resolved by the provisions of LSA R.S. 39:1672.2 - 1672.4.

9. Assignment

No LEA shall assign any interest in this agreement by assignment, transfer, or novation, without prior written consent of the state. This provision shall not be construed to prohibit the LEA from assigning his or her bank, trust company, or other financial institution any money due or to become due from approved contracts without such prior written consent. Notice of any such assignment or transfer shall be furnished promptly to the state.

10. Right to Audit

It is hereby agreed that the LDOE's internal auditors, the Legislative Auditor of the State of Louisiana, the Office of the Governor, Division of Administration's auditors, and/or other auditors representing state or federal government shall have the option of auditing all accounts or records of the LEA which relate to this agreement. All copies of audits must be forwarded to the LDOE's Internal Audit Section.

11. Execution

This MOU shall begin on 10/01/2016 and shall terminate on 09/30/2021. The effective date of this MOU may be extended /only if an amendment to that effect is duly executed by the contracting parties and approved by the

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necessary authorities prior to said termination date. If either party informs the other that an extension of this agreement is deemed necessary, an amendment may be prepared by and forwarded to the other party for appropriate action by the other party, and said amendment is to be returned to the state with appropriate information and signatures not less than fifteen (15) days prior to the termination date. Upon receipt of the amendment, it will be forwarded to the necessary authorities for their approval.

12. Fiscal Funding

The continuation of this agreement is contingent upon the appropriation of funds to fulfill the requirements of the Contract by the Legislature. If the legislature fails to appropriate sufficient monies to provide for the continuation of the contract, or if such appropriation is reduced by the veto of the governor or by any means provided in the Appropriations Act to prevent the total appropriation for the year from exceeding revenues for that year, or for any other lawful purpose, and the effect of such reduction is to provide insufficient monies for the continuation of the contract, the contract shall terminate on the date of the beginning of the first fiscal year for which funds are not appropriated.

13. Discrimination Clause

The LEA agrees to abide by the requirements of the following as applicable: Title VI of the Civil Rights Act of 1964 and Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972, Federal Executive Order 11246 as amended, the Rehabilitation Act of 1973 as amended, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, the Fair Housing Act of 1968 as amended, and the Americans with Disabilities Act of 1990.

The LEA agrees not to discriminate in its employment practices, and will render services under this contract without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, veteran status, political affiliation, disability, or age in any matter relating to employment. Any act of discrimination committed by the LEA or failure to comply with these statutory obligations when applicable shall be grounds for termination of this contract.

14. Compliance Statement

The LDOE's designated contract monitor has reviewed this contractual and fiscal commitment and certifies that the proposed expenditure complies with all applicable federal and state laws and regulations and the SBESE's policies. The designated monitor is aware that he or she is subject to disciplinary or appropriate legal action if his or her assurance is knowingly in violation of public laws or the SBESE's policies.

By executing this contract, the LEA certifies that the LEA has conducted, with due diligence, an examination of its business relationships and affairs, and to the best of the LEA's knowledge, information, and belief, the LEA is not prohibited from entering into this contract by La. R.S. 42:1113. The LEA further acknowledges that a violation of La. R.S. 42:1113 shall be grounds for termination of this contract for convenience.

15. Debarment and Suspension Clause

The LEA receiving individual awards hereby certifies that the organization and its principals are not suspended or debarred from any federal or state program.

16. Confidentiality

This contract is entered into by the LEA and the Department in accordance with the provisions of La. R.S. 17:3914, the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1231(g), et seq., (FERPA) and the Individuals with Disabilities Education Act, 20 U.S.C. Section 1400, et seq., (IDEA). The LEA hereby acknowledges that all documents which include personally identifiable information contained in or derived from a student's education records are deemed confidential pursuant to La. R.S. 17:3914, FERPA, and IDEA. The LEA agrees not to re-disclose any such personally identifiable information without the prior written consent of the student's parent or the student, in the case of students who have reached the age of majority, or unless re-disclosure is otherwise authorized by law. The LEA agrees to return all documents deemed confidential pursuant to La. R.S. 17:3914, FERPA, and/or IDEA to the Department at the conclusion of this contract.

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17. Collections Fees

If the LEA invoices the state, and state pays the LEA for work not done or for work not done in accordance with this contract, or if the state for any reason pays the LEA any amount not actually owed by state to the LEA pursuant to this contract, or if the LEA owes money to the state for any reason whatsoever as a result of this contract, the state may refer this matter to the Louisiana Attorney General for collection. If the state does refer this matter to the Louisiana Attorney General, the LEA agrees to pay, in addition to the debt owed to the state, the state's reasonable attorney's fees, up to a maximum fee of thirty-three and one-third percent (33.33%) of the LEA's debt.

18. Jurisdiction, Venue, and Governing Law

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

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

*IN WITNESS WHEREOF*, the parties have executed this agreement as of this day of July, year 2016.

State's Signature  
[Redacted]

LEA's Signature  
[Redacted]



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- Serving as lead applicant, managing grant funding, reporting, and ensuring overall implementation of the project as described in the TIF application
- Identifying a project director to manage the grant and coordinate among all partners

The LEA will participate in all grant priorities, including the following:

- Nominating and sending principals through the fellowship
- Using high-quality assessments (tier 1 or state-offered) and reducing testing time
- Ensuring teacher and principal goals are aligned to high-quality assessments
- Partnering with a teacher preparation provider to develop and collaboratively oversee a yearlong teacher residency program
- Identifying mentor teachers and ensuring they attend trainings at regional collaborations and the yearly summit
- Over time, sharing in the cost of a stipend for mentor teachers
- Using tools and participating in training to project teacher workforce needs

**5. Funding Agreement, Conditions, Payment Terms, and Administrative Allocations**

The U.S. Department of Education will determine if the grant application is accepted, and if so, the funding amount. If the application is accepted, the Louisiana Department of Education will determine the funding allocations based upon the funding amount allocated by the U.S. Department of Education.

LEAs may only use allocated funds for grant activities in identified high-needs schools.

**6. Termination for Cause**

The Department of Education may terminate this agreement for cause based upon the failure of the LEA to comply with the terms and/or conditions of the agreement, provided that the state shall give the LEA written notice specifying the LEA's failure. If within thirty (30) days after receipt of such notice the LEA shall not have both corrected such failure and thereafter proceeded diligently to complete such correction, then the state may, at its option, place the LEA in default, and the agreement shall terminate on the date specified in such notice. The LEA may exercise any rights available to it under Louisiana law to terminate for cause upon the failure of the state to comply with the terms and conditions of this agreement, provided that the LEA shall give the state written notice specifying the state's failure. The state has the right to cancel this agreement upon less than thirty (30) days' written notice due to budgetary reductions and changes in funding priorities by the state.

**7. Termination for Convenience**

The state may terminate the agreement at any time by giving thirty (30) days' written notice to the LEA.

**8. Remedies for Default**

Any claim or controversy arising out of this contract shall be resolved by the provisions of LSA - R.S. 39:1672.2 - 1672.4.

**9. Assignment**

No LEA shall assign any interest in this agreement by assignment, transfer, or novation, without prior written consent of the state. This provision shall not be construed to prohibit the LEA from assigning his or her bank, trust company, or other financial institution any money due or to become due from approved contracts without such prior written consent. Notice of any such assignment or transfer shall be furnished promptly to the state.

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**10. Right to Audit**

It is hereby agreed that the LDOE's internal auditors, the Legislative Auditor of the State of Louisiana, the Office of the Governor, Division of Administration's auditors, and/or other auditors representing state or federal government shall have the option of auditing all accounts or records of the LEA which relate to this agreement. All copies of audits must be forwarded to the LDOE's Internal Audit Section.

**11. Execution**

This MOU shall begin on 10/01/2016 and shall terminate on 09/30/2021. The effective date of this MOU may be extended /only if an amendment to that effect is duly executed by the contracting parties and approved by the necessary authorities prior to said termination date. If either party informs the other that an extension of this agreement is deemed necessary, an amendment may be prepared by and forwarded to the other party for appropriate action by the other party, and said amendment is to be returned to the state with appropriate information and signatures not less than fifteen (15) days prior to the termination date. Upon receipt of the amendment, it will be forwarded to the necessary authorities for their approval.

**12. Fiscal Funding**

The continuation of this agreement is contingent upon the appropriation of funds to fulfill the requirements of the Contract by the Legislature. If the legislature fails to appropriate sufficient monies to provide for the continuation of the contract, or if such appropriation is reduced by the veto of the governor or by any means provided in the Appropriations Act to prevent the total appropriation for the year from exceeding revenues for that year, or for any other lawful purpose, and the effect of such reduction is to provide insufficient monies for the continuation of the contract, the contract shall terminate on the date of the beginning of the first fiscal year for which funds are not appropriated.

**13. Discrimination Clause**

The LEA agrees to abide by the requirements of the following as applicable: Title VI of the Civil Rights Act of 1964 and Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972, Federal Executive Order 11246 as amended, the Rehabilitation Act of 1973 as amended, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, the Fair Housing Act of 1968 as amended, and the Americans with Disabilities Act of 1990.

The LEA agrees not to discriminate in its employment practices, and will render services under this contract without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, veteran status, political affiliation, disability, or age in any matter relating to employment. Any act of discrimination committed by the LEA or failure to comply with these statutory obligations when applicable shall be grounds for termination of this contract.

**14. Compliance Statement**

The LDOE's designated contract monitor has reviewed this contractual and fiscal commitment and certifies that the proposed expenditure complies with all applicable federal and state laws and regulations and the SBESE's policies. The designated monitor is aware that he or she is subject to disciplinary or appropriate legal action if his or her assurance is knowingly in violation of public laws or the SBESE's policies.

By executing this contract, the LEA certifies that the LEA has conducted, with due diligence, an examination of its business relationships and affairs, and to the best of the LEA's knowledge, information, and belief, the LEA is not prohibited from entering into this contract by La. R.S. 42:1113.

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The LEA further acknowledges that a violation of La. R.S. 12:1113 shall be grounds for termination of this contract for convenience.

15. Debarment and Suspension Clause

The LEA receiving individual awards hereby certifies that the organization and its principals are not suspended or debarred from any federal or state program.

16. Confidentiality

This contract is entered into by the LEA and the Department in accordance with the provisions of La. R.S. 17:3914, the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1231(g) et seq., (FERPA) and the Individuals with Disabilities Education Act, 20 U.S.C. Section 1400, et seq., (IDEA). The LEA hereby acknowledges that all documents which include personally identifiable information contained in or derived from a student's education records are deemed confidential pursuant to La. R.S. 17:3914, FERPA, and IDEA. The LEA agrees not to re-disclose any such personally identifiable information without the prior written consent of the student's parent or the student, in the case of students who have reached the age of majority, or unless re-disclosure is otherwise authorized by law. The LEA agrees to return all documents deemed confidential pursuant to La. R.S. 17:3914, FERPA, and/or IDEA to the Department at the conclusion of this contract.

17. Collections Fees

If the LEA invoices the state, and state pays the LEA for work not done or for work not done in accordance with this contract, or if the state for any reason pays the LEA any amount not actually owed by state to the LEA pursuant to this contract, or if the LEA owes money to the state for any reason whatsoever as a result of this contract, the state may refer this matter to the Louisiana Attorney General for collection. If the state does refer this matter to the Louisiana Attorney General, the LEA agrees to pay, in addition to the debt owed to the state, the state's reasonable attorney's fees, up to a maximum fee of thirty-three and one-third percent (33.33%) of the LEA's debt.

18. Jurisdiction, Venue, and Governing Law

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

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

IN WITNESS WHEREOF, the parties have executed this agreement as of this day of July, year 2016

[Signature area]

LEA's Signature

[Handwritten signature]

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STATE OF LOUISIANA  
DEPARTMENT OF EDUCATION  
MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by the Louisiana Department of Education's Office of Innovation and Morehouse Parish School Board, P. O. Box 872, Bastrop, LA 71221, 4099 Naff Avenue, Bastrop, LA 71220, for the program entitled Teacher Incentive Fund Program, under the following terms and conditions.

1. Background

The Louisiana Department of Education is applying to the U.S. Department of Education (USDOE) as a lead applicant for a grant award under the fiscal year (FY) 2016 Teacher Incentive Fund (TIF) General TIF Competition. The LEA is partnering with the LDOE on this application. The purpose of this MOU is to establish the framework through which, if the U.S. Department of Education approves the application, the LEA will collaborate with the LDOE. This MOU articulates the specific roles and responsibilities of the LEA in implementing the approved TIF project.

2. Liaison Officials

The primary points of contact who shall function as the Department's lead liaisons for all implementation of services described in this Memorandum of Understanding (MOU) agreement are listed below:

Hannah Dietsch, Assistant Superintendent of Talent, 1201 N. 3rd Street, Baton Rouge, LA 70802,

Rebecca Kockler, Assistant Superintendent of Academic Content, 1201 N. 3rd Street, Baton Rouge, LA 7080

The LEA's lead liaison for all implementation and services described in the Memorandum of Understanding (MOU) agreement is included below:

[Empty box for LEA's lead liaison name]

The above individuals will serve as the primary point(s) of contact for fiscal and budgetary matters, programmatic matters, daily program operations, service delivery operations, and program monitoring.

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Serving as lead applicant, managing grant funding, reporting, and ensuring overall implementation of the project as described in the TIF application
Identifying a project director to manage the grant and coordinate among all partners

The LEA will participate in all grant priorities, including the following:

- Nominating and sending principals through the fellowship
Using high-quality assessments (tier I or state-offered) and reducing testing time
Ensuring teacher and principal goals are aligned to high-quality assessments
Partnering with a teacher preparation provider to develop and collaboratively oversee a yearlong teacher residency program

Identifying mentor teachers and ensuring they attend trainings at regional collaborations and the yearly summit

Over time, sharing in the cost of a stipend for mentor teachers

Using tools and participating in training to project teacher workforce needs

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

The U.S. Department of Education will determine if the grant application is accepted, and if so, the funding amount. If the application is accepted, the Louisiana Department of Education will determine the funding allocations based upon the funding amount allocated by the U.S. Department of Education.

LEAs may only use allocated funds for grant activities in identified high-needs schools.

6. Termination for Cause

The Department of Education may terminate this agreement for cause based upon the failure of the LEA to comply with the terms and/or conditions of the agreement, provided that the state shall give the LEA written notice specifying the LEA's failure. If within thirty (30) days after receipt of such notice the LEA shall not have both corrected such failure and thereafter proceeded diligently to complete such correction, then the state may, at its option, place the LEA in default, and the agreement shall terminate on the date specified in such notice. The LEA may exercise any rights available to it under Louisiana law to terminate for cause upon the failure of the state to comply with the terms and conditions of this agreement, provided that the LEA shall give the state written notice specifying the state's failure. The state has the right to cancel this agreement upon less than thirty (30) days' written notice due to budgetary reductions and changes in funding priorities by the state.

7. Termination for Convenience

The state may terminate the agreement at any time by giving thirty (30) days' written notice to the LEA.

8. Remedies for Default

Any claim or controversy arising out of this contract shall be resolved by the provisions of LSA R.S. 39:1672.2 - 1672.4.

9. Assignment

No LEA shall assign any interest in this agreement by assignment, transfer, or novation, without prior written consent of the state. This provision shall not be construed to prohibit the LEA from assigning his or her bank, trust company, or other financial institution any money due or to become due from approved contracts without such prior written consent. Notice of any such assignment or transfer shall be furnished promptly to the state.

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10. Right to Audit

it is hereby agreed that the LDOE's internal auditors, the Legislative Auditor of the State of Louisiana, the Office of the Governor, Division of Administration's auditors, and/or other auditors representing state or federal government shall have the option of auditing all accounts or records of the LEA which relate to this agreement. All copies of audits must be forwarded to the LDOE's Internal Audit Section.

11. Execution

This MOU shall begin on 10/01/2016 and shall terminate on 09/30/2021. The effective date of this MOU may be extended only if an amendment to that effect is duly executed by the contracting parties and approved by the necessary authorities prior to said termination date. If either party informs the other that an extension of this agreement is deemed necessary, an amendment may be prepared by and forwarded to the other party for appropriate action by the other party, and said amendment is to be returned to the state with appropriate information and signatures not less than fifteen (15) days prior to the termination date. Upon receipt of the amendment, it will be forwarded to the necessary authorities for their approval.

12. Fiscal Funding

The continuation of this agreement is contingent upon the appropriation of funds to fulfill the requirements of the Contract by the Legislature. If the legislature fails to appropriate sufficient monies to provide for the continuation of the contract, or if such appropriation is reduced by the veto of the governor or by any means provided in the Appropriations Act to prevent the total appropriation for the year from exceeding revenues for that year, or for any other lawful purpose, and the effect of such reduction is to provide insufficient monies for the continuation of the contract, the contract shall terminate on the date of the beginning of the first fiscal year for which funds are not appropriated.

13. Discrimination Clause

The LEA agrees to abide by the requirements of the following as applicable: Title VI of the Civil Rights Act of 1964 and Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972, Federal Executive Order 11246 as amended, the Rehabilitation Act of 1973 as amended, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, the Fair Housing Act of 1968 as amended, and the Americans with Disabilities Act of 1990.

The LEA agrees not to discriminate in its employment practices, and will render services under this contract without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, veteran status, political affiliation, disability, or age in any matter relating to employment. Any act of discrimination committed by the LEA or failure to comply with these statutory obligations when applicable shall be grounds for termination of this contract.

14. Compliance Statement

The LDOE's designated contract monitor has reviewed this contractual and fiscal commitment and certifies that the proposed expenditure complies with all applicable federal and state laws and regulations and the SBESE's policies. The designated monitor is aware that he or she is subject to disciplinary or appropriate legal action if his or her assurance is knowingly in violation of public laws or the SBESE's policies.

By executing this contract, the LEA certifies that the LEA has conducted, with due diligence, an examination of its business relationships and affairs, and to the best of the LEA's knowledge, information, and belief, the LEA is not prohibited from entering into this contract by La. R.S. 42:1113.

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The LEA agrees not to discriminate in its employment practices, and will render services under this contract without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, veteran status, political affiliation, disability, or age in any matter relating to employment. Any act of discrimination committed by the LEA or failure to comply with these statutory obligations when applicable shall be grounds for termination of this contract.

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By executing this contract, the LEA certifies that the LEA has conducted, with due diligence, an examination of its business relationships and affairs, and to the best of the LEA's knowledge, information, and belief, the LEA is not prohibited from entering into this contract by La. R.S. 42:1113. The LEA further acknowledges that a violation of La. R.S. 42:1113 shall be grounds for termination of this contract for convenience.

15. Debarment and Suspension Clause

The LEA receiving individual awards hereby certifies that the organization and its principals are not suspended or debarred from any federal or state program.

16. Confidentiality

This contract is entered into by the LEA and the Department in accordance with the provisions of La. R.S. 17:3914, the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1231(g), et seq., (FERPA) and the Individuals with Disabilities Education Act, 20 U.S.C. Section 1400, et seq., (IDEA). The LEA hereby acknowledges that all documents which include personally identifiable information contained in or derived from a student's education records are deemed confidential pursuant to La. R.S. 17:3914, FERPA, and IDEA. The LEA agrees not to re-disclose any such personally identifiable information without the prior written consent of the student's parent or the student, in the case of students who have reached the age of majority, or unless re-disclosure is otherwise authorized by law. The LEA agrees to return all documents deemed confidential pursuant to La. R.S. 17:3914, FERPA, and/or IDEA to the Department at the conclusion of this contract.

17. Collections Fees

If the LEA invoices the state, and state pays the LEA for work not done or for work not done in accordance with this contract, or if the state for any reason pays the LEA any amount not actually owed by state to the LEA pursuant to this contract, or if the LEA owes money to the state for any reason whatsoever as a result of this contract, the state may refer this matter to the Louisiana Attorney General for collection. If the state does refer this matter to the Louisiana Attorney General, the LEA agrees to pay, in addition to the debt owed to the state, the state's reasonable attorney's fees, up to a maximum fee of thirty-three and one-third percent (33.33%) of the LEA's debt.

18. Jurisdiction, Venue, and Governing Law

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

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

IN WITNESS WHEREOF, the parties have executed this agreement as of this day of July, year 2016

Appendix E: Memorandum of Understanding

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STATE OF LOUISIANA  
DEPARTMENT OF EDUCATION  
MEMORANDUM OF UNDERSTANDING

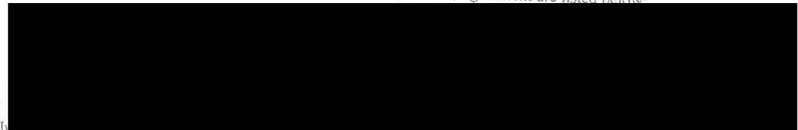
This Memorandum of Understanding (MOU) is entered into by the Louisiana Department of Education's Office of Innovation and Red River Parish School Board, P.O. Box 1369, Coushatta, LA 71019 for the program entitled Teacher Incentive Fund Program, under the following terms and conditions.

1. Background

The Louisiana Department of Education is applying to the U.S. Department of Education (USDOE) as a lead applicant for a grant award under the fiscal year (FY) 2016 Teacher Incentive Fund (TIF) General TIF Competition. The LEA is partnering with the LDOE on this application. The purpose of this MOU is to establish the framework through which, if the U.S. Department of Education approves the application, the LEA will collaborate with the LDOE. This MOU articulates the specific roles and responsibilities of the LEA in implementing the approved TIF project.

2. Liaison Officials

The primary points of contact who shall function as the Department's lead liaisons for all implementation of services described in this Memorandum of Understanding (MOU) agreement are listed below:



The primary lead liaison for all implementation and services described in the Memorandum of Understanding (MOU) agreement is included below:



The above individuals will serve as the primary point(s) of contact for fiscal and budgetary matters, programmatic matters, daily program operations, service delivery operations, and program monitoring.

3. Goals and Objectives

- Through improved goal-setting tools and supports, improve the evaluation support system so that the evaluation and support system results are more relevant and based on student learning and, therefore, a better basis for professional development, performance-based compensation, and educator advancement
- Through expanded and strengthened partnerships with preparation providers, increase LEAs' access to and likelihood of retaining excellent teachers
- Through expanded and strengthened principal fellowship, expand LEAs' access to and retention of excellent leaders who establish strong human capital management systems in their schools

4. Responsibilities

The Louisiana Department of Education will act in the following manner:

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- Serving as lead applicant, managing grant funding, reporting, and ensuring overall implementation of the project as described in the TIF application
- Identifying a project director to manage the grant and coordinate among all partners

The LEA will participate in all grant priorities, including the following:

- Nominating and sending principals through the fellowship
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5. Funding Agreement, Conditions, Payment Terms, and Administrative Allocations

The U.S. Department of Education will determine if the grant application is accepted, and if so, the funding amount. If the application is accepted, the Louisiana Department of Education will determine the funding allocations based upon the funding amount allocated by the U.S. Department of Education.

LEAs may only use allocated funds for grant activities in identified high-needs schools.

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The Department of Education may terminate this agreement for cause based upon the failure of the LEA to comply with the terms and/or conditions of the agreement, provided that the state shall give the LEA written notice specifying the LEA's failure. If within thirty (30) days after receipt of such notice the LEA shall not have both corrected such failure and thereafter proceeded diligently to complete such correction, then the state may, at its option, place the LEA in default, and the agreement shall terminate on the date specified in such notice. The LEA may exercise any rights available to it under Louisiana law to terminate for cause upon the failure of the state to comply with the terms and conditions of this agreement, provided that the LEA shall give the state written notice specifying the state's failure. The state has the right to cancel this agreement upon less than thirty (30) days' written notice due to budgetary reductions and changes in funding priorities by the state.

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The LEA agrees not to discriminate in its employment practices, and will render services under this contract without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, veteran status, political affiliation, disability, or age in any matter relating to employment. Any act of discrimination committed by the LEA or failure to comply with these statutory obligations when applicable shall be grounds for termination of this contract.

14. Compliance Statement

The LDOE's designated contract monitor has reviewed this contractual and fiscal commitment and certifies that the proposed expenditure complies with all applicable federal and state laws and regulations and the SBESE's policies. The designated monitor is aware that he or she is subject to disciplinary or appropriate legal action if his or her assurance is knowingly in violation of public laws or the SBESE's policies.

By executing this contract, the LEA certifies that the LEA has conducted, with due diligence, an examination of its business relationships and affairs, and to the best of the LEA's knowledge, information, and belief, the LEA is not prohibited from entering into this contract by La. R.S. 42:1113. The LEA further acknowledges that a violation of La. R.S. 42:1113 shall be grounds for termination of this contract for convenience.

15. Debarment and Suspension Clause

The LEA receiving individual awards hereby certifies that the organization and its principals are not suspended or debarred from any federal or state program.

16. Confidentiality

This contract is entered into by the LEA and the Department in accordance with the provisions of La. R.S. 17:3914, the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1231(g), et seq., (FERPA) and the Individuals with Disabilities Education Act, 20 U.S.C. Section 1400, et seq., (IDEA). The LEA hereby acknowledges that all documents which include personally identifiable information contained in or derived from a student's education records are deemed confidential pursuant to La. R.S. 17:3914, FERPA, and IDEA. The LEA agrees not to re-disclose any such personally identifiable information without the prior written consent of the student's parent or the student, in the case of students who have reached the age of majority, or unless re-disclosure is otherwise authorized by law. The LEA agrees to return all documents deemed confidential pursuant to La. R.S. 17:3914, FERPA, and/or IDEA to the Department at the conclusion of this contract.

17. Collections Fees

If the LEA invoices the state, and state pays the LEA for work not done or for work not done in accordance with this contract, or if the state for any reason pays the LEA any amount not actually owed by state to the LEA pursuant to this contract, or if the LEA owes money to the state for any reason whatsoever as a result of this contract, the state may refer this matter to the Louisiana Attorney General for collection. If the state does refer this matter to the Louisiana Attorney General, the LEA agrees to pay, in addition to the debt owed to the state, the state's reasonable attorney's fees, up to a maximum fee of thirty-three and one-third percent (33.33%) of the LEA's debt.

18. Jurisdiction, Venue, and Governing Law

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

Appendix E: Memorandum of Understanding

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

IN WITNESS WHEREOF, the parties have executed this agreement as of this day of July, year 2016.

State Signatures

[Redacted Signature]

Assistant Superintendent

LEA's Signature

[Redacted Signature]

Appendix E: Memorandum of Understanding

Form E

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by the Louisiana Department of Education's Office of Innovation and Red River Parish School Board, P.O. Box 1, 169 Coushatta, LA 71019, for the program entitled Teacher Incentive Fund Program under the following terms and conditions.

I. Background

The Louisiana Department of Education is applying to the U.S. Department of Education (USDOE) as an applicant for grant award under the fiscal year (FY) 2018 Teacher Incentive Fund (TIF) General TIF Competition. The LEA is partnering with the LDOE on this application. The purpose of this MOU is to establish the framework through which, if the U.S. Department of Education approves the application, the LEA will collaborate with the LDOE. This MOU articulates the specific roles and responsibilities of the LEA in implementing the approved TIF project.

2. Liaison Officials

The primary points of contact who shall function as the Department's lead liaisons for all implementation of services described in this Memorandum of Understanding (MOU), are listed below:

Michael Dietsch, Assistant Superintendent of Talent, 1201 N. Jrd Street, Baton Rouge, LA 70802, m.dietsch@doe.la.gov

Rebecca Kock, Assistant Superintendent of Academic Content, 120 N. Jrd Street, Baton Rouge, LA 70802, rebecca.kock@doe.la.gov

The LEA's lead liaison for all implementation of services described in the Memorandum of Understanding (MOU) agreement is included below:

Aren Squirrell, Director of Instructional Services, 1117 Tulane Avenue, Baton Rouge, LA 70802, asquirrell@doe.la.gov

The above individuals will serve as the primary point(s) of contact for fiscal and budgetary matters, programmatic matters, and program operations, service delivery operations, and program monitoring.

3. Goals and Objectives

Through improved goal-setting tools and supports, improve the evaluation support system so that the evaluation and support system results are more relevant and based on student learning and teacher performance. The reform effort is based on professional development, performance-based compensation, and teacher retention.

Through expanded and strengthened partnerships with preparation providers, increase LEAs' access to and likelihood of retaining excellent teachers.

Through expanded and strengthened principal fellowship, expand LEAs' access to and retention of excellent teachers who establish strong human capital management systems in their schools.

Responsibilities

The Louisiana Department of Education will act in the following manner:

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Serving as lead applicant, managing grant funding, reporting, and ensuring overall implementation of the projects described in the TIF application

Identifying a project director to manage the grant and coordinate among all partners

The LEA will participate in all grant priorities, including the following:

Nominating and sending principals through the fellowship

Using high-quality assessments (tier I or state-offered) and including testing time

Ensuring teacher and principal goals are aligned to high-quality standards

Partnering with a teacher preparation provider to develop and collaboratively

oversee a yearlong teacher residency program

Identifying mentor teachers and ensuring they attend trainings at regional

collaborations and the yearly summit

Over time, sharing in the cost of a stipend for mentor teachers

Using tools and participating in training to project teacher workforce needs

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

The U.S. Department of Education will determine if the grant application is accepted, and if so, the funding amount. If the application is accepted, the Louisiana Department of Education will determine the funding allocations based upon the funding amount allocated by the U.S. Department of Education.

LEAs may only use allocated funds for grant activities in identified high-need schools.

6. Termination for Cause

The Department of Education may terminate this agreement for cause based upon the failure of the LEA to comply with the terms and/or conditions of the agreement. Provided that the state shall give the LEA written notice specifying the LEA's failure. If within thirty (30) days after receipt of such notice the LEA shall not have both corrected such failure and thereafter proceeded diligently to complete such correction, then the state may, at its option, place the LEA in default, and the agreement shall terminate on the date specified in such notice. The LEA may exercise any right available to it under Louisiana law to terminate for cause upon the failure of the state to comply with the terms and conditions of this agreement, provided that the LEA shall give the state written notice specifying the state's failure. The state has the right to cancel this agreement if upon less than thirty (30) days' written notice due to budgetary reductions and changes in funding priorities by the state.

7. Termination for Convenience

The state may terminate this agreement at any time by giving thirty (30) days written notice to the LEA.

8. Remedies for Default

Any claim or controversy arising out of this contract shall be resolved by the provisions of LSA - R.S. 39:1672.2 - 1612.4

9. Assignment

No LEA shall assign any interest in this agreement by assignment, transfer, or notation, without the prior written consent of the state. This provision shall not be construed to prohibit the LEA from assigning his or her bank, trust company, or other financial institution, my money due or to become due from approved contracts without such prior written consent. Notice of my such assignment or transfer shall be furnished promptly to the state.

Appendix E: Memorandum of Understanding

Appendix E: Memorandum of Understanding

Form I:  
10. Right to Audit

It is hereby agreed that the LDOE's internal auditors, the Legislative Auditor of the State of Louisiana, the Office of the Governor, Division of Administration's auditors, and/or other auditors representing the state or federal government shall have the option of auditing all accounts or records of the ICA which relate to this agreement. All copies of audits must be forwarded to the LDOE's Internal Audit Section.

11. Execution

This MOU shall begin on 10/11/2016 and shall terminate on 09/30/2021. The effective date of this MOU may be extended only if an amendment to this effect is duly executed by the contracting parties and approved by the necessary authorities prior to said termination date. If either party informs the other that an extension of this agreement is deemed necessary, an amendment may be prepared by and forwarded to the other party for appropriate action by the other party, and said amendment is to be returned to the state with appropriate information and signatures not less than fifteen (15) days prior to the termination date. Upon receipt of the amendment, it will be forwarded to the necessary authorities for their approval.

12. Fiscal Funding

The continuation of this agreement is contingent upon the appropriation of funds to fulfill the requirements of the Contract by the Legislature. If the legislature fails to appropriate sufficient monies to provide for the continuation of the contract, or if such appropriation is reduced by the veto of the Governor or by any means provided in the Appropriations Act to prevent the total appropriation for the year from exceeding revenues for that year, or for any other lawful purpose, the effect of such reduction is to provide insufficient monies for the continuation of the contract, the contract shall terminate on the date of the beginning of the first fiscal year for which funds are not appropriated.

13. Discrimination Clause

The LEA agrees to abide by the requirements of the following as applicable: Title VI of the Civil Rights Act of 1964 and Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972, Federal Executive Order 11146 as amended, the Rehabilitation Act of 1973 as amended, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, the Fair Housing Act of 1968 as amended, and the Americans with Disabilities Act of 1990.

The LEA agrees not to discriminate in its employment practices, and will render services under this contract without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, veteran status, political affiliation, disability, or age in any matter relating to employment. Any act of discrimination committed by the LEA or failure to comply with these statutory obligations when applicable shall be grounds for termination of this contract.

14. Compliance Statement

The LDOE's designated contract monitor has reviewed this contractual and fiscal commitment and certifies that the proposed expenditure complies with all applicable federal and state laws and regulations and the SBESE's policies. The designated monitor is aware that he or she is subject to disciplinary or appropriate legal action if his or her assurance is known to be in violation of public laws or the SBESE's policies.

By executing this contract, the LEA certifies that the ICA has conducted, with due diligence, an examination of its business relationships and affairs, and to the best of the LEA's knowledge, information, belief; the LEA is not prohibited from entering into this contract by Louisiana R.S. 42:1113.

Form E

The LEA further acknowledges that a violation of La. R.S. 42:111 J shall be grounds for termination of this contract for convenience.

15. Debarment and Suspension Clause

The LEA receiving individual awards hereby certifies that the organization and its principals are not suspended or debarred from any federal or state program.

16. Confidentiality

This contract is entered into by the LEA and the Department in accordance with the provisions of La. R.S. 17:3914, the Family Educational Rights and Privacy Act, 20 U.S.C. Section 123 (g), et seq., (FERPA) and the Individuals with Disabilities Education Act, 20 U.S.C. Section 1400, et seq., (IDEA). The LEA hereby acknowledges that all documents which include personally identifiable information contained in or derived from a student's education records are deemed confidential pursuant to La. R.S. 17:3914, FERPA, and IDEA. The LEA agrees not to re-disclose any such personally identifiable information without the prior written consent of the student's parent or the student. In the case of students who have reached the age of majority, or unless re-disclosure is otherwise authorized by law, the LEA agrees to return all documents deemed confidential pursuant to La. R.S. 17:3914, FERPA, and/or IDEA to the Department at the conclusion of this contract.

17. Collections Fee

If the LEA invoices the state, and the state pays the LEA for work not done or for work not done in accordance with this contract, or if the state for any reason pays the LEA any amount not actually owed by state to the LEA pursuant to this contract, or if the LEA owes money to the state for any reason whatsoever as a result of this contract, the state may refer this matter to the Louisiana Attorney General for collection. If the state does refer this matter to the Louisiana Attorney General, the LEA agrees to pay, in addition to the debt owed to the state, the state's reasonable attorney's fees, up to a maximum fee of thirty-three and one-third percent (33.33%) of the LEA's debt.

18. Jurisdiction, Venue, and Governing Law

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

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

IN WITNESS WHEREOF, the parties have executed this agreement as of this 11th day of July, year 2016.

State Agency Signatures

[Redacted Signature]

Assistant Superintendent

LEA's Signature

[Redacted Signature]

Alison N. Hughes, Superintendent

Appendix E: Memorandum of Understanding

STATE OF LOUISIANA  
DEPARTMENT OF EDUCATION  
MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by the Louisiana Department of Education's Office of Innovation and Richland Parish School Board 411 Foster Street Rayville, LA 71269 for the program entitled Teacher Incentive Fund Program, under the following terms and conditions.

**1. Background**

The Louisiana Department of Education is applying to the U.S. Department of Education (USDOE) as a lead applicant for a grant award under the fiscal year (FY) 2016 Teacher Incentive Fund (TIF) General TIF Competition. The LEA is partnering with the LDOE on this application. The purpose of this MOU is to establish the framework through which, if the U.S. Department of Education approves the application, the LEA will collaborate with the LDOE. This MOU articulates the specific roles and responsibilities of the LEA in implementing the approved TIF project.

**2. Liaison Officials**

The primary points of contact who shall function as the Department's lead liaisons for all implementation of services described in this Memorandum of Understanding (MOU) agreement are listed below:

[REDACTED]

[REDACTED]

The LEA's lead liaison for all implementation and services described in the Memorandum of Understanding (MOU) agreement is included below:

[REDACTED]

The above individuals will serve as the primary point(s) of contact for fiscal and budgetary matters, programmatic matters, daily program operations, service delivery operations, and program monitoring.

**3. Goals and Objectives**

1. Through improved goal-setting tools and supports, improve the evaluation support system so that the evaluation and support system results are more relevant and based on student learning and, therefore, a better basis for professional development, performance-based compensation, and educator advancement
2. Through expanded and strengthened partnerships with preparation providers, increase LEAs' access to and likelihood of retaining excellent teachers
3. Through expanded and strengthened principal fellowship, expand LEAs' access to and retention of excellent leaders who establish strong human capital management systems in their schools

**4. Responsibilities**

The Louisiana Department of Education will act in the following manner:

- Serving as lead applicant, managing grant funding, reporting, and ensuring overall implementation of the project as described in the TIF application

Appendix E: Memorandum of Understanding

The LEA will participate in all grant priorities, including

- Nominating and sending principals through the fellowship
- Using high-quality assessments (tier 1 or state-offered) and reducing testing time
- Ensuring teacher and principal goals are aligned to high-quality assessments
- Partnering with a teacher preparation provider to develop and collaboratively oversee a yearlong teacher residency program
- Identifying mentor teachers and ensuring th

n will determine if the grant application is accepted, and is accepted, the Louisiana Department of Education will det funding amount allocated by the U.S. Department of Educat

The Department of Education may terminate this agreement for cause based upon the failure of the LEA to comply with the terms and/or conditions of the agreement, provided that the state shall give the LEA written notice specifying the LEA's failure. If within thirty (30) days after receipt of such notice the LEA shall not have both corrected such failure and thereafter proceeded diligently to complete such correction, then the state may, at its option, place the LEA in default, and the agreement shall terminate on the date specified in such notice. The LEA may exercise any rights available to it under Louisiana law to terminate for cause upon the failure of the state to comply with the terms and conditions of this agreement, provided that the LEA shall give the state written notice specifying the state's failure. The state has the right to cancel this agreement upon less than thirty (30) days' written notice due to budgetary reductions and changes in funding priorities by the state.

No LEA shall assign any interest in this agreement by assignment, transfer, or novation, without prior written consent of the state. This provision shall not be construed to prohibit the LEA from assigning his or her bank, trust company, or other financial institution any money due or to become due from approved contracts without such prior written consent. Notice of any such assignment or transfer shall be furnished

Appendix E: Memorandum of Understanding

the Office of the Governor, Division of Administration's auditors, and/or other or federal government shall have the option of auditing all accounts or records this agreement. All copies of audits must be forwarded to the LDOE's Internal

This MOU shall begin on 10/01/2016 and shall be extended only if an amendment to this agreement is deemed necessary, an amendment may be prepared by the other party for appropriate action by the other party, and said amendment is to be prepared with appropriate information and signatures not less than fifteen (15) days prior to the date of the beginning of the first fiscal year for

The continuation of this agreement is contingent upon the appropriation of sufficient monies to provide for the continuation of the contract, or if such appropriation is reduced by the veto of the governor or by any means provided in the Appropriations Act to prevent the total appropriation for the year from exceeding revenues for that year, or if the reduction is to provide insufficient monies for the continuation of the contract, and the effect of such reduction is to provide insufficient monies for the continuation of the contract, the LEA shall terminate the contract on the date of the beginning of the first fiscal year for

The LEA agrees to abide by the requirements of the following as applicable: Title VII of the Civil Rights Act of 1964 as amended by the Equal Opportunity Act of 1972, Federal Executive Order 11246 as amended, the Rehabilitation Act of 1973, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, Title IX of the Education Amendments Act of 1972, the Age Discrimination Act of 1975, the Fair Housing Act of 1968, and the Americans with Disabilities Act of 1990.

discriminatory practices, and will render assistance to the LEA in any matter relating to or arising out of the LEA's compliance with these statutory

The LEA's designated contract monitor has reviewed this contractual and finds that the proposed expenditure complies with all applicable federal and state laws and SBESE's policies. The designated monitor is aware that he or she is subject to the provisions of this contract and is not knowingly in violation of public

Under this contract, the LEA certifies that the LEA has conducted, with due diligence, all business relationships and affairs, and to the best of the LEA's knowledge, information, and belief, the LEA is not prohibited from entering into this contract by La. R.S. 42:1113. The LEA acknowledges that a violation of La. R.S. 42:1113 shall be grounds for termination of this contract.

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This contract is entered into by the LEA and the Department in accordance with La. R.S. 17:3914, the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g (FERPA) and the Individuals with Disabilities Education Act, 20 U.S.C. Section 1400, et seq. (IDEA). The LEA hereby acknowledges that all documents which include personally identifiable information contained in or derived from a student's education records are deemed confidential pursuant to La. R.S. 17:3914, FERPA, and IDEA. The LEA agrees not to re-disclose any such personally identifiable information without the prior written consent of the student's parent or the student, in the case of students who have reached the age of majority, or unless re-disclosure is otherwise authorized by law. The LEA agrees to return all documents deemed confidential pursuant to La. R.S. 17:3914, FERPA, and/or IDEA to the Department at the conclusion of this contract.

The LEA shall pay the state for any work not done or for work not done in accordance with this contract, or if the state for any reason pays the LEA any amount not actually owed by the LEA pursuant to this contract, or if the LEA owes money to the state for any reason whatsoever as a result of this contract, the state may refer this matter to the Louisiana Attorney General for collection. In addition to the debt owed to the state, the state's reasonable attorney's fees shall be, in addition to the debt owed to the state, the state's reasonable attorney's fees shall be thirty-three and one-third percent (33.33%) of the LEA's debt.

This contract shall be enforceable in any court of competent jurisdiction, and for any and all suits between the state and the LEA shall be filed in the 19th Judicial District Court, parish of East Baton Rouge, Louisiana, without regard to Louisiana law.



Form E

STATE OF LOUISIANA  
DEPARTMENT OF EDUCATION  
MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by the Louisiana Department of Education's Office of Innovation and St. Helena Parish School District PO Box 540 Greensburg LA 70441, for the program entitled Teacher Incentive Fund Program, under the following terms and conditions.

**1. Background**

The Louisiana Department of Education is applying to the U.S. Department of Education (USDOE) as a lead applicant for a grant award under the fiscal year (FY) 2016 Teacher Incentive Fund (TIF) General TIF Competition. The LEA is partnering with the LDOE on this application. The purpose of this MOU is to establish the framework through which, if the U.S. Department of Education approves the application, the LEA will collaborate with the LDOE. This MOU articulates the specific roles and responsibilities of the LEA in implementing the approved TIF project.

**2. Liaison Officials**

The primary points of contact who shall function as the Department's lead liaisons for all implementation of services described in this Memorandum of Understanding (MOU) agreement are listed below:

[REDACTED]

[REDACTED]

The LEA's lead liaison for all implementation and services described in the Memorandum of Understanding (MOU) agreement is included below:

*St. Helena Parish School District  
Sonia Fields Gutierrez  
Chief Academic Officer  
PO Box 540  
Greensburg LA 70441  
sgutierrez@sthpk-12.net  
985-514-8432*

The above individuals will serve as the primary point(s) of contact for fiscal and budgetary matters, programmatic matters, daily program operations, service delivery operations, and program monitoring.

**3. Goals and Objectives**

1. Through improved goal-setting tools and supports, improve the evaluation support system so that the evaluation and support system results are more relevant and based on student learning and, therefore, a better basis for professional development, performance-based compensation, and educator advancement
2. Through expanded and strengthened partnerships with preparation providers, increase LEAs' access to and likelihood of retaining excellent teachers
3. Through expanded and strengthened principal fellowship, expand LEAs' access to and retention of excellent leaders who establish strong human capital management systems in their schools

**4. Responsibilities**

The Louisiana Department of Education will act in the following manner:

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**10. Right to Audit**

It is hereby agreed that the LDOE's internal auditors, the Legislative Auditor of the State of Louisiana, the Office of the Governor, Division of Administration's auditors, and/or other auditors representing state or federal government shall have the option of auditing all accounts or records of the LEA which relate to this agreement. All copies of audits must be forwarded to the LDOE's Internal Audit Section.

**11. Execution**

This MOU shall begin on 10/01/2016 –and shall terminate on 09/30/2021. The effective date of this MOU may be extended /only if an amendment to that effect is duly executed by the contracting parties and approved by the necessary authorities prior to said termination date. If either party informs the other that an extension of this agreement is deemed necessary, an amendment may be prepared by and forwarded to the other party for appropriate action by the other party, and said amendment is to be returned to the state with appropriate information and signatures not less than fifteen (15) days prior to the termination date. Upon receipt of the amendment, it will be forwarded to the necessary authorities for their approval.

**12. Fiscal Funding**

The continuation of this agreement is contingent upon the appropriation of funds to fulfill the requirements of the Contract by the Legislature. If the legislature fails to appropriate sufficient monies to provide for the continuation of the contract, or if such appropriation is reduced by the veto of the governor or by any means provided in the Appropriations Act to prevent the total appropriation for the year from exceeding revenues for that year, or for any other lawful purpose, and the effect of such reduction is to provide insufficient monies for the continuation of the contract, the contract shall terminate on the date of the beginning of the first fiscal year for which funds are not appropriated.

**13. Discrimination Clause**

The LEA agrees to abide by the requirements of the following as applicable: Title VI of the Civil Rights Act of 1964 and Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972, Federal Executive Order 11246 as amended, the Rehabilitation Act of 1973 as amended, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, the Fair Housing Act of 1968 as amended, and the Americans with Disabilities Act of 1990.

The LEA agrees not to discriminate in its employment practices, and will render services under this contract without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, veteran status, political affiliation, disability, or age in any matter relating to employment. Any act of discrimination committed by the LEA or failure to comply with these statutory obligations when applicable shall be grounds for termination of this contract.

**14. Compliance Statement**

The LDOE's designated contract monitor has reviewed this contractual and fiscal commitment and certifies that the proposed expenditure complies with all applicable federal and state laws and regulations and the SBESE's policies. The designated monitor is aware that he or she is subject to disciplinary or appropriate legal action if his or her assurance is knowingly in violation of public laws or the SBESE's policies.

By executing this contract, the LEA certifies that the LEA has conducted, with due diligence, an examination of its business relationships and affairs, and to the best of the LEA's knowledge,

**Appendix E: Memorandum of Understanding**

Form E

is not prohibited from entering into this contract by La. R.S. 42:1113. LEA further acknowledges that a violation of La. R.S. 42:1113 shall be grounds for termination of this contract for convenience.

**15. Debarment and Suspension Clause**

The LEA receiving individual awards hereby certifies that the organization and its principals are not suspended or debarred from any Federal or State program.

**16. Confidentiality**

This contract is entered into by the LEA and the Department in accordance with the provisions of La. R.S. 17:3914, the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1231(g), et seq., (FERPA) and the Individuals with Disabilities Education Act, 20 U.S.C. Section 1400, et seq., (IDEA). The LEA hereby acknowledges that all documents which include personally identifiable information contained in or derived from a student's education records are deemed confidential pursuant to La. R.S. 17:3914, FERPA and IDEA. The LEA agrees not to re-disclose any such personally identifiable information without the prior written consent of the student's parent or the student, in the case of students who have reached the age of majority, or unless re-disclosure is otherwise authorized by law. The LEA agrees to return all documents deemed confidential pursuant to La. R.S. 17:3914, FERPA and/or IDEA to the Department at the conclusion of this contract.

**17. Collections Fees**

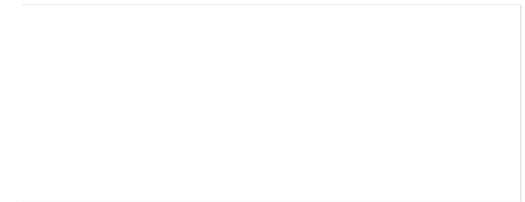
If the LEA invoices the State, and State pays the LEA, for work not done or for work not done in accordance with this contract, or if the State for any reason pays the LEA any amount not actually owed by State to the LEA pursuant to this contract, or if the LEA owes money to the State for any reason whatsoever as a result of this contract, the State may refer this matter to the Louisiana Attorney General for collection. If the State does refer this matter to the Louisiana Attorney General, the LEA agrees to pay, in addition to the debt owed to the State, the State's reasonable attorney's fees, up to a maximum fee of thirty-three and one-third percent (33 1/3%) of the LEA's debt.

**18. Jurisdiction, Venue and Governing Law**

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

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

**IN WITNESS WHEREOF**, the parties have executed this Agreement as of this   17   day of   July  , year   2016  .



Appendix E: Memorandum of Understanding

Form E

STATE OF LOUISIANA  
DEPARTMENT OF EDUCATION  
MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by the Louisiana Department of Education's Office of Innovation and Tallulah Charter School, 1206 North Cedar Street Tallulah, LA 71282 for the program entitled Teacher Incentive Fund Program, under the following terms and conditions.

1. Background

The Louisiana Department of Education is applying to the U.S. Department of Education (USDOE) as a lead applicant for a grant award under the fiscal year (FY) 2016 Teacher Incentive Fund (TIF) General TIF Competition. The LEA is partnering with the LDOE on this application. The purpose of this MOU is to establish the framework through which, if the U.S. Department of Education approves the application, the LEA will collaborate with the LDOE. This MOU articulates the specific roles and responsibilities of the LEA in implementing the approved TIF project.

2. Liaison Officials

The primary points of contact who shall function as the Department's lead liaisons for all implementation of services described in this Memorandum of Understanding (MOU) agreement are listed below:

*Hannah Dietsch*, Assistant Superintendent of Talent, 1201 N. 3rd Street, Baton Rouge, LA 70802, [Hannah.Dietsch@la.gov](mailto:Hannah.Dietsch@la.gov)

*Rebecca Koehler*, Assistant Superintendent of Academic Content, 1201 N. 3rd Street, Baton Rouge, LA 70802, [Rebecca.Koehler@la.gov](mailto:Rebecca.Koehler@la.gov)

The LEA's lead liaison for all implementation and services described in the Memorandum of Understanding (MOU) agreement is included below:

*Dr. Patricia B. Candler*  
Chief Executive Officer  
1206 North Cedar Street  
Tallulah, LA 71282  
[pcandler@tallulahcharter.org](mailto:pcandler@tallulahcharter.org)  
318 574-0029, Press 3

The above individuals will serve as the primary point(s) of contact for fiscal and budgetary matters, programmatic matters, daily program operations, service delivery operations, and program monitoring.

3. Goals and Objectives

1. Through improved goal-setting tools and supports, improve the evaluation support system so that the evaluation and support system results are more relevant and based on student learning and, therefore, a better basis for professional development, performance-based compensation, and educator advancement
2. Through expanded and strengthened partnerships with preparation providers, increase LEAs' access to and likelihood of retaining excellent teachers
3. Through expanded and strengthened principal fellowship, expand LEAs' access to and retention of excellent leaders who establish strong human capital management systems in their schools

4. Responsibilities

Appendix E: Memorandum of Understanding

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The Louisiana Department of Education will act in the following manner:

- Serving as lead applicant, managing grant funding, reporting, and ensuring overall implementation of the project as described in the TIF application
- Identifying a project director to manage the grant and coordinate among all partners

The LEA will participate in all grant priorities, including the following:

- Nominating and sending principal(s) through the fellowship
- Using high-quality assessments (tier 1 or state offered) and reducing testing time
- Ensuring teacher and principal goals are aligned to high-quality assessments
- Partnering with a teacher preparation provider to develop and collaboratively oversee a yearlong teacher residency program
- Identifying mentor teachers and ensuring they attend trainings at regional collaborations and the yearly summit
- Over time, sharing in the cost of a stipend for mentor teachers
- Using tools and participating in training to project teacher workforce needs

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

The U.S. Department of Education will determine if the grant application is accepted, and if so, the funding amount. If the application is accepted, the Louisiana Department of Education will determine the funding allocations based upon the funding amount allocated by the U.S. Department of Education.

LEAs may only use allocated funds for grant activities in identified high-needs schools.

6. Termination for Cause

The Department of Education may terminate this agreement for cause based upon the failure of the LEA to comply with the terms and/or conditions of the agreement, provided that the state shall give the LEA written notice specifying the LEA's failure. If within thirty (30) days after receipt of such notice the LEA shall not have both corrected such failure and thereafter proceeded diligently to complete such correction, then the state may, at its option, place the LEA in default, and the agreement shall terminate on the date specified in such notice. The LEA may exercise any rights available to it under Louisiana law to terminate for cause upon the failure of the state to comply with the terms and conditions of this agreement, provided that the LEA shall give the state written notice specifying the state's failure. The state has the right to cancel this agreement upon less than thirty (30) days' written notice due to budgetary reductions and changes in funding priorities by the state.

7. Termination for Convenience

The state may terminate the agreement at any time by giving thirty (30) days' written notice to the LEA.

8. Remedies for Default

Any claim or controversy arising out of this contract shall be resolved by the provisions of LSA-R.S. 9:1672.2 - 1672.4.

9. Assignment

No LEA shall assign any interest in this agreement by assignment, transfer, or novation, without prior written consent of the state. This provision shall not be construed to prohibit the LEA from assigning his or her bank, trust company, or other financial institution any money due or to become due from approved contracts without such prior written consent. Notice of any such assignment or transfer shall be furnished

**Appendix E: Memorandum of Understanding**

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promptly to the state.

**10. Right to Audit**

It is hereby agreed that the LDOE's internal auditors, the Legislative Auditor of the State of Louisiana, the Office of the Governor, Division of Administration's auditors, and/or other auditors representing state or federal government shall have the option of auditing all accounts or records of the LEA which relate to this agreement. All copies of audits must be forwarded to the LDOE's Internal Audit Section.

**11. Execution**

This MOU shall begin on 10/01/2016 and shall terminate on 09/30/2021. The effective date of this MOU may be extended /only if an amendment to that effect is duly executed by the contracting parties and approved by the necessary authorities prior to said termination date. If either party informs the other that an extension of this agreement is deemed necessary, an amendment may be prepared by and forwarded to the other party for appropriate action by the other party, and said amendment is to be returned to the state with appropriate information and signatures not less than fifteen (15) days prior to the termination date. Upon receipt of the amendment, it will be forwarded to the necessary authorities for their approval.

**12. Fiscal Funding**

The continuation of this agreement is contingent upon the appropriation of funds to fulfill the requirements of the Contract by the Legislature. If the legislature fails to appropriate sufficient monies to provide for the continuation of the contract, or if such appropriation is reduced by the veto of the governor or by any means provided in the Appropriations Act to prevent the total appropriation for the year from exceeding revenues for that year, or for any other lawful purpose, and the effect of such reduction is to provide insufficient monies for the continuation of the contract, the contract shall terminate on the date of the beginning of the first fiscal year for which funds are not appropriated.

**13. Discrimination Clause**

The LEA agrees to abide by the requirements of the following as applicable: Title VI of the Civil Rights Act of 1964 and Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972, Federal Executive Order 11246 as amended, the Rehabilitation Act of 1973 as amended, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, the Fair Housing Act of 1968 as amended, and the Americans with Disabilities Act of 1990.

The LEA agrees not to discriminate in its employment practices, and will render services under this contract without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, veteran status, political affiliation, disability, or age in any matter relating to employment. Any act of discrimination committed by the LEA or failure to comply with these statutory obligations when applicable shall be grounds for termination of this contract.

**14. Compliance Statement**

The LDOE's designated contract monitor has reviewed this contractual and fiscal commitment and certifies that the proposed expenditure complies with all applicable federal and state laws and regulations and the SBESI's policies. The designated monitor is aware that he or she is subject to disciplinary or appropriate legal action if his or her assurance is knowingly in violation of public laws or the SBESI's policies.

By executing this contract, the LEA certifies that the LEA has conducted, with due diligence, an examination of its business relationships and affairs, and to the best of the LEA's knowledge,

**Appendix E: Memorandum of Understanding**

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information, and belief, the LEA is not prohibited from entering into this contract by La. R.S. 12:1113. The LEA further acknowledges that a violation of La. R.S. 12:1113 shall be grounds for termination of this contract for convenience.

**15. Debarment and Suspension Clause**

The LEA receiving individual awards hereby certifies that the organization and its principals are not suspended or debarred from any federal or state program.

**16. Confidentiality**

This contract is entered into by the LEA and the Department in accordance with the provisions of La. R.S. 17:3911, the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1231(g), et seq., (FERPA) and the Individuals with Disabilities Education Act, 20 U.S.C. Section 1400, et seq., (IDEA). The LEA hereby acknowledges that all documents which include personally identifiable information contained in or derived from a student's education records are deemed confidential pursuant to La. R.S. 17:3914, FERPA, and IDEA. The LEA agrees not to re-disclose any such personally identifiable information without the prior written consent of the student's parent or the student, in the case of students who have reached the age of majority, or unless re-disclosure is otherwise authorized by law. The LEA agrees to return all documents deemed confidential pursuant to La. R.S. 17:3914, FERPA, and/or IDEA to the Department at the conclusion of this contract.

**17. Collections Fees**

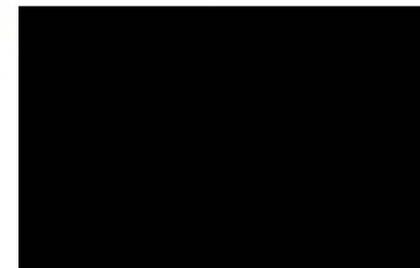
If the LEA invoices the state, and state pays the LEA for work not done or for work not done in accordance with this contract, or if the state for any reason pays the LEA any amount not actually owed by state to the LEA pursuant to this contract, or if the LEA owes money to the state for any reason whatsoever as a result of this contract, the state may refer this matter to the Louisiana Attorney General for collection. If the state does refer this matter to the Louisiana Attorney General, the LEA agrees to pay, in addition to the debt owed to the state, the state's reasonable attorney's fees, up to a maximum fee of thirty-three and one-third percent (33.33%) of the LEA's debt.

**18. Jurisdiction, Venue, and Governing Law**

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

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

*IN WITNESS WHEREOF*, the parties have executed this agreement as of this day of *July*, year *2016*



Appendix E: Memorandum of Understanding

Appendix E: Memorandum of Understanding

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STATE OF LOUISIANA DEPARTMENT OF EDUCATION MEMORANDUM OF UNDERSTANDING
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This Memorandum of Understanding (MOU) is entered into by the Louisiana Department of Education's Office of Innovation and ... Texas Parish Schools, 512 Plank Road, St. Joseph, LA 70663, for the program entitled Teacher Incentive Fund Program, under the following terms and conditions.

1. Background

The Louisiana Department of Education is applying to the U.S. Department of Education (USDOE) as a lead applicant for a grant award under the fiscal year (FY) 2016 Teacher Incentive Fund (TIF) General TIF Competition. The LEA is partnering with the LDOE on this application. The purpose of this MOU is to establish the framework through which, if the U.S. Department of Education approves the application, the LEA will collaborate with the LDOE. This MOU articulates the specific roles and responsibilities of the LEA in implementing the approved TIF project.

2. Liaison Officials

The primary points of contact who shall function as the Department's lead liaisons for all implementation of services described in this Memorandum of Understanding (MOU) agreement are listed below:

--

The LEA's lead liaison for all implementation and services described in the Memorandum of Understanding (MOU) agreement is included below:

Paul Nelson, Superintendent Phone: 338-766-3269

The above individuals will serve as the primary point(s) of contact for fiscal and budgetary matters, programmatic matters, daily program operations, service delivery operations, and program monitoring.

3. Goals and Objectives

- Through improved goal-setting tools and supports, improve the evaluation support system so that the evaluation and support system results are more relevant and based on student learning and, therefore, a better basis for professional development, performance-based compensation, and educator advancement
- Through expanded and strengthened partnerships with preparation providers, increase LEAs' access to and likelihood of retaining excellent teachers
- Through expanded and strengthened principal fellowship, expand LEAs' access to and retention of excellent leaders who establish strong human capital management systems in their schools

4. Responsibilities

The Louisiana Department of Education will act in the following manner:

- Serving as lead applicant, managing grant funding, reporting, and ensuring overall implementation of the project as described in the TIF application

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- Identifying a project director to manage the grant and coordinate among all partners

The LEA will participate in all grant priorities, including the following:

- Nominating and sending principals through the fellowship
- Using high quality assessments (tier 1 or state-offered) and reducing testing time
- Ensuring teacher and principal goals are aligned to high-quality assessments
- Partnering with a teacher preparation provider to develop and collaboratively oversee a yearlong teacher residency program
- Identifying mentor teachers and ensuring they attend trainings at regional collaborations and the yearly summit
- Over time, sharing in the cost of a stipend for mentor teachers
- Using tools and participating in training to project teacher workforce needs

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

The U.S. Department of Education will determine if the grant application is accepted, and if so, the funding amount. If the application is accepted, the Louisiana Department of Education will determine the funding allocations based upon the funding amount allocated by the U.S. Department of Education.

LEAs may only use allocated funds for grant activities in identified high-needs schools.

6. Termination for Cause

The Department of Education may terminate this agreement for cause based upon the failure of the LEA to comply with the terms and/or conditions of the agreement, provided that the state shall give the LEA written notice specifying the LEA's failure. If within thirty (30) days after receipt of such notice the LEA shall not have both corrected such failure and thereafter proceeded diligently to complete such correction, then the state may, at its option, place the LEA in default, and the agreement shall terminate on the date specified in such notice. The LEA may exercise any rights available to it under Louisiana law to terminate for cause upon the failure of the state to comply with the terms and conditions of this agreement, provided that the LEA shall give the state written notice specifying the state's failure. The state has the right to cancel this agreement upon less than thirty (30) days' written notice due to budgetary reductions and changes in funding priorities by the state.

7. Termination for Convenience

The state may terminate the agreement at any time by giving thirty (30) days' written notice to the LEA.

8. Remedies for Default

Any claim or controversy arising out of this contract shall be resolved by the provisions of LSA - R.S. 39:1672.2 - 1672.4.

9. Assignment

No LEA shall assign any interest in this agreement by assignment, transfer, or novation, without prior written consent of the state. This provision shall not be construed to prohibit the LEA from assigning his or her bank, trust company, or other financial institution any money due or to become due from approved contracts without such prior written consent. Notice of any such assignment or transfer shall be furnished promptly to the state.

10. Right to Audit

**Appendix E: Memorandum of Understanding**

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It is hereby agreed that the LDOE's internal auditors, the Legislative Auditor of the State of Louisiana, the Office of the Governor, Division of Administration's auditors, and/or other auditors representing state or federal government shall have the option of auditing all accounts or records of the LEA which relate to this agreement. All copies of audits must be forwarded to the LDOE's Internal Audit Section.

**11. Execution**

This MOU shall begin on 10/01/2016 and shall terminate on 09/30/2021. The effective date of this MOU may be extended /only if an amendment to that effect is duly executed by the contracting parties and approved by the necessary authorities prior to said termination date. If either party informs the other that an extension of this agreement is deemed necessary, an amendment may be prepared by and forwarded to the other party for appropriate action by the other party, and said amendment is to be returned to the state with appropriate information and signatures not less than fifteen (15) days prior to the termination date. Upon receipt of the amendment, it will be forwarded to the necessary authorities for their approval.

**12. Fiscal Funding**

The continuation of this agreement is contingent upon the appropriation of funds to fulfill the requirements of the Contract by the Legislature. If the legislature fails to appropriate sufficient monies to provide for the continuation of the contract, or if such appropriation is reduced by the veto of the governor or by any means provided in the Appropriations Act to prevent the total appropriation for the year from exceeding revenues for that year, or for any other lawful purpose, and the effect of such reduction is to provide insufficient monies for the continuation of the contract, the contract shall terminate on the date of the beginning of the first fiscal year for which funds are not appropriated.

**13. Discrimination Clause**

The LEA agrees to abide by the requirements of the following as applicable: Title VI of the Civil Rights Act of 1964 and Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972, Federal Executive Order 11246 as amended, the Rehabilitation Act of 1973 as amended, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, the Fair Housing Act of 1968 as amended, and the Americans with Disabilities Act of 1990.

The LEA agrees not to discriminate in its employment practices, and will render services under this contract without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, veteran status, political affiliation, disability, or age in any matter relating to employment. Any act of discrimination committed by the LEA or failure to comply with these statutory obligations when applicable shall be grounds for termination of this contract.

**14. Compliance Statement**

The LDOE's designated contract monitor has reviewed this contractual and fiscal commitment and certifies that the proposed expenditure complies with all applicable federal and state laws and regulations and the SBESE's policies. The designated monitor is aware that he or she is subject to disciplinary or appropriate legal action if his or her assurance is knowingly in violation of public laws or the SBESE's policies.

By executing this contract, the LEA certifies that the LEA has conducted, with due diligence, an examination of its business relationships and affairs, and to the best of the LEA's knowledge, information, and belief, the LEA is not prohibited from entering into this contract by La. R.S. 42:1113. The LEA further acknowledges that a violation of La. R.S. 42:1113 shall be grounds for termination of this contract for convenience.

**Appendix E: Memorandum of Understanding**

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**15. Debarment and Suspension Clause**

The LEA receiving individual awards hereby certifies that the organization and its principals are not suspended or debarred from any federal or state program.

**16. Confidentiality**

This contract is entered into by the LEA and the Department in accordance with the provisions of La. R.S. 17:3914, the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1231(g), et seq., (FERPA) and the Individuals with Disabilities Education Act, 20 U.S.C. Section 1400, et seq., (IDEA). The LEA hereby acknowledges that all documents which include personally identifiable information contained in or derived from a student's education records are deemed confidential pursuant to La. R.S. 17:3914, FERPA, and IDEA. The LEA agrees not to re-disclose any such personally identifiable information without the prior written consent of the student's parent or the student, in the case of students who have reached the age of majority, or unless re-disclosure is otherwise authorized by law. The LEA agrees to return all documents deemed confidential pursuant to La. R.S. 17:3914, FERPA, and/or IDEA to the Department at the conclusion of this contract.

**17. Collections Fees**

If the LEA invoices the state, and state pays the LEA for work not done or for work not done in accordance with this contract, or if the state for any reason pays the LEA any amount not actually owed by state to the LEA pursuant to this contract, or if the LEA owes money to the state for any reason whatsoever as a result of this contract, the state may refer this matter to the Louisiana Attorney General for collection. If the state does refer this matter to the Louisiana Attorney General, the LEA agrees to pay, in addition to the debt owed to the state, the state's reasonable attorney's fees, up to a maximum fee of thirty-three and one-third percent (33.33%) of the LEA's debt.

**18. Jurisdiction, Venue, and Governing Law**

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

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

*IN WITNESS WHEREOF*, the parties have executed this agreement as of this day of July, year 2016.

Form E

STATE OF LOUISIANA  
DEPARTMENT OF EDUCATION  
MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by the Louisiana Department of Education's Office of Innovation and (West Carroll Parish School Board, 314 East Main Street, Oak Grove, LA 71263) for the program entitled Teacher Incentive Fund Program, under the following terms and conditions.

**1. Background**

The Louisiana Department of Education is applying to the U.S. Department of Education (USDOE) as a lead applicant for a grant award under the fiscal year (FY) 2016 Teacher Incentive Fund (TIF) General TIF Competition. The LEA is partnering with the LDOE on this application. The purpose of this MOU is to establish the framework through which, if the U.S. Department of Education approves the application, the LEA will collaborate with the LDOE. This MOU articulates the specific roles and responsibilities of the LEA in implementing the approved TIF project.

**2. Liaison Officials**

The primary points of contact who shall function as the Department's lead liaisons for all implementation of services described in this Memorandum of Understanding (MOU) agreement are listed below:

[REDACTED]

[REDACTED]

The LEA's lead liaison for all implementation and services described in the Memorandum of Understanding (MOU) agreement is included below:

[REDACTED]

The above individuals will serve as the primary point(s) of contact for fiscal and budgetary matters, programmatic matters, daily program operations, service delivery operations, and program monitoring.

**3. Goals and Objectives**

1. Through improved goal-setting tools and supports, improve the evaluation support system so that the evaluation and support system results are more relevant and based on student learning and, therefore, a better basis for professional development, performance-based compensation, and educator advancement
2. Through expanded and strengthened partnerships with preparation providers, increase LEAs' access to and likelihood of retaining excellent teachers
3. Through expanded and strengthened principal fellowship, expand LEAs' access to and retention of excellent leaders who establish strong human capital management systems in their schools

**4. Responsibilities**

The Louisiana Department of Education will act in the following manner:

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- Serving as lead applicant, managing grant funding, reporting, and ensuring overall implementation of the project as described in the TIF application
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The LEA will participate in all grant priorities, including the following:

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- Over time, sharing in the cost of a stipend for mentor teachers
- Using tools and participating in training to project teacher workforce needs

**5. Funding Agreement, Conditions, Payment Terms, and Administrative Allocations**

The U.S. Department of Education will determine if the grant application is accepted, and if so, the funding amount. If the application is accepted, the Louisiana Department of Education will determine the funding allocations based upon the funding amount allocated by the U.S. Department of Education.

LEAs may only use allocated funds for grant activities in identified high-needs schools.

**6. Termination for Cause**

The Department of Education may terminate this agreement for cause based upon the failure of the LEA to comply with the terms and/or conditions of the agreement, provided that the state shall give the LEA written notice specifying the LEA's failure. If within thirty (30) days after receipt of such notice the LEA shall not have both corrected such failure and thereafter proceeded diligently to complete such correction, then the state may, at its option, place the LEA in default, and the agreement shall terminate on the date specified in such notice. The LEA may exercise any rights available to it under Louisiana law to terminate for cause upon the failure of the state to comply with the terms and conditions of this agreement, provided that the LEA shall give the state written notice specifying the state's failure. The state has the right to cancel this agreement upon less than thirty (30) days' written notice due to budgetary reductions and changes in funding priorities by the state.

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The state may terminate the agreement at any time by giving thirty (30) days' written notice to the LEA.

**8. Remedies for Default**

Any claim or controversy arising out of this contract shall be resolved by the provisions of LSA - R.S. 39:1672.2 - 1672.4.

**9. Assignment**

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It is hereby agreed that the LDOE's internal auditors, the Legislative Auditor of the State of Louisiana, the Office of the Governor, Division of Administration's auditors, and/or other auditors representing state or federal government shall have the option of auditing all accounts or records of the LEA which relate to this agreement. All copies of audits must be forwarded to the LDOE's Internal Audit Section.

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This MOU shall begin on 10/01/2016 and shall terminate on 09/30/2021. The effective date of this MOU may be extended /only if an amendment to that effect is duly executed by the contracting parties and approved by the necessary authorities prior to said termination date. If either party informs the other that an extension of this agreement is deemed necessary, an amendment may be prepared by and forwarded to the other party for appropriate action by the other party, and said amendment is to be returned to the state with appropriate information and signatures not less than fifteen (15) days prior to the termination date. Upon receipt of the amendment, it will be forwarded to the necessary authorities for their approval.

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The continuation of this agreement is contingent upon the appropriation of funds to fulfill the requirements of the Contract by the Legislature. If the legislature fails to appropriate sufficient monies to provide for the continuation of the contract, or if such appropriation is reduced by the veto of the governor or by any means provided in the Appropriations Act to prevent the total appropriation for the year from exceeding revenues for that year, or for any other lawful purpose, and the effect of such reduction is to provide insufficient monies for the continuation of the contract, the contract shall terminate on the date of the beginning of the first fiscal year for which funds are not appropriated.

**13. Discrimination Clause**

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The LEA agrees not to discriminate in its employment practices, and will render services under this contract without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, veteran status, political affiliation, disability, or age in any matter relating to employment. Any act of discrimination committed by the LEA or failure to comply with these statutory obligations when applicable shall be grounds for termination of this contract.

**14. Compliance Statement**

The LDOE's designated contract monitor has reviewed this contractual and fiscal commitment and certifies that the proposed expenditure complies with all applicable federal and state laws and regulations and the SBESE's policies. The designated monitor is aware that he or she is subject to disciplinary or appropriate legal action if his or her assurance is knowingly in violation of public laws or the SBESE's policies.

By executing this contract, the LEA certifies that the LEA has conducted, with due diligence, an examination of its business relationships and affairs, and to the best of the LEA's knowledge, information, and belief, the LEA is not prohibited from entering into this contract by La. R.S. 42:1113.

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**15. Debarment and Suspension Clause**

The LEA receiving individual awards hereby certifies that the organization and its principals are not suspended or debarred from any federal or state program.

**16. Confidentiality**

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**17. Collections Fees**

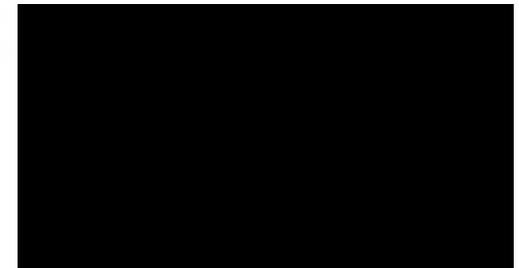
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Exclusive jurisdiction and venue for any and all suits between the state and the LEA arising out of, or related to, this contract shall be in the 19th Judicial District Court, parish of East Baton Rouge, state of Louisiana. The laws of the state of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

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

*IN WITNESS WHEREOF*, the parties have executed this agreement as of this day of July, year 2016.



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STATE OF LOUISIANA  
DEPARTMENT OF EDUCATION  
MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by the Louisiana Department of Education's Office of Innovation and West Carroll Parish School Board, 314 East Main Street, Oak Grove, LA 71263) for the program entitled Teacher Incentive Fund Program under the following terms and conditions.

**1. Background**

The Louisiana Department of Education is applying to the U.S. Department of Education (USDOE) as a lead applicant for a grant award under the fiscal year (FY) 2016 Teacher Incentive Fund (TIF) General TIF Competition. The LEA is partnering with the LDOE on this application. The purpose of this MOU is to establish the framework through which, if the U.S. Department of Education approves the application, the LEA will collaborate with the LDOE. This MOU articulates the specific roles and responsibilities of the LEA in implementing the approved TIF project.

**2. Liaison Officials**

The primary points of contact who shall function as the Department's lead liaisons for all implementation of services described in this Memorandum of Understanding (MOU) agreement are listed below:

[Redacted names and titles of liaison officials]

The LEA's lead liaison for all implementation and services described in the Memorandum of Understanding (MOU) agreement is included below:

[Redacted name and title of LEA lead liaison]

The above individuals will serve as the primary point(s) of contact for fiscal and budgetary matters, programmatic matters, daily program operations, service delivery operations, and program monitoring.

**3. Goals and Objectives**

1. Through improved goal-setting tools and supports, improve the evaluation support system so that the evaluation and support system results are more relevant and based on student learning and, therefore, a better basis for professional development, performance-based compensation, and educator advancement
2. Through expanded and strengthened partnerships with preparation providers, increase LEAs' access to and likelihood of retaining excellent teachers
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**4. Responsibilities**

The Louisiana Department of Education will act in the following manner:

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- Serving as lead applicant, managing grant funding, reporting, and ensuring overall implementation of the project as described in the TIF application
- Identifying a project director to manage the grant and coordinate among all partners

The LEA will participate in all grant priorities, including the following:

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- Ensuring teacher and principal goals are aligned to high-quality assessments
- Partnering with a teacher preparation provider to develop and collaboratively oversee a yearlong teacher residency program
- Identifying mentor teachers and ensuring they attend trainings at regional collaborations and the yearly summit
- Over time, sharing in the cost of a stipend for mentor teachers
- Using tools and participating in training to project teacher workforce needs

**5. Funding Agreement, Conditions, Payment Term 1, and Administrative Allocations**

The U.S. Department of Education will determine if the grant application is accepted, and if so, the funding amount. If the application is accepted, the Louisiana Department of Education will determine the funding allocations based upon the funding amount allocated by the U.S. Department of Education.

LEAs may only use allocated funds for grant activities in identified high-needs schools.

**6. Termination for Cause**

The Department of Education may terminate this agreement for cause based upon the failure of the LEA to comply with the terms and/or conditions of the agreement, provided that the state shall give the LEA written notice specifying the LEA's failure. If within thirty (30) days after receipt of such notice the LEA shall not have both corrected such failure and thereafter proceeded diligently to complete such correction, then the state may, at its option, place the LEA in default, and the agreement shall terminate on the date specified in such notice. The LEA may exercise any rights available to it under Louisiana law to terminate for cause upon the failure of the state to comply with the terms and conditions of this agreement, provided that the LEA shall give the state written notice specifying the state's failure. The state has the right to cancel this agreement upon less than thirty (30) days' written notice due to budgetary reductions and changes in funding priorities by the state.

**7. Termination for Convenience**

The state may terminate the agreement at any time by giving thirty (30) days' written notice to the LEA.

**8. Remedies for Default**

Any claim or controversy arising out of this contract shall be resolved by the provisions of LSA - R.S. 39:1672.2 - 1672.4.

**9. Assignment**

No LEA shall assign any interest in this agreement by assignment, transfer, or novation, without prior written consent of the state. This provision shall not be construed to prohibit the LEA from assigning his or her bank, trust company, or other financial institution any money due or to become due from approved contracts without such prior written consent. Notice of any such assignment or transfer shall be furnished promptly to the state.

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**10. Right to Audit**

It is hereby agreed that the LDOE's internal auditors, the Legislative Auditor of the State of Louisiana, the Office of the Governor, Division of Administration's auditors, and/or other auditors representing state or federal government shall have the option of auditing all accounts or records of the LEA which relate to this agreement. All copies of audits must be forwarded to the LDOE's Internal Audit Section.

**11. Execution**

This MOU shall begin on 10/01/2016 and shall terminate on 09/30/2021. The effective date of this MOU may be extended /only if an amendment to that effect is duly executed by the contracting parties and approved by the necessary authorities prior to said termination date. If either party informs the other that an extension of this agreement is deemed necessary, an amendment may be prepared by and forwarded to the other party for appropriate action by the other party, and said amendment is to be returned to the state with appropriate information and signatures not less than fifteen (15) days prior to the termination date. Upon receipt of the amendment, it will be forwarded to the necessary authorities for their approval.

**12. Fiscal Funding**

The continuation of this agreement is contingent upon the appropriation of funds to fulfill the requirements of the Contract by the Legislature. If the legislature fails to appropriate sufficient monies to provide for the continuation of the contract, or if such appropriation is reduced by the veto of the governor or by any means provided in the Appropriations Act to prevent the total appropriation for the year from exceeding revenues for that year, or for any other lawful purpose, and the effect of such reduction is to provide insufficient monies for the continuation of the contract, the contract shall terminate on the date of the beginning of the first fiscal year for which funds are not appropriated.

**13. Discrimination Clause**

The LEA agrees to abide by the requirements of the following as applicable: Title VI of the Civil Rights Act of 1964 and Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972, Federal Executive Order 11246 as amended, the Rehabilitation Act of 1973 as amended, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, the Fair Housing Act of 1968 as amended, and the Americans with Disabilities Act of 1990.

The LEA agrees not to discriminate in its employment practices, and will render services under this contract without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, veteran status, political affiliation, disability, or age in any matter relating to employment. Any act of discrimination committed by the LEA or failure to comply with these statutory obligations when applicable shall be grounds for termination of this contract.

**14. Compliance Statement**

The LDOE's designated contract monitor has reviewed this contractual and fiscal commitment and certifies that the proposed expenditure complies with all applicable federal and state laws and regulations and the SBESE's policies. The designated monitor is aware that he or she is subject to disciplinary or appropriate legal action if his or her assurance is knowingly in violation of public laws or the SBESE's policies.

By executing this contract, the LEA certifies that the LEA has conducted, with due diligence, an examination of its business relationships and affairs, and to the best of the LEA's knowledge, information, and belief, the LEA is not prohibited from entering into this contract by La. R.S. 42:1113.

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**15. Debarment and Suspension Clause**

The LEA receiving individual awards hereby certifies that the organization and its principals are not suspended or debarred from any federal or state program.

**16. Confidentiality**

This contract is entered into by the LEA and the Department in accordance with the provisions of La. R.S. 17:3914, the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1231(g), et seq., (FERPA) and the Individuals with Disabilities Education Act, 20 U.S.C. Section 1400, et seq., (IDEA). The LEA hereby acknowledges that all documents which include personally identifiable information contained in or derived from a student's education records are deemed confidential pursuant to La. R.S. 17:3914, FERPA, and IDEA. The LEA agrees not to re-disclose any such personally identifiable information without the prior written consent of the student's parent or the student, in the case of students who have reached the age of majority, or unless re-disclosure is otherwise authorized by law. The LEA agrees to return all documents deemed confidential pursuant to La. R.S. 17:3914, FERPA, and/or IDEA to the Department at the conclusion of this contract.

**17. Collections Fees**

If the LEA invoices the state, and state pays the LEA for work not done or for work not done in accordance with this contract, or if the state for any reason pays the LEA any amount not actually owed by state, to the LEA pursuant to this contract, or if the LEA owes money to the state for any reason whatsoever as a result of this contract, the state may refer this matter to the Louisiana Attorney General for collection. If the state does refer this matter to the Louisiana Attorney General, the LEA agrees to pay, in addition to the debt owed to the state, the state's reasonable attorney's fees, up to a maximum fee of thirty-three and one-third percent (33.33%) of the LEA's debt.

**18. Jurisdiction, Venue, and Governing Law**

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

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

*IN WITNESS WHEREOF*, the parties have executed this agreement as of this day of !!!, year 2015.

State Representative  
[Redacted Signature]

LEA Representative  
[Redacted Signature]

## Appendix F

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# LOUISIANA DEPARTMENT OF EDUCATION

## LOUISIANA'S PLAN FOR ENSURING EQUITABLE ACCESS TO EXCELLENT TEACHERS FOR ALL STUDENTS

### SECTION 1. INTRODUCTION

The Louisiana Department of Education (LDOE) is pleased to submit to the U.S. Department of Education the following plan that has been developed to address the long-term needs for improving equitable access to great teachers and school leaders in Louisiana. This plan responds to Education Secretary Arne Duncan's July 7, 2014, letter to State Education Agencies (SEAs), as augmented with additional guidance published on November 10, 2014. Louisiana's plan complies with (1) the requirement in Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) that each state's Title I, Part A plan include information on the specific steps that the SEA will take to ensure that students from low-income families and students who belong to racial minority groups are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers, and the measures that the agency will use to evaluate and publicly report the progress of the agency with respect to such steps; and (2) the requirement in ESEA Section 1111(e)(2) that a state's plan be revised by the SEA if necessary.

Louisiana is committed to improving student outcomes across the state by expanding access to excellent teachers for all students. This includes students who are economically disadvantaged<sup>1</sup> and/or who are a racial minority. In Louisiana, these students constitute the majority of the state's public school student population. As such, this plan does not provide for a redistribution of high-quality educators from low-need to high-need local education agencies (LEAs), schools, or classrooms. Rather, this plan provides for a comprehensive approach to teacher recruitment, certification, and improvement across the state, with an emphasis on schools and classrooms with the greatest need. The plan builds on practices of "high-poverty" and "high-minority" LEAs with rich concentrations of excellent educators and addresses challenges in "high-poverty" and "high-minority" LEAs where students have more limited access to excellent educators.

This approach is built on the belief that Louisiana students are just as smart and capable as any in America. Recognizing this, Louisiana has committed to preparing its students to read, write, and perform math tasks on par with students nationwide. Specifically, Louisiana will steadily raise expectations for student achievement over the next ten years, so that all students are prepared for college or a career of their choice upon graduation from high school. By the year 2025, A-rated schools will average "mastery" or "level four" performance. Today, schools rated "A" at a minimum average "basic" or "level three." A "level four" or "mastery" is the standard for college and career readiness. To guide this transition, the LDOE produces [annual reports](#) with detailed student performance data at the district and school levels.

Louisiana educators are integral to this plan: they make this commitment a reality in classrooms across the state through engaging lessons and a commitment to growth for all students. Teaching to high standards is complex work and requires supportive school leadership and a collaborative work environment in which teachers come together to focus on the technical challenges of their craft. To support teachers, the LDOE has released a comprehensive suite of curricular tools

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<sup>1</sup> Students eligible for Supplemental Nutrition Assistance Program, Temporary Assistance for Needy Families, Medicaid, awaiting foster care, migrant, and incarcerated children.

*Louisiana Believes*

and supports, including the [ELA](#) and [Math](#) Guidebooks, and [the Instructional Materials Review Process](#). [Louisiana Teacher Leaders](#), a group of over 5,000 outstanding educators, receive and deliver professional development to teachers in every public school in Louisiana. Finally, Louisiana educators have been held to higher standards and received more frequent feedback through the State's educator evaluation and support system, [Compass](#), legislated by Act 54 of 2010. LEA and school leaders play an important role in teacher success, too. These school leaders have the ability to create productive work environments in which teachers have time to collaborate with peers, and the ability to make critical workforce decisions, such as whom to recruit and hire. In Louisiana, school and LEA administrators have been granted broad authority to make workforce decisions around hiring, termination, reductions in force, and tenure, legislated through Act 1 of 2012. To support LEA and school leaders, the LDOE published the [Louisiana Principals' Teaching and Leadership Guidebook](#), the [High School Planning Guidebook](#), and the [Early Childhood Guidebook](#).

LEA and school leaders have begun to work more closely with teacher preparation programs, too, to collaboratively ensure that teachers are ready for day one in Louisiana's classrooms. Through [Believe and Prepare](#), the LDOE, in partnership with the Board of Regents (BOR), has provided opportunities for LEA and preparation programs to establish or strengthen partnerships that ensure that new teachers are meeting district workforce needs and are ready for the challenges of today's classrooms. Further, BOR has worked with teacher preparation programs over the past several years to ensure that teacher preparation curricula address Louisiana's standards for students and for educators.

The LDOE has dedicated staff and funding to support LEAs and schools in these endeavors. Network Support teams have provided direct support to LEAs on a range of instructional issues. Additionally, these teams assist LEAs in yearlong planning process, guided by the [District Planning Guide](#), to ensure that fiscal decisions support student achievement and educator growth. Through [Believe and Succeed](#), the LDOE has provided grants to empower LEAs, nonprofits, and individuals to turn around existing "D" and "F" schools and to create new, high-quality schools for students who would otherwise attend underperforming schools.

Despite these tools and supports, students' access to excellent teachers varies from parish to parish. This is true for parishes with high concentrations of students who are economically disadvantaged or who belong to a racial minority group. Some parishes that are "high-poverty" and "high-minority" are struggling to attract, develop, and retain excellent educators. In 14 "high-minority" and "high-poverty" parishes, student outcomes<sup>2</sup> are below the state average (ranging from 37 percent to 64 percent of students scoring "Basic" and above in 2013-14; the state average was 68 percent).

When considering teacher effectiveness, student growth data is used in this report. Specifically, transitional student growth data, which is calculated using the LDOE's value-added methodology, is used. Student growth data is used because it is the only teacher effectiveness measure that is consistent across all schools and LEAs; it is calculated using the same methodology for all teachers with state assessment data and, therefore, enables comparison across the state.

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<sup>2</sup> Measured by percent of students scoring Basic or above in 2013-2014.

Students' access to teachers with effective or higher student growth data varies, as well. In 14 "high-minority" and "high-poverty" parishes, ten had a greater portion of struggling teachers<sup>3</sup> than the state average (ranging from 11 percent to 29 percent of their teachers<sup>4</sup>, compared to 9 percent across the state). These teachers' students are falling below academic growth expectations.

However, teachers in other "high-poverty" and "high-minority" parishes are producing extraordinary achievement gains. This is particularly evident in New Orleans and Baton Rouge. In 2013-2014, schools in Orleans Parish, a "high-poverty" and "high-minority" LEA, employed the greatest portion of *Highly Effective*<sup>5</sup> teachers of any parish in the state (35 percent of teachers in Orleans Parish were *Highly Effective*, compared to 18 percent statewide). Teachers in East Baton Rouge, a "high-minority" parish, also earned *Highly Effective* ratings at a greater rate than teachers in the rest of the state<sup>6</sup> (23 percent in East Baton Rouge Parish, compared to 18 percent statewide). A substantially higher-than-average proportion of these teachers' students consistently and substantially exceed academic growth expectations. Certain rural parishes that are "high-poverty" or "high-minority" also have high concentrations of excellent teachers. Students in St. John the Baptist Parish, East Feliciana Parish, and Iberville Parish all achieved growth in student performance at "Basic" and above from 2012-13 to 2013-14 and have a greater portion of *Highly Effective* teachers than the state average (27 percent, 22 percent, and 19 percent respectively, compared to 18 percent statewide).

Louisiana's state equity plan is built on the successes of these "high-poverty" and "high-minority" parishes that are recruiting, supporting, and retaining excellent educators. To create this plan, the LDOE's state equity plan workgroup took the following steps:

1. Defined key terms and data metrics for plan
2. Reviewed data from state databases to identify equity gaps
3. Discussed root causes for equity gaps based on data and conversations with stakeholders
4. Identified key strategies to target equity gaps
5. Set measurable targets and created a plan for measuring and reporting progress and continuously improving this plan

### **Scan of State-Level Policies, Initiatives, and Currently Available Data**

To begin, the LDOE performed a scan of current policies and initiatives that Louisiana has been implementing in recent years, as noted above, as well as a review of relevant and available data. This scan was conducted in collaboration with

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<sup>3</sup> As defined by an *Ineffective* transitional student growth data rating.

<sup>4</sup> This calculation accounts for teachers with transitional student growth data.

<sup>5</sup> *Highly Effective* is defined as receiving a highly effective transitional student growth data.

<sup>6</sup> Evaluation ratings of teachers in all parishes are available in the Compass Annual Report, available at <http://www.louisianabelieves.com/teaching/compass-final-report>.

multiple teams within the LDOE. Specifically, LDOE staff reviewed:

- Current licensure standards, requirements and barriers
- Implementation and data related to Compass, Louisiana's teacher evaluation and support tool, including transitional student growth data
- Implementation and data related to the Recovery School District and Believe and Succeed, Louisiana's school turnaround models
- Available data identified as relevant to the development and implementation of Louisiana's equitable access plan

## **SECTION 2. STAKEHOLDER ENGAGEMENT**

The LDOE believes that a successful state plan for teacher and leader equity in Louisiana could not be developed in isolation or solely in cooperation with LEA leaders. Rather, the plan's success will depend in large part on the long-term involvement of other stakeholders, including teachers, school and LEA leaders, institutions of higher education, civic school leaders and education advocates. As described below, the LDOE has involved stakeholders from the beginning and will continue to do so through public engagement opportunities and smaller workgroups. To ensure that the LDOE develops a comprehensive plan for better preparing teachers for the workforce so that all students can learn, the Department solicited feedback from stakeholders – in over 50 engagement opportunities including public forums and focus groups, workgroup meetings and conversations with education leaders. (See Appendices A–C for details about the stakeholder engagement process.)

Prior to starting its work on the state equity plan, the LDOE knew that there was a great need for engaging LEA and school leaders in supporting teacher preparation and certification in Louisiana. To learn more about teacher recruitment, certification, and preparation needs and opportunities, the Department in July 2014, in partnership with the Board of Regents (BOR), [surveyed teachers statewide](#) about their own experiences with preparation and in the classroom. Principals and personnel directors shared their experience hiring and supporting new teachers, and preparation program faculty shared their collaborations with partner schools and LEAs. Over 6,000 educators participated in the survey.

Those results have been released in the LDOE's [Partners in Preparation: A Survey of Educators & Education Preparation Programs](#) report. This report shares ideas from educators, including the Believe and Prepare pilots, as to how LEAs and preparation programs can collaborate to improve teacher recruitment, preparation, and certification practices.

The LDOE then led several engagement opportunities with educators across the state to gather their feedback on teacher preparation and certification practices and how they can be strengthened. These public events have not only informed LDOE-led grant opportunities, they have also informed the strategies to address student equity in this plan.

These engagement opportunities are detailed below:

- In October 2014, the LDOE in partnership with Keystone Consulting Group, held 32 focus groups with teachers, LEA and teacher preparation program leaders in eight major cities across the state to share with them the findings of the survey and discuss challenges and potential solutions. Over 200 stakeholders attended these meetings over a four-week period. Each meeting was facilitated by Keystone with no involvement of the LDOE so as to not stifle stakeholder feedback. Keystone shared a synthesis of the results from these focus groups with the LDOE in November.
- On December 3, 2014, over 60 legislators, educators, K-12 and higher education leaders, and the Board of Elementary and Secondary Education (BESE) members met to discuss the specific challenges and opportunities in recruiting and preparing the state's next generation of educators identified in the statewide focus groups. This event was the first in a series of public policy forums<sup>7</sup> where the Department provided stakeholders with the opportunity to review and discuss teacher certification and preparation policy proposals that will be developed over the course of the next year.
- A second public policy forum was held in March 2015.
- Regional policy forums were conducted across the state in April 2015.
- Finally, the Department conducted a workforce survey with all LEA human resource personnel to poll them on the barriers to hiring certified and qualified teachers. A total of 22 LEAs responded to the survey with a total of 37 suggestions for removing hiring barriers.

In addition to the above mentioned public engagement opportunities, the LDOE formed a workforce committee consisting of human resource directors from various LEAs across the state to advise the Department on teacher and leader recruitment, hiring and retention issues. Since its inception in February of 2015, the workgroup has reviewed the suggestions collected in the workforce survey and has been working with the LDOE to implement new recruitment and hiring practices, as well as advise on potential changes to certification policy.

The LDOE has also engaged key leaders of various educator groups throughout the development of the equity plan. Initially, the Department has met with the leadership of the Louisiana Association of State Superintendents, Louisiana Association of Principals, the Louisiana School Board Association, Louisiana PTA, and Louisiana Developmental Disabilities Council. The LDOE gathered feedback on the equity gaps, root causes and strategies for reducing gaps.

The Department will continue to involve stakeholders in activities going forward through additional meetings, policy forums, and through the support of the workforce committee. These key stakeholders will play a vital role in not only the final policy development for teacher preparation and certification, but also in the implementation of these new policies in the field.

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<sup>7</sup> All policy forums were facilitated by the LDOE and were open meetings to the public.

### SECTION 3. EQUITY GAP EXPLORATION AND ANALYSIS

In 2014-2015, 712,556 students enrolled in Louisiana's public schools, of which 54 percent were minority and 68 percent were economically disadvantaged.<sup>8</sup> The state has 1,303 public schools, including 104 charter schools. Under the Louisiana Scholarship Program, parents can also apply for a state-funded scholarship to attend the school of their choice, including private and religious schools. Additionally, students with disabilities may be eligible for a state subsidy for tuition to a private school that best meets their needs.

To ensure that Louisiana's equitable access work is data-driven, the LDOE has relied on multiple data sources to identify gaps in the equitable access of all students to high quality teachers. Discussions with stakeholders have provided context for the data and informed the LDOE's analysis of the root causes of the equity gaps and strategies to address them.

#### Definitions and Metrics

Louisiana's 2006 educator equity plan focused primarily on Highly Qualified Teacher status. In contrast, the current plan focuses on ensuring that all classrooms are led by excellent teachers. Recognizing that there are multiple dimensions of educator effectiveness the LDOE has elected to consider equitable access in terms of the following characteristics of teachers:

- **Highly Effective:** A Highly Effective teacher is a teacher who has received a transitional student growth rating of Highly Effective.<sup>9</sup>
- **Effective Teachers:** An effective teacher is a teacher who has received a transitional student growth rating of *Effective: Proficient or Highly Effective*.
- **Inexperienced Teachers:** An inexperienced teacher is any teacher in their first year of teaching in the classroom.
- **Out-of-Field Teachers:** An out-of-field teacher does not hold a license in their current teaching assignment.
  - Teachers who work in charter schools (Type 2 and 5) are not included in this category because charter schools are not required to hire certified teachers.
- **Unqualified Teachers:** An unqualified teacher does not hold a standard certificate.
  - Standard certificates include: A, B, C; Level 1, 2, 3; Practitioner Licenses (PL 1-3) and Out-of-State Licenses (OS).
  - Teachers who work in charter schools (Type 2 and 5) are not included in this category because charter schools are not required to hire certified teachers.

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<sup>8</sup> Students eligible for Supplemental Nutrition Assistance Program, Temporary Assistance for Needy Families, Medicaid, awaiting foster care, migrant, and incarcerated children.

<sup>9</sup> Transitional student growth data measures the extent to which students met, exceeded, or fell short of their expected performance on state tests. Scores are only generated for teachers in grades and subjects with statewide assessments.

The LDOE identified equity gaps in student populations using the following definitions:

- **Poverty Students:** This group of students is identified as “economically disadvantaged,” which includes students eligible for Supplemental Nutrition Assistance Program, Temporary Assistance for Needy Families, Medicaid, awaiting foster care, migrant, and incarcerated children.
- **Minority Students:** This group of students is identified as a member of a minority race or ethnicity (African American, Hispanic, Asian, Native American, Pacific Islander/Alaskan Native).

### **Exploration of the Data**

#### *Methodology*

The LDOE explored equity gaps for two groups specified in ESEA: poverty and minority students. To start its analysis, the LDOE determined the percentage of poverty and minority students in every parish<sup>10</sup> in the state. Using those percentages, parishes were divided into quartiles for each category of students. The parishes that had the highest proportion of minority students were categorized as “high-minority” and the parishes that had the highest proportion of poverty students were categorized as “high-poverty.” The analysis includes all elementary and secondary schools that are located in each parish in 2014-15. For each group, the LDOE focused on four measures of teacher efficacy – results with students, out-of-field assignments, qualifications, and experience – across parishes in the state. The results are based on data from the 2013-14 school year, as data from 2014-15 were not available as of the completion of this report. This data is based on transitional student growth data, which measures the extent to which students met, exceeded, or fell short of their expected performance on state tests.

The out-of-field rate was calculated at the course level since it is possible that a teacher could be in-field for some course(s) and out-of-field for other course(s). An in-field teacher is an individual with a valid certificate and the correct area of certification for the course they are teaching. Since not all teachers have course data, this measure has a different denominator.

Charter schools are not required to hire certified teachers (per Louisiana Revised Statute 17:3996). Therefore, the LDOE separated charter schools from all other public schools in the analysis related to out-of-field and unqualified teachers. Although charter school data has been separated from traditional public school data in the analysis, all strategies included in this plan address all schools and parishes in Louisiana. Table 1 depicts the equity gaps in Louisiana. The analysis related to the percentage of highly effective and effective teachers and the percentage of inexperienced teachers includes teachers in charter schools.

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<sup>10</sup> The LDOE analyzed equity gaps at the parish and district level rather than the school level because districts have authority to make workforce decisions that best serve their students. The LDOE does not have the authority to make district or school-level staffing decisions, however our ability to influence these decisions is greater at the district level than the school level.

The LDOE also worked to understand the underlying causes of equity gaps through surveys and focus groups. In September 2014, the LDOE worked with Louisiana State University's Public Policy Research Lab to conduct a survey of over 6,000 teachers, administrators, and representatives from teacher preparation programs. This survey found:

- Teachers do not feel adequately prepared for their first year of teaching. Of all teachers with one to five years of experience surveyed:
  - 50 percent indicated they were not fully prepared for the realities of a classroom.
  - 41 percent indicated they were not prepared to teach students how to read.
  - 42 percent indicated they were not prepared to teach students with diverse needs.
- Teachers need more hands-on experience and high-quality coaching and feedback prior to entering the classroom full-time.
- Teachers and district personnel indicated that today's classrooms require a different set of knowledge and skills and that greater collaboration with providers on preparation curriculum is needed.
  - 94 percent or more teachers and district leaders noted that new teachers need more instruction and experience with selecting and using curricular resources, assessments, and student data to inform instruction.
- Administrators face challenges in hiring teachers in every subject area.
  - 67 percent of principals and human resources directors stated that the preparation programs in their region do not prepare enough teachers in every content area to meet their staffing needs.

These findings were confirmed in dialogue with over 200 educators, school system leaders, and provider faculty conducted via thirty focus groups in seven locations across Louisiana in partnership with a qualitative research firm expertise in gathering stakeholder input.

**Table 1. Louisiana Equity Gaps in School Year 2014–2015<sup>11</sup>**

School Type	Teacher Data				
	Percentage of Highly Effective Teachers <sup>12</sup>	Percentage of Effective Teachers <sup>13</sup>	Percentage of Out-of-Field Teachers	Percentage of Unqualified Teachers <sup>14</sup>	Percentage of Inexperienced Teachers
All Schools	18.3 percent	50.6 percent	10.8 percent	5.4 percent	8.9 percent
Charter Schools	28.1 percent	56.9 percent	28.3 percent <sup>15</sup>	34.9 percent	23.5 percent

Income Equity Gap					
High Poverty Parishes	23.2 percent	50.8 percent	15.8 percent	8.8 percent	15.0 percent
Non-High Poverty Parishes	17.5 percent	50.6 percent	10.4 percent	5.1 percent	7.9 percent
Income equity gap <sup>16</sup>	5.7 percent	0.2 percent	5.4 percent	3.7 percent	7.1 percent

Minority Equity Gap					
High Minority Parishes	23.1 percent	53.5 percent	12.7 percent	6.1 percent	12.6 percent
Non-High Minority Parishes	16.4 percent	49.4 percent	10.2 percent	5.1 percent	7.2 percent
Minority equity gap <sup>17</sup>	6.7 percent	4.1 percent	2.5 percent	1.0 percent	5.4 percent

Source: Louisiana's Profile of Educational Personnel (PEP), LEADS Reporting System (LRS), and Teacher Certification Management System (TCMS).

### Equity Gap Analysis

When aggregated, this data reveals gaps in the rate at which teachers are “out-of-field,” “inexperienced,” and “unqualified” when comparing teachers in “high-poverty” or “high-minority” parishes to all other parishes. The size (in absolute value) of the gaps varies, from 3.7 percentage points for unqualified teachers in “high-poverty” parishes versus the rest of the parishes, to 7.1 percentage points for inexperienced teachers in “high-poverty” parishes versus the rest of

<sup>11</sup> Full data is included in Appendix D.

<sup>12</sup> Using 2013-14 transitional student growth data.

<sup>13</sup> Using 2013-14 transitional student growth data.

<sup>14</sup> See footnote 2.

<sup>15</sup> Charter schools are not required to hire teachers with valid teaching certificates so the Out-of-Field or Unqualified calculations exclude charter schools. The charter school percentages in these categories are included for informational purposes only.

<sup>16</sup> The difference in percentages of teachers in each category between “high poverty” parishes and non-“high poverty” parishes. For example, 15.8% of teachers in high-poverty parishes are out-of-field compared to 10.4% in non-high poverty parishes; therefore the equity gap on this metric is 5.4%.

<sup>17</sup> The difference in percentages of teachers in each category between “high minority” parishes and non-“high minority” parishes.

June 1, 2015

the state. It also reveals that the rate at which teachers are effective in "high-poverty" or "high-minority" parishes is overall higher than in all other parishes.

Parish by parish, however, teacher qualifications vary, as does teacher effectiveness. Students in some "high-poverty" or "high-minority" parishes have higher-than-average access to qualified, in-field teachers whereas some "high-poverty" and "high-minority" parishes have a great deal of difficulty recruiting enough teachers and/or enough teachers of certain certification areas and, therefore, have lower rates of qualified, in-field teachers. Likewise, some "high-poverty" or "high-minority" parishes have strong programs of instructional support and, therefore, have high concentrations of effective teachers, whereas others do not.

Understanding the recruitment and placement challenges that many "high-poverty" and "high-minority" parishes face, and based on discussions with stakeholders, the LDOE determined that the highest priority equity gaps for Louisiana are:

- **Equity Gap 1:** "High-poverty" parishes have a higher rate of out-of-field teachers compared to the rest of the state's parishes (15.8 percent and 10.4 percent respectively).
- **Equity Gap 2:** "High-minority" parishes have a higher rate of out-of-field teachers compared to the rest of the state's parishes (12.7 percent and 10.2 percent respectively).
- **Equity Gap 3:** "High-poverty" parishes have a higher rate of inexperienced teachers compared to the rest of the state's parishes (15.0 percent and 7.9 percent respectively).
- **Equity Gap 4:** "High-minority" parishes have a higher rate of inexperienced teachers compared to the rest of the state's parishes (12.6 percent and 7.2 percent respectively).

The Department has chosen to prioritize the equity gaps pertaining to *out-of-field* and *inexperienced* teachers based on the feedback received from LEAs during our root cause analysis, confirming that these were the two areas that were of most concern to them in hiring quality teachers for all students.

#### **SECTION 4. STRATEGIES FOR ELIMINATING EQUITY GAPS**

The LDOE will build on the successes of LEAs that are ensuring access to excellent teachers. Specifically, the LDOE's strategies will center on innovative approaches to teacher recruitment and partnerships between LEAs and teacher preparation programs.

##### **Root Cause Analysis**

In order to understand why the gaps identified exist, the LDOE conducted a root cause analysis in conjunction with key stakeholders. The root cause analysis consisted of four steps:

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1. **Identifying Relevant and Available Data:** Through the LDOE workgroup, the LDOE determined what data and data sources are available and relevant to identifying equity gaps and then conducted its analysis.
2. **Analyzing Data and Identifying Equity Gaps:** The LDOE then identified the equity gaps resulting from the analysis in preparation for the root-cause analysis.
3. **Analyzing Root Causes:** The workgroup and stakeholders brainstormed a complete list of root causes behind the equity gaps through public surveys, focus groups and policy forums and one-on-one meetings.
4. **Mapping Strategies to Root Causes:** The workgroup, based on feedback from stakeholders, identified practical strategies to address the root causes.

### **Theory of Action**

As a result of the data and root cause analysis, the following theory of action was developed and serves as the basis for Louisiana's plan for ensuring equitable access to excellent educators.

*If Louisiana's school districts partner with teacher preparation programs to better meet their workforce needs and provide representative teaching experiences,*

- *Then LEAs will be better able to recruit and retain certified and effective educators such that all students have equitable access to excellent teaching to help them achieve their highest potential in school and beyond.*
- *Then teachers will be better prepared and, therefore, more likely to continue teaching in Louisiana classrooms.*

Due to the fact that of the 720,000 students enrolled in Louisiana's public schools, 54% are minority and 68% are economically disadvantaged, the LDOE has chosen broad strategies for addressing educator preparation, recruitment and retention that will close the equity gaps identified.

### **Key Strategies**

To achieve the state's teacher equity objectives, the LDOE intends to initially pursue strategies that correspond to the root causes behind issues relative to teacher qualifications and experience:

- Expansion of the Believe and Prepare pilot program's most promising teacher preparation practices
- Encourage more and stronger partnerships between LEAs and preparation programs
- Support innovative teacher recruitment and hiring practices

These strategies were identified not at random, but rather through a root cause analysis, described above, and through study of LEAs that are "high-poverty" or "high-minority" and ensuring access to excellent educators. The root cause analysis was conducted both internally and externally, with the stakeholder groups described above and in Appendix A.

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The strategies and other actions described in this plan will not always be sufficient. Particularly in the most challenging schools, recruiting and retaining more (rather than equitable) excellent teachers and leaders might be necessary and might require restructuring the whole school—including bringing in new leadership, changing the instructional program, and taking a range of innovative actions to improve teaching and learning conditions. Although these actions are not fully described in this plan, this is and will continue to be accomplished through use of the Compass tool, the Recovery School District and the Believe and Succeed initiative.

**Table 6. Details of Key Strategies**

<p><b>Priority: Encourage Partnerships between LEAs and Preparation Programs</b>                  When LEAs and teacher preparation programs partner, teacher candidates will have more time in the classroom, under the guidance of a highly effective mentor, in order to effectively prepare students for college and a career. Also, preparation programs will be more aware of and able to respond to LEAs’ hiring needs.</p>
<p><b>Root-Cause Analysis Findings</b></p>
<p><b>More Time to Practice in the Classroom.</b> Aspiring teachers need more practice and strong mentors to master essential knowledge and skills in preparation for their first year in the classroom. Based on feedback received in the LDOE’s survey and focus groups, stakeholders believe that clinical experiences improve when LEAs and preparation programs partner to provide more time to practice.</p>
<p><b>Teacher Shortages.</b> Due to teacher shortages in certain subject areas and in certain geographies, including rural areas, LEAs are placing teachers in assignments out of their certification area. This outcome is supported by both quantitative data from the LDOE’s human resource database and qualitative data collected in the district workforce survey collected in January 2015.</p>
<p><b>Teacher Supply not Meeting Demand.</b> LEAs experience shortages of teachers in specific subject areas but typically do not work closely with preparation programs on recruitment into these subject areas. Sixty-three percent of LEA leaders surveyed reported their partnerships with preparation programs do not produce enough teachers to meet demand in all subjects and grade levels, while 48 percent of preparation program faculty members say they do not get enough information about LEAs’ staffing needs to inform recruiting and selection.</p>
<p><b>Current Certification Policies Place Hiring Barriers on LEAs.</b> School leaders have indicated that certain certification policies and statutes currently limit LEAs’ flexibility relative to hiring and placing quality teachers.</p>
<p><b>Relevant Metrics</b></p>
<p><b>Workforce Reporting Included in LDOE Annual Accountability Reports:</b> The will include workforce data metrics including teacher certification and performance into its existing annual public <a href="#">accountability reports</a>. The school-based public and district report cards will also include performance data on subgroups including <i>minority</i> and <i>poverty</i> students.</p>
<p><b>Results of the Educator Preparation Survey:</b> The Department will release another educator preparation survey,</p>

similar to the version released in 2014 that will poll new teachers, principals, district and preparation programs leaders on the effectiveness of district and preparation program partnerships in preparing new teachers for a career in education.

**Certification Rates from LDOE Human Resource Database:** The LDOE's human resource database (TCMS) tracks certification, out-of-field and unqualified rates for LEA in the state.

**Annual Compass Report on Teacher Performance:** The LDOE's Annual Compass Report provides principals, LEAs and the LDOE with information on the rates of *Effective* and *Highly Effective* relative to student proficiency rates to show where LEA observation and feedback practices are or are not aligned with student outcomes.

Louisiana's LEAs and teacher preparation programs have cited a need for stronger partnership that will enable a stronger connection between preparation experiences and district expectations (e.g., implementing curriculum, classroom management, assessment of standards, using data to inform instruction).

Schools system leaders have reported that current licensure requirements place limitations on LEAs' hiring practices.

Participants in the *Partners in Preparation* survey and teacher preparation policy forums and focus groups, expressed agreement that there is a strong need for increased collaboration between LEAs and preparation programs to ensure that the teacher pipeline is meeting workforce needs.

**Strategy 1: Expansion of Believe and Prepare Pilot Programs' Most Promising Teacher Preparation Practices.** [Believe and Prepare](#), launched in April 2014, provides grants to empower schools and LEAs to design innovative, classroom and school-based preparation experiences for aspiring educators. Experiences give educators the opportunity to practice their developing skills with real students and draw on the expertise of Louisiana's best educators. Twenty-seven school districts, ten charter schools/systems and 20 teacher preparation programs are part of the Believe and Prepare community.

Believe and Prepare LEAs are working with their partner preparation program partners to identify skill gaps, enhance and provide more skill-based courses, and create more opportunities for clinical experience. Believe and Prepare pilots are also piloting full-year residencies and internships for teacher candidates alongside highly effective mentors. This experience allows teacher candidates the ability to experience teaching in its full continuum, giving them a more realistic view of school policies, procedure and culture and the opportunity to practice their craft alongside a high-performing teacher before entering the profession.

These promising practices are being vetted through key stakeholders in LDOE-hosted policy forums that began in December of 2014 and will continue through October of 2016. These shifts in program design are meant to better prepare teachers for the practical realities of the classroom and will form the basis for policy proposals to Louisiana's

state Board of Elementary and Secondary Education.

**Strategy 2: Encourage More and Stronger Partnerships Between LEAs and Preparation Programs.**

In addition to increasing teacher effectiveness, Believe and Prepare pilots have demonstrated that increased LEA partnerships with preparation programs can help meet staffing needs in hard-to-staff schools and high-demand subject areas, such as special education, STEM and career and technical courses. Through the Believe and Prepare program, LEAs have been engaged in dialogue with preparation programs on their short-term and long-term hiring needs, and what it takes to be effective on day one in the classroom. As a result, these teacher pipelines that will more likely ensure that the new teachers are effective, and that they hold the certifications they need to fill LEAs' most critical shortage areas.

An example of this is in Lafourche Parish, in which the district worked with Nicholls State University during the 2014-2015 school year in order to fill multiple special education vacancies. Lafourche worked with Nicholls to offer current teachers the ability to earn a certification endorsement in special education through the University's master's degree program while serving as a full-time special education teacher in the district. As a result, the district will have seven new certified special education teachers to start the 2015-2016 school year.

Promising recruitment practices that result from the Believe and Prepare program will be included in the Teacher Preparation Toolkit that will be released in the winter of 2016. Moreover, the Believe and Prepare community will continue to grow over the coming years.

**Strategy 3: Support District Recruitment and Hiring Practices.**

Strong recruitment and hiring starts with a clear understanding workforce needs. To support LEAs' assessment of short- and long-term teacher hiring needs, the LDOE has enlisted the support of the South Central Comprehensive Center (SC3). SC3 is working with the LDOE to build a workforce projection tool that enables LEAs to project short- and long-term workforce needs. The goal is to share this tool with LEAs in the 2015-16 school year. (See Appendix D)

The LDOE will also promote the use of its Talent Recruitment System, an online database that matches teachers with the schools and LEAs interested in hiring them. This system is currently used by 91 percent of LEAs. The LDOE's Talent Office promotes the use of this system with human resource personnel during their bi-annual meetings, and with teacher candidates during college site visits held throughout the year.

LEAs in the Believe and Prepare program, such as Algiers Charter School Association in New Orleans and in St. Landry and Caddo Parishes, are also modeling innovative recruitment strategies such as recruiting future teachers from within their own communities, starting with high school seniors interested in making a difference in their own neighborhoods. These practices will also be included in the Teacher Preparation Toolkit, and serve as a resource to LEAs, especially those in rural parishes, which face significant hiring and recruitment challenges.

Through the LDOE workforce committee, the LDOE is also providing LEAs with tools and resources for PRAXIS exam preparation to help them move teachers from non-standard certifications to full, standard certifications, thus

reducing the number of unqualified and out-of-field teachers in the state.

Finally, the LDOE will continue to provide LEA leaders with workforce support through the use of the [District Planning Guide](#), a how-to framework for making critical policy and financial decisions. It contains a section on workforce talent, in which it provides LEA leaders with strategies for staffing all schools to maximize student achievement and planning for future workforce needs.

By 2018, 50 percent of LEAs in Louisiana will have conducted a workforce analysis with the support of the LDOE that projects short and long-term hiring needs, thus enabling LEAs to improve recruitment and placement practices.

By 2018, 50 percent of LEAs in Louisiana will have a formalized partnership with a teacher preparation program that addresses LEA hiring needs as identified through workforce analysis.

By 2020, the rate of out-of-field teachers in both high poverty and high minority parishes will reduce by 20 percent.

## SECTION 5. ONGOING MONITORING AND SUPPORT

Louisiana is committed to ensuring that students in “high-poverty” and “high-minority” parishes have equal access to effective teachers.

For each strategy above, there is a plan in place to assess implementation. The LDOE has identified the following areas where it will begin collecting information, and is prepared to build on these efforts with further data collection and reviews as they emerge:

1. Inclusion of workforce and equity gap data, such as certification rates and teacher results, in the LDOE’s annual public [school reports cards](#) (see Appendix E) released in November and December of 2015, and principal and superintendent profile reports released in January 2016. By including these metrics in these reports, the LDOE believes that it will encourage both schools and districts to take a close look at the rate at which minority and poverty (economically disadvantaged) students are achieving academically compared to their non-minority and non-poverty peers and make adjustments to their staffing and curriculum as a result.
2. Extended workforce management support through the LDOE workforce committee, LDOE Network teams, District Planning Guide, and Talent Recruitment System; this includes support around workforce analyses. Through the use of tools such as the shortage predictor model (see Appendix F), the District Planning Guide and ongoing support through the LDOE’s Network teams, districts will be provided with the support and resources they need to effectively recruit and retain quality teachers. As a result, districts and schools will be able to provide students with higher quality instruction, resulting in an increase in academic performance for all students, specifically minority and poverty students.

June 1, 2015

3. New and deepened partnerships between LEAs and teacher preparation programs supported through the Believe and Prepare program will result in teachers entering the workforce better prepared instructionally and with the real-world experience they need to be successful long-term in the classroom.

The LDOE has established a detailed timeline (see Table 7) to guide the short-term and long-term implementation of this plan. Through the LDOE workforce committee, the Department will conduct an annual review of the state’s progress toward addressing root causes to eliminate equity gaps, and make adjustments to its strategic approaches as necessary. Every two years the LDOE will formally update this plan based on new data, new analyses of root causes, and new strategies.

**Table 7. Louisiana Implementation Timeline**

Major Activities	Parties Involved	Organizer	Time Frame	
			Start	Frequency
District workforce meetings	Participating LEA human resource personnel	LDOE Director of Educator Communications	February 2015	Monthly through December 2015, and then every other month starting in 2016
LDOE workforce management and planning support through the use of LDOE Network teams and the District Planning Guidebook	All LEAs	LDOE Offices of Academic Content and Academic Policy and Accountability	Summer 2015	Ongoing
LDOE budget support through the use of the District Planning Guidebook	All LEAs	LDOE Offices of Academic Content and Academic Policy and Accountability	Summer 2015	Ongoing
SC3-developed workforce analysis tool published (see Appendix F)	SC3, all LEAs	LDOE Office of Talent, SC3	Winter 2015	
Publishing of school report cards and principal and superintendent profiles including student and teacher performance data that will highlight the rate at which	LDOE and all LEAs	LDOE Offices of Academic Policy and Accountability and Talent	December-January 2015	Annually

poverty and minority students have access to effective, certified and experienced teachers.				
Publishing of annual Compass Report to provide principals, LEAs and the LDOE with information on the rates of Effective and Highly Effective relative to student proficiency rates to show where LEA observation and feedback practices are or are not aligned with student outcomes.	All LEAs	LDOE Office of Talent and Academic Content	January 2015	Annually
Expansion of the Believe and Prepare pilot program, including consideration of revised teacher licensure and preparation policies	LDOE, BESE, all LEAs and teacher preparation programs	LDOE Talent Office Policy Director	Winter 2015	Ongoing

**SECTION 6. CONCLUSION**

The LDOE supports the U.S. Department of Education’s goal of ensuring that every student has equitable access to excellent educators and welcomes this opportunity to present a plan for advancing this mission in Louisiana. This plan reflects outreach to education school leaders and thoughtful deliberation about actions that most likely will enable Louisiana’s schools and LEAs to attain this important objective. Although the plan will evolve over time, the LDOE believes that the targeted strategies that are included in the plan embody a solid approach to improving all students’ access to effective educators. The LDOE looks forward to proceeding with this plan.

# Partners in PrePARation:

A Survey  
of educAtorS  
&

educAtion  
PrePARation  
ProgrAmS

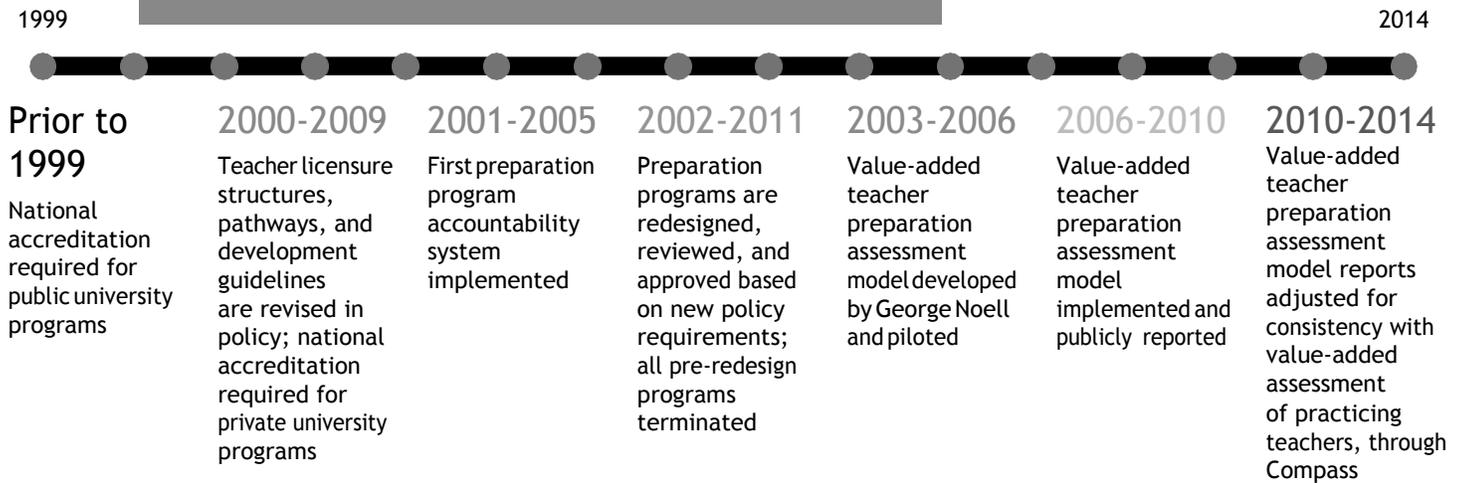
**“Teacher training programs and school systems must join together to fully prepare aspiring teachers for their first day on the job.”**



**Louisiana students are just as smart and capable as any in America.** Louisiana has acted on this belief by raising academic expectations for students. To help students succeed in the classroom and beyond, Louisiana has also raised the bar for teaching excellence, as research has long indicated that quality of classroom teaching is a major factor in increasing student achievement. For this reason, strengthening teacher preparation programs has been a major focus in Louisiana over the last decade.

During this time, the Board of Elementary and Secondary Education (BESE), in partnership with the Board of Regents (BOR), has made policy changes to required coursework and licensure assessments, preparation program approval processes, and preparation program accountability. Preparation programs and the BOR worked together to redesign programs of study to align with Louisiana’s standards at the time, the Grade Level Expectations with the involvement of district personnel. In addition, BOR and BESE worked together to design and implement a teacher preparation program accountability system, becoming one of the first states in the nation to develop a value-added teacher preparation assessment model that links teacher effectiveness back to preparation programs.

# evolution of teAcher PrePArAtion in LouiSiAnA



## This work established Louisiana as a national leader on teacher preparation.

A [recent teacher preparation program analysis](#) by the National Council on Teacher Quality (NCTQ) ranked two Louisiana teacher preparation programs in the top ten nationally: Northwestern State University's elementary teacher preparation program ranked fourth, and Louisiana State University's elementary teacher preparation program sixth out of 788 programs. A [2014 policy analysis](#) by the same group rated Louisiana as a B, in large part due to the strength of the teacher preparation policy on identifying and retaining effective teachers.

Yet the education landscape in Louisiana has evolved over the last several years. To help students achieve college and career readiness, Louisiana has raised expectations for student achievement while allowing teachers greater autonomy. Schools and districts have adopted new curricula, revamped professional development programs, and used

the Compass process to provide feedback and support to educators. In the 2013-2014 school year alone, districts invested \$50 million in Title II federal funds and countless hours developing the knowledge and skills of their practicing teachers. Additionally, schools, districts, and community partners have moved toward a unified system of early childhood education to ensure that children are ready for kindergarten. Secondary schools across the state are increasing the number of STEM (science, technology, engineering, and mathematics) courses, Advanced Placement courses, and career pathways that prepare students in high school for the careers they will pursue when they graduate. As a result of investments like these, schools and districts have made great progress with student learning, raising the number of students reaching proficiency in math and English language arts by 4 percent over the past five years.

Teacher preparation programs in Louisiana have also continued to make changes to their programs since the redesign, in response to these shifts. Beginning in 2011, universities created teams dedicated to understanding new content standards and aligned assessments. In addition, the Department trained faculty on Compass, the state's educator support and evaluation system. Beginning in fall 2013, universities integrated Compass and aligned teacher preparation curriculum to Louisiana's expectations for student learning. Universities have advisory councils and other partnerships involving PK-12





has increased across the state. With these shifts, teachers' work has evolved, as have the knowledge and skills that yield success in today's classrooms. Districts' staffing needs have changed, too. In order to address these changes, districts and schools must further explore opportunities to build on the teacher preparation work of the last decade and ensure that teachers are successful on day one in the classroom.

questions about new teacher readiness and teacher training experiences. The survey also included questions meant to shed light on the role districts and schools should play in preparing and certifying new teachers. With the support of Associated Professional Educators of Louisiana, Louisiana Association of Educators, and Stand for Children, a link to the online survey was sent to teachers, principals, district leaders, and preparation program faculty members. More than 6,000 educators responded. These results of this survey provide the state with an important fact base for strengthening educator preparation programs, so that new teachers keep pace with the evolving academic landscape.

partners and use input from the PK-12 partners to make improvements to their programs. This recent success is proof that when Louisiana strengthens academic programs and systems, positive changes take hold in our schools and communities. Schools, districts, and preparation programs have invested in improving K-12 education, and student achievement

To better understand how educator preparation is aligned with school and district needs, and to determine how preparation should change in the coming years, the Louisiana Department of Education surveyed new teachers, the programs that prepare them, and the schools and districts that hire and support them. The Department developed a set of

## Survey results

The **survey results** provide valuable insight into the challenges new teachers, principals, district leaders, and preparation programs face, as well as opportunities to address those challenges. The most prominent theme that emerges from survey results is the need for stronger partnerships and collaboration between schools, districts, and preparation programs.

**1** School systems and preparation programs agree that teacher candidates need more hands-on experience prior to entering the classroom full-time, but they typically do not partner to provide adequate time for aspiring teachers to practice in the classroom and do not consistently pair aspiring educators with top educators as coaches or mentors.

There is widespread agreement that teacher candidates should have more time to practice in the classroom prior to entering the classroom full-time, and that this training must occur under the guidance of the profession's best educators. Yet finding those placements is a challenge: **51 percent of the preparation program faculty surveyed say that there are not enough classrooms available for student teachers each year, and 38 percent of faculty say they do not have enough information to identify effective teachers who can serve as mentors and coaches to aspiring teachers.** Meeting this need is a responsibility shared by districts and preparation programs. Through partnerships and collaboration, districts and preparation programs can together build extensive practice experiences with the district's most knowledgeable educators.

**2** Preparation programs and school systems generally agree on what should be taught to teacher candidates, but greater collaboration is needed to better prepare new teachers to be "ready on day one" for the classroom.

Practicing teachers and district leaders agree that today's classrooms require a different set of knowledge and skills. **They agree that teacher preparation programs should include courses in:**

### SELECTING CURRICULAR RESOURCES

**94%**  
teachers

**95%**  
district

### ASSESSMENT

**96%**  
teachers

**100%**  
district

### ANALYZING STUDENT DATA

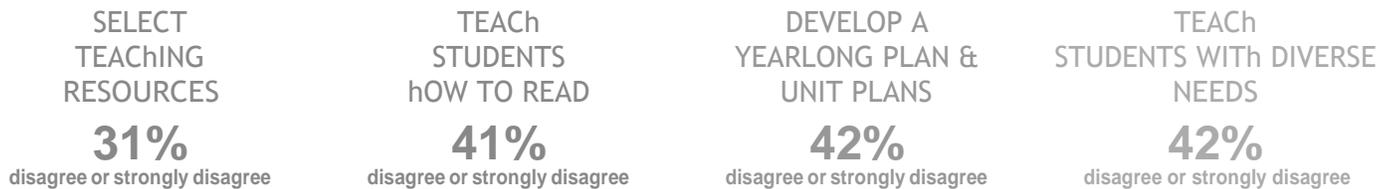
**96%**  
teachers

**98%**  
district

Yet districts and preparation programs do not consistently work together to design curricula that address this essential knowledge. **Only 39 percent of school and district leaders surveyed said that they regularly collaborate with preparation programs to align preparation practices** to ensure that aspiring teachers' preparation is focused on the most important knowledge and skills a new teacher will need in order to be successful. This leads to preparation experiences that are disconnected from realities and expectations that teachers face on day one in the classroom.

Teachers experience this gap, too: **50 percent of teachers with one to five years of experience surveyed say that they were not fully prepared for the realities of a classroom in their first year of teaching.** When responding to the survey questions about their readiness, they indicated the need in the following areas:

**When I finished my program, I was prepared to:**



For teachers to be successful on day one in the classroom, educator preparation programs and districts must have deeper discussions about schools' expectations and candidates' readiness to teach. The need for further collaboration was supported by survey results that indicated that **only 30 percent of district leaders and 58 percent of preparation program faculty agree that schools and districts in their regions provide feedback on prospective teachers' preparedness.**

3

School systems experience shortages of teachers in specific subject areas but typically do not coordinate with preparation programs on recruitment into those subject areas.

Districts rely on teacher preparation programs to provide effective teachers in the subject areas and grade levels they need most. Yet **63 percent of district leaders surveyed reported that partnerships with preparation programs do not produce enough teachers to meet demand in all subjects and grade levels.** This means that certain classes are unstaffed or staffed with uncertified teachers. Others subjects, like elementary education, have a surplus of graduates, some of whom have difficulty finding a job when they graduate. Yet **48 percent of preparation program faculty members say they do not get enough information about districts' staffing needs to inform recruiting and selection.** Collaboration around these needs could ensure a better balance of teachers.

## moving forward

The day-to-day work of a classroom teacher is complex and challenging, as is the work to recruit and prepare Louisiana's next generation of teachers. Preparation focused on a shared vision of classroom readiness prioritizes the practical knowledge and skills that teachers most need and sends clear messages about readiness to an aspiring teacher and to a hiring school or district.

The **Believe and Prepare** pilot program launched in April has demonstrated that the challenges of teacher preparation can be met through increased, authentic school leader involvement in educator preparation, creating partnerships with preparation programs that focus on meeting school and districts' workforce needs.

- St. Charles Parish in collaboration with Southeastern Louisiana University and Lincoln Parish in collaboration with Louisiana Tech University have worked to design hands-on learning experiences that are centered on a clear vision for what it means to be "ready to teach" in Louisiana classrooms.



- St. Bernard Parish, Collegiate Academies in collaboration with TNTP TeachNOLA, and New Orleans College Preparatory Academies in collaboration with Relay Graduate School of Education are developing better methods of embedded coaching and measuring a teacher candidate’s ability to positively impact student learning.
- Lafourche Parish and Nicholls State University, as well as West Feliciana Parish and Louisiana State University’s Cain Center, are working to address teacher shortages in mathematics, science, and special education by collaborating on the recruitment and training of future teachers.

**Over the next year, the Department, in collaboration with the BOR and preparation programs, will explore opportunities to build on the improvements made over the past ten years.** Throughout the year, the Department will hear from educators, principals, district leaders and preparation program faculty across the state during statewide tours and focus groups. Through joint meetings with BESE and the BOR, regular meetings with the heads of preparation programs and the Louisiana Association of Colleges of Teacher Education (LACTE) and consultation with BESE’s Educator Effectiveness Committee, the Department will work to understand how these challenges in teacher preparation can be met and propose policies that will support needed changes. The Department will expand the Believe and Prepare pilots further catalyze innovation in teacher preparation and support partnerships between school systems and preparation programs across the state.

Because this work is important to Louisiana, the Department commits to exploring solutions to the challenges through collaboration with educators, school systems, and preparation programs. By engaging the people who are directly impacted by the work of teacher preparation, schools and the teachers themselves, in the process of generating these solutions, Louisiana will be able to make the right changes to teacher preparation that will ensure that the next generation of Louisiana’s teachers is ready on day one.





CURRICULAR RESOURCES ANNOTATED REVIEWS

LOUISIANA YOUTH FOR EXCELLENCE

CURRICULAR RESOURCES ANNOTATED REVIEWS

In Louisiana all districts are able to purchase instructional materials that are best for their local communities. The Louisiana Department of Education led an online review of instructional materials listed on this page to determine the degree of alignment with state content standards to support districts with these decisions. Each local school system should determine if their use is appropriate to meet the educational needs of their students.

**TIER 1 - EXEMPLIFIES QUALITY:**

Meets all non-negotiable criteria and scored the best possible on all indicators of superior quality.

**TIER 2 - APPROACHING QUALITY:**

Meets all non-negotiable criteria and some indicators of superior quality.

**TIER 3 - NOT REPRESENTING QUALITY:**

Does not meet non-negotiable criteria.

> [ACCESS THE RUBRICS USED IN OUR REVIEW.](#) <

> [TO SEE A WEEKLY REPORT CLICK HERE.](#) <

TIER 1



INSTRUCTIONAL MATERIALS

EARLY CHILDHOOD EDUCATION

FILE	DOWNLOAD
Abrams Learning Trends - DIG Develop. Inspire. Grow.ECE Ages 3-4	<a href="#">Download</a>
Frog Street Press - Frog, ECE Ages 0-3	<a href="#">Download</a>
Frog Street Press - Frog Street Pre-K, ECE Ages 3-4	<a href="#">Download</a>
Kaplan Early Learning Company - Learn Every Day, The Program for Infants, Toddlers and Twos, ECE Ages 0-3	<a href="#">Download</a>
Pearson Education, Inc. - Opening the World of Learning OWL, ECE Ages 3-4	<a href="#">Download</a>
Teaching Strategies, LLC - The Creative Curriculum for Infants, Toddlers & Twos, 3rd Ed., ECE Ages 0-3	<a href="#">Download</a>
Teaching Strategies, LLC - The Creative Curriculum for Preschool, ECE Ages 3-4	<a href="#">Download</a>
Voyager Sopris Learning, Inc. - We Can Early Learning Curriculum, ECE 3-4	<a href="#">Download</a>

MATHEMATICS

FILE	DOWNLOAD
Eureka Math, Grades K-5	<a href="#">Download</a>
Eureka Math, Grades 6-8	<a href="#">Download</a>
Eureka Math, Grades 9-11	<a href="#">Download</a>
The College Board Springboard Math, Grades 9-11	<a href="#">Download</a>
The Math Learning Center - Bridges in Math, Gr K-5	<a href="#">Download</a>
The Math Learning Center - Number Corner Math Grades K-5 (Supplemental)	<a href="#">Download</a>

ELA/LITERACY

FILE	DOWNLOAD
Core Knowledge ELA Skills Strand, Grades K-2	<a href="#">Download</a>
Core Knowledge ELA Skills Strand, Grade 3	<a href="#">Download</a>
Core Knowledge ELA Grade 3	<a href="#">Download</a>
HMH Collections ELA Grades 9-12	<a href="#">Download</a>

TIER 2



INSTRUCTIONAL MATERIALS

EARLY CHILDHOOD EDUCATION



BENCHMARK ASSESSMENTS

MATHEMATICS

ELA/LITERACY

FILE	DOWNLOAD
iSTEOP - Advanced Literacy Assessment ELA Grades 4-5	<a href="#">Download</a>
iSTEOP - Advanced Literacy Assessment, ELA Grades 6-8	<a href="#">Download</a>
iSTEOP - Advanced Literacy Assessment, ELA Grade 9	<a href="#">Download</a>

MATHEMATICS

FILE	DOWNLOAD
Core Knowledge Language Arts ECE, Ages 3-4	<a href="#">Download</a>

## MATHEMATICS

FILE	DOWNLOAD
HMH Math Expressions, Grades K-5	<a href="#">Download</a>
Pearson Digits, Grades 6-7	<a href="#">Download</a>

## ELA/LITERACY

FILE	DOWNLOAD
Core Knowledge ELA Grades K-2, 4-5	<a href="#">Download</a>
Engage ELA, Grades 3-5	<a href="#">Download</a>
Engage ELA, Grades 6-8	<a href="#">Download</a>
Engage ELA, Grades 9-12	<a href="#">Download</a>
HMH Collections ELA Grades 6-8	<a href="#">Download</a>
John Wiley & Sons, Inc. - Paths to College and Career in ELA, Grades 6-8	<a href="#">Download</a>
John Wiley & Sons, Inc. - Paths to College and Career in ELA, Grades 9-12	<a href="#">Download</a>
Scholastic Louisiana Student Standards Code X, Grades 6-8	<a href="#">Download</a>
Pearson Literature, Grades 6-8	<a href="#">Download</a>
Pearson Literature, Grades 9-12	<a href="#">Download</a>
SpringBoard ELA Grades 6-8	<a href="#">Download</a>
SpringBoard ELA Grades 9-12	<a href="#">Download</a>

# TIER 3



## EARLY CHILDHOOD EDUCATION

FILE	DOWNLOAD
Brattle Publishing Group LLC - LEAP Into School! Language Enrichment Activities for Preschool, ECE Ages 3-4	<a href="#">Download</a>
Houghton Mifflin Harcourt - Big Day for Pre-K, ECE Ages 3-4	<a href="#">Download</a>
Kaplan Early Learning Company - Learn Every Day, The Preschool Curriculum, ECE Ages 3-4	<a href="#">Download</a>

## SOCIAL STUDIES

FILE	DOWNLOAD
AKJ Books - Cicero Kids, SS Grades K-5	<a href="#">Download</a>
AKJ Books - Cicero, History Beyond the Textbook, Grades 6-8	<a href="#">Download</a>
AKJ Books - Cicero, History Beyond the Textbook, SS Grades 9-12	<a href="#">Download</a>
McGraw-Hill School Education, LLC - Discovering Our Past, Grades 6-7	<a href="#">Download</a>
McGraw-Hill School Education LLC - Social Studies, Grades 9-12	<a href="#">Download</a>
Pearson Education, Inc. - American History, Survey, Grade 7	<a href="#">Download</a>

## MATHEMATICS

FILE	DOWNLOAD
Big Ideas Learning - Big Ideas Math, Grades 6-8	<a href="#">Download</a>
Big Ideas Learning - Big Ideas Math, Red Accelerated and MS Alg. 1, Grades 7-8 Accel.	<a href="#">Download</a>
Big Ideas Learning - Big Ideas Math High School, Grades 9-11	<a href="#">Download</a>
Carnegie Learning Math Grades 6-8	<a href="#">Download</a>
Carnegie Learning Math Grades 9-11	<a href="#">Download</a>
CORD Communications, Grades 8-11	<a href="#">Download</a>
Edgenuity Common Core Math, Grades 6-8	<a href="#">Download</a>
Edgenuity Common Core Alg 1, Geometry, Alg 2, Grades 9-11	<a href="#">Download</a>
Edmentum Math, Grades 6-7	<a href="#">Download</a>
Edmentum Math, Grades 9-10	<a href="#">Download</a>
Glencoe Math, Grades 6-8	<a href="#">Download</a>
Glencoe Algebra I	<a href="#">Download</a>
HMD with Explorations in Core Math Grades 9-11	<a href="#">Download</a>
HMH Analyze, Connect, Explore Algebra 1	<a href="#">Download</a>
HMH GO Math, Grades 6-8	<a href="#">Download</a>

## ELA/LITERACY



## MATHEMATICS

FILE	DOWNLOAD
Edmentum Common Core Math Test Pack, Grades 4-5	<a href="#">Download</a>
Edmentum Common Core Math Test Pack, Grades 6-8	<a href="#">Download</a>
Edmentum Study Island Common Core Math, Grades K-5	<a href="#">Download</a>
Edmentum Study Island Common Core Math, Grades 6-8	<a href="#">Download</a>
Edmentum Study Island Common Core Math, Grades 9-11	<a href="#">Download</a>
Measured Progress Math Gr 3-5	<a href="#">Download</a>
Houghton Mifflin Harcourt - HMH Math in Focus Courses 1-3, Grades 6-8	<a href="#">Download</a>
Measured Progress Math Gr 6-8	<a href="#">Download</a>
Measured Progress Math Gr 9-12	<a href="#">Download</a>
NWEA - MAP Assessments, Math Grades 6-8	<a href="#">Download</a>
NWEA - MAP Assessments, Math Grades 9-12	<a href="#">Download</a>
NWEA - MAP Assessments, Math Grades K-5	<a href="#">Download</a>
Scantron Math Assessments, Grades K-5	<a href="#">Download</a>
Scantron Math Assessments, Grades 6-8	<a href="#">Download</a>

## ELA/LITERACY

FILE	DOWNLOAD
Edmentum Study Island ELA Assessments, Grades 6-8	<a href="#">Download</a>
Edmentum Study Island ELA Assessments, Grades 9-12	<a href="#">Download</a>
Edmentum Study Island ELA Assessments, Grades 3-5	<a href="#">Download</a>
Measured Progress ELA Gr 3-5	<a href="#">Download</a>
Measured Progress ELA Gr 6-8	<a href="#">Download</a>
Measured Progress ELA Gr 9-12	<a href="#">Download</a>
NWEA - MAP Assessments, ELA Grades 3-5	<a href="#">Download</a>
NWEA - MAP Assessments, ELA Grades 6-8	<a href="#">Download</a>
NWEA - MAP Assessments, ELA Grades 9-12	<a href="#">Download</a>
Voyager Sopris Learning DIBELS Assessment, Grades 3-5	<a href="#">Download</a>
Voyager Sopris Learning ELA DIBELS Assessment, Grades 6	<a href="#">Download</a>



## ELA/LITERACY

HMH GO Math, Grade 7 Accelerated	<a href="#">Download</a>
Houghton Mifflin Harcourt - HMH Algebra I, Geometry, Algebra II, Grades 9-11	<a href="#">Download</a>
Houghton Mifflin Harcourt - HMH GO Math Grades K-6	<a href="#">Download</a>
Houghton Mifflin Harcourt - HMH Saxon Math, Grades K-5	<a href="#">Download</a>
Houghton Mifflin Harcourt - HMH Math in Focus, Grades K-5	<a href="#">Download</a>
Houghton Mifflin Harcourt - HMH Saxon Math, Grades 6-8	<a href="#">Download</a>
MGH www.aleks.com Math, Grades 3-5	<a href="#">Download</a>
MGH www.aleks.com Math, Grades 6-8	<a href="#">Download</a>
MGH www.aleks.com Math, Grades 9-11	<a href="#">Download</a>
McGraw-Hill Cinch Learning Math, Grades 9-11	<a href="#">Download</a>
McGraw-Hill My Math, Grades K-5	<a href="#">Download</a>
ORIGO Stepping Stones Core Math, Grades K-5	<a href="#">Download</a>
Pearson Digits, Grade 8	<a href="#">Download</a>
Pearson enVision Math, Grades K-6	<a href="#">Download</a>
Odysseyware - Mathematics Louisiana Student Standards, Grades 7-8	<a href="#">Download</a>
Odysseyware - Mathematics Louisiana Student Standards, Grades 9-11	<a href="#">Download</a>
Pearson Math, Grades 9-11	<a href="#">Download</a>
SpringBoard Math Algebra I	<a href="#">Download</a>
SpringBoard Math Grades 6-8	<a href="#">Download</a>
TPS Creative Core Curriculum Math, Grades 6-8	<a href="#">Download</a>
Star Shine Learning - PARCC Made Easy, Grades 3-5 (Supplemental)	<a href="#">Download</a>
Star Shine Learning - PARCC Made Easy, Grades 6-8 (Supplemental)	<a href="#">Download</a>
TPS Creative Core Curriculum Math, Grades K-5	<a href="#">Download</a>

## ELA/LITERACY

FILE	DOWNLOAD
Apex Learning - English 9 Common Core, ELA Grade 9	<a href="#">Download</a>
Edgenuity-ELA, Grades 6-8	<a href="#">Download</a>
Edgenuity-ELA, Grades 9-12	<a href="#">Download</a>
Edmentum ELA, Grade 6	<a href="#">Download</a>
Edmentum ELA, Grades 9-12	<a href="#">Download</a>
EMC Mirrors and Windows ELA, Grades 6-8	<a href="#">Download</a>
EMC Publishing - Mirrors and Windows ELA, Grades 9-12	<a href="#">Download</a>
HMH Journeys, Grades K-6	<a href="#">Download</a>
HMH - HMD Literature, Grades 6-8	<a href="#">Download</a>
HMH - HMD Literature, Grades 9-12	<a href="#">Download</a>
MGH Reading Wonders, Grades K-6	<a href="#">Download</a>
Pearson Common Core Reading Street, Grades K-6	<a href="#">Download</a>
Odysseyware - English I-IV CCSS, Grades 9-12	<a href="#">Download</a>
Schoolwide Fundamentals, Grades 1-3	<a href="#">Download</a>
Shurley Instructional Materials ELA, Grades 3-6	<a href="#">Download</a>
Teacher Created Materials Teaching Through Text Sets, ELA Grade 3	<a href="#">Download</a>
Teacher Created Materials Time for Kids, ELA Grade 5	<a href="#">Download</a>

## F7: Requirement 2: Documentation of High-Needs Schools

### High-needs Schools

Below is a list of participating high-needs schools. In each high-needs school listed below, the percentage of students who are economically disadvantaged exceeds 50 percent.

Starting with the 2014-2015 school year, the LDOE began to utilize a new method to note students in poverty, reporting this category as “Economically Disadvantaged” rather than using Free- and Reduced-Lunch data. The “Economically Disadvantaged” data is derived from and includes students eligible for SNAP, TANF, Medicaid, and those that are limited English proficient (LEP), homeless, migrant, awaiting foster care, or incarcerated children.

LEA Name	Site Name	Percentage of Economically Disadvantaged Students
Red River Parish	Springville Educational Center	100.0%
Morehouse Parish	Henry V. Adams Elementary School	98.6%
Red River Parish	Ware Youth Center	98.5%
Richland Parish	Delhi Middle School	98.2%
St. Landry Parish	Washington Elementary School	98.0%
Concordia Parish	Ferriday Junior High School	97.9%
Lincoln Parish	Howard School	97.6%
St. Helena Parish	St. Helena Arts and Technology Academy	97.6%
Morehouse Parish	Oak Hill Elementary School	97.3%
Tensas Parish	Tensas Elementary School	97.3%
Tallulah Charter School	Tallulah Charter School	97.3%
Richland Parish	Rayville Elementary School	97.1%
Concordia Parish	Ferriday Upper Elementary School	96.9%
St. Landry Parish	North Elementary School	96.9%
Tensas Parish	Newellton Elementary School	96.8%
Concordia Parish	Concordia Education Center	96.8%
Concordia Parish	Ferriday Lower Elementary School	96.8%
St. Landry Parish	Northeast Elementary School	96.8%
St. Landry Parish	Opelousas Junior High School	96.6%
St. Landry Parish	Southwest Elementary School	96.5%
St. Landry Parish	Grolee Elementary School	96.5%
Morehouse Parish	Cherry Ridge Elementary School	96.4%
Morehouse Parish	Delta Magnet School of Fine Arts	96.1%
St. Landry Parish	Highland Elementary School	96.0%
Morehouse Parish	Morehouse Junior High School	96.0%
Richland Parish	Rayville Junior High School	95.7%
Assumption Parish	Belle Rose Primary School	95.5%
Grant Parish	Colfax Elementary School	95.4%
Assumption Parish	Belle Rose Middle School	95.4%

## F7: Requirement 2: Documentation of High-Needs Schools

LEA Name	Site Name	Percentage of Economically Disadvantaged Students
Richland Parish	Delhi Elementary School	95.4%
St. Landry Parish	South Street Elementary School	94.4%
Morehouse Parish	Pine Grove Elementary School	94.0%
Tensas Parish	Tensas High School	93.9%
Concordia Parish	Ferriday High School	92.8%
JS Clark Leadership Academy	JS Clark Leadership Academy	92.3%
Catahoula Parish	Jonesville Junior High School	91.6%
St. Helena Parish	St. Helena College and Career Academy	91.3%
Concordia Parish	Concordia Central Office	90.0%
St. Landry Parish	North Central High School	89.8%
West Carroll Parish	Epps High School	89.6%
Red River Parish	Red River Elementary School	89.2%
Lincoln Parish	A. J. Brown Elementary School	89.1%
Richland Parish	Delhi High School	88.8%
Catahoula Parish	Sicity Island High School	88.4%
Assumption Parish	Labadieville Primary School	87.4%
Morehouse Parish	Bastrop High School	86.9%
Richland Parish	Holly Ridge Elementary School	86.9%
Assumption Parish	Labadieville Middle School	86.7%
St. Landry Parish	Glendale Elementary School	86.6%
St. Landry Parish	Sunset Elementary School	86.5%
St. Landry Parish	Palmetto Elementary School	86.1%
Richland Parish	Rayville High School	86.0%
Catahoula Parish	Jonesville Elementary School	85.5%
Red River Parish	Red River Junior High School	85.4%
St. Landry Parish	Cankton Elementary School	85.4%
St. Landry Parish	Grand Prairie Elementary School	85.1%
St. Landry Parish	Eunice Junior High School	85.1%
St. Landry Parish	Central Middle School	84.4%
Lincoln Parish	Grambling State University Middle School	84.0%
St. Landry Parish	Park Vista Elementary School	84.0%
St. Landry Parish	Grand Coteau Elementary School	83.7%
St. Landry Parish	Plaisance Elementary School	83.5%
Lincoln Parish	Hillcrest Elementary School	83.4%
Assumption Parish	Bayou L'Ourse Primary School	83.0%
Red River Parish	Red River High School	82.9%
Lincoln Parish	I.A. Lewis School	81.9%
Catahoula Parish	Block High School	81.7%

## F7: Requirement 2: Documentation of High-Needs Schools

LEA Name	Site Name	Percentage of Economically Disadvantaged Students
Lincoln Parish	Dubach School	81.5%
Allen Parish	Oakdale Elementary School	80.6%
Caldwell Parish	Grayson Elementary School	80.3%
St. Landry Parish	Port Barre Elementary School	80.2%
St. Landry Parish	Lawtell Elementary School	80.2%
Richland Parish	Mangham Elementary School	80.1%
St. Landry Parish	Arnaudville Elementary School	79.6%
St. Landry Parish	Opelousas Senior High School	79.5%
St. Landry Parish	East Elementary School	79.4%
Lincoln Parish	Ruston Elementary School	79.0%
Caldwell Parish	Caldwell Parish Junior High School	78.5%
West Carroll Parish	Forest School	78.4%
Lincoln Parish	Simsboro High School	78.0%
Lincoln Parish	Glen View Elementary School	77.8%
Richland Parish	Mangham Junior High School	77.3%
St. Landry Parish	Eunice Elementary School	77.1%
Caldwell Parish	Union Central Elementary School	76.7%
Richland Parish	Start Elementary School	76.5%
Allen Parish	Oberlin Elementary School	76.2%
St. Landry Parish	Port Barre Middle School	75.7%
Lincoln Parish	Cypress Springs Elementary School	75.3%
Concordia Parish	Vidalia Upper Elementary School	75.1%
Grant Parish	Montgomery High School	75.0%
West Carroll Parish	Oak Grove Elementary School	74.9%
Concordia Parish	Vidalia Lower Elementary School	74.6%
Concordia Parish	Vidalia Junior High School	74.5%
Lincoln Parish	Grambling State Univ. Laboratory High School	74.3%
Allen Parish	Oakdale Middle School	74.3%
St. Landry Parish	Northwest High School	74.1%
Richland Parish	Mangham High School	73.6%
St. Landry Parish	Leonville Elementary School	73.2%
St. Landry Parish	Eunice High School	72.9%
Grant Parish	Verda Elementary School	72.4%
Grant Parish	Georgetown High School	72.3%
St. Landry Parish	Krotz Springs Elementary School	72.0%
Grant Parish	South Grant Elementary School	71.8%
Lincoln Parish	Ruston Junior High School	71.8%
St. Landry Parish	Magnet Academy for Cultural Arts	71.5%

**F7: Requirement 2: Documentation of High-Needs Schools**

<b>LEA Name</b>	<b>Site Name</b>	<b>Percentage of Economically Disadvantaged Students</b>
Allen Parish	Oakdale High School	71.4%
West Carroll Parish	Kilbourne High School	70.9%
Assumption Parish	Napoleonville Primary School	70.7%
Allen Parish	Oberlin High School	70.6%
Assumption Parish	Napoleonville Middle School	70.3%
St. Landry Parish	Port Barre High School	70.3%
Grant Parish	Grant Junior High School	70.1%
Morehouse Parish	Morehouse Magnet School	69.5%
West Carroll Parish	Oak Grove High School	69.5%
Morehouse Parish	Beekman Charter School	67.9%
Catahoula Parish	Central High School	67.4%
Allen Parish	Reeves High School	67.3%
Grant Parish	Pollock Elementary School	67.3%
Allen Parish	Kinder Elementary School	67.0%
Caldwell Parish	Columbia Elementary School	66.2%
Allen Parish	Fairview High School	65.7%
Caldwell Parish	Caldwell Parish High School	65.5%
Grant Parish	Grant High School	64.5%
Assumption Parish	Assumption High School	63.5%
Concordia Parish	Vidalia High School	63.1%
St. Landry Parish	Beau Chene High School	60.0%
Lincoln Parish	Ruston High School	59.1%
Assumption Parish	Pierre Part Primary School	58.4%
Allen Parish	Elizabeth High School	58.2%
Allen Parish	Kinder Middle School	57.6%
Allen Parish	Kinder High School	56.0%
Concordia Parish	Monterey High School	55.7%
Lincoln Parish	Choudrant Elementary School	55.6%
Catahoula Parish	Harrisonburg High School	55.5%
Assumption Parish	Pierre Part Middle School	54.7%

**TOTAL SCHOOLS: 135**



## LOUISIANA DEPARTMENT OF EDUCATION

July 12, 2016

### Regarding Type 2 Charter School Local Education Agency Status:

The Department of Education received the request to provide statute language and policy language regarding Type 2 charter schools and their local education agency (LEA) status. Pursuant to Louisiana Revised Statute § 17:3995. Charter school funding A.(1) For the purpose of funding, a Type 1, Type 3, Type 3B not acting as its own local education agency, and Type 4 charter school shall be considered an approved public school of the local school board entering into the charter agreement. Type 1B and Type 2 charter schools and a Type 3B charter school acting as its own local education agency shall receive a per pupil amount each year authorized by the state board each year as provided in the approved minimum foundation program formula.

The Louisiana Board of Elementary and Secondary Education (BESE) has the constitutional and statutory authority to make policy decisions that govern the public education system of the state. Acting in its capacity as a quasi-legislative body, the Board adopts policies and regulatory rules which have the force and effect of law. The regulatory policies adopted by the Board are contained in the bulletins compiled by the Department of Education or BESE. As provided in Bulletin 126: Charter Schools, any type 2 charter school shall be considered the local education agency for funding purposes and statutory definitions and, as a local education agency, shall receive allocations for all available funding.

If you have additional questions about Type 2 charter schools and their LEA status, please do not hesitate to contact the Department of Education.

Sincerely,



Megha Upadhyaya  
Director of Policy, Planning and Analysis  
Louisiana Department of Education, Office of Portfolio

**Louisiana Believes**

F9: Partner LEA Salary Schedules

Step			Performance Stipend-VAM*			Performance Stipend-SLT*			
0	38,831	0	0	0	0	0	0	0	
1	39,031	200	400	200	0	200	100	0	
2	39,231	200	400	200	0	200	100	0	
3	39,431	200	400	200	0	200	100	0	
4	39,631	200	400	200	0	200	100	0	
5	39,831	200	400	200	0	200	100	0	
6	40,031	200	400	200	0	200	100	0	
7	40,231	200	400	200	0	200	100	0	
8	40,431	200	400	200	0	200	100	0	
9	40,631	200	400	200	0	200	100	0	
10	40,831	200	400	200	0	200	100	0	
11	41,031	200	400	200	0	200	100	0	
12	41,231	200	400	200	0	200	100	0	
13	41,431	200	400	200	0	200	100	0	
14	41,631	200	400	200	0	200	100	0	
15	41,831	200	400	200	0	200	100	0	
16	42,031	200	400	200	0	200	100	0	
17	42,231	200	400	200	0	200	100	0	
18	42,431	200	400	200	0	200	100	0	
19	42,631	200	400	200	0	200	100	0	
20	42,831	200	400	200	0	200	100	0	
21	43,031	200	400	200	0	200	100	0	
22	43,231	200	400	200	0	200	100	0	
23	43,431	200	400	200	0	200	100	0	
24	43,631	200	400	200	0	200	100	0	
25	43,831	200	400	200	0	200	100	0	
26	44,031	200	400	200	0	200	100	0	
27	44,231	200	400	200	0	200	100	0	
28	44,431	200	400	200	0	200	100	0	
29	44,631	200	400	200	0	200	100	0	
30	44,831	200	400	200	0	200	100	0	
31	45,031	200	400	200	0	200	100	0	
32	45,231	200	400	200	0	200	100	0	
33	45,431	200	400	200	0	200	100	0	
34	45,631	200	400	200	0	200	100	0	
35	45,831	200	400	200	0	200	100	0	
36	46,031	200	400	200	0	200	100	0	
37	46,231	200	400	200	0	200	100	0	
38	46,431	200	400	200	0	200	100	0	
39	46,631	200	400	200	0	200	100	0	
40	46,831	200	400	200	0	200	100	0	
41	47,031	200	400	200	0	200	100	0	
42	47,231	200	400	200	0	200	100	0	
43	47,431	200	400	200	0	200	100	0	
44	47,631	200	400	200	0	200	100	0	

F9: Partner LEA Salary Schedules

Step			Performance Stipend-VAM*			Performance Stipend-SLT*			
45	47,831	200	400	200	0	200	100	0	
46	48,031	200	400	200	0	200	100	0	
47	48,231	200	400	200	0	200	100	0	
48	48,431	200	400	200	0	200	100	0	
49	48,631	200	400	200	0	200	100	0	
50	48,831	200	400	200	0	200	100	0	
51	49,031	200	400	200	0	200	100	0	
52	49,231	200	400	200	0	200	100	0	
53	49,431	200	400	200	0	200	100	0	
54	49,631	200	400	200	0	200	100	0	
55	49,831	200	400	200	0	200	100	0	
56	50,031	200	400	200	0	200	100	0	
57	50,231	200	400	200	0	200	100	0	
58	50,431	200	400	200	0	200	100	0	
59	50,631	200	400	200	0	200	100	0	
60	50,831	200	400	200	0	200	100	0	
61	51,031	200	400	200	0	200	100	0	
62	51,231	200	400	200	0	200	100	0	
63	51,431	200	400	200	0	200	100	0	
64	51,631	200	400	200	0	200	100	0	
65	51,831	200	400	200	0	200	100	0	
66	52,031	200	400	200	0	200	100	0	
67	52,231	200	400	200	0	200	100	0	
68	52,431	200	400	200	0	200	100	0	
69	52,631	200	400	200	0	200	100	0	
70	52,831	200	400	200	0	200	100	0	
71	53,031	200	400	200	0	200	100	0	
72	53,231	200	400	200	0	200	100	0	
73	53,431	200	400	200	0	200	100	0	
74	53,631	200	400	200	0	200	100	0	
75	53,831	200	400	200	0	200	100	0	

\* Non-Base Building

- Note 1 Step 0 is designated to be B.S. degree-0 years experience
- Note 2 Includes \$200 Experience Step
- Note 3 5\_step adjustment-Granted for attaining Masters Degree from Bachelors Degree
- Note 4 5\_step adjustment-Granted for attaining Specialist Degree from Masters Degree
- Note 5 5\_step adjustment-Granted for attaining Doctorate Degree from Specialist Degree
- Note 6 5\_step adjustment-Granted for attaining Education Leadership Certificate Add-on
- Note 7 Any Teacher rated ineffective shall not receive an experience step increase the following year.
- Note 8 Demand Stipend and Performance Stipends are to be paid only to teachers NOT rated ineffective.  
Paid out in 1 check in October following the year earned.
- Note 9 Demand Stipends are granted to anyone teaching in a school with Free and Reduced lunch participation of 50% or greater (High Poverty).

### CERTIFICATED TEACHER SALARY SCHEDULE

NOTE: Pay Steps do not equate to years of experience. Teachers rated Ineffective will not receive a pay step increase for experience. Demand and Effectiveness stipends will be based on Student Performance and Compass Evaluation Results. All base salaries are frozen after Pay Step 30.

Pay Step	Highest Education Degree				Experience Step Increase	Demand Stipend (15%)	Effectiveness Stipend (40%)		
	Bachelors	M/M+30	Spec	PhD		School Proficiency	Emerging Eval	Proficient Eval	Effective Eval
	1	40000	42000	44000	46000	0	0	0	0
2	40450	42450	44450	46450	450	150	100	200	400
3	40900	42900	<b>44900</b>	<b>46900</b>	450	150	100	<b>200</b>	400
4	41350	43350	45350	47350	450	150	100	200	400
5	41800	43800	45800	47800	450	150	100	200	400
6	42250	44250	46250	48250	450	150	100	200	400
7	42700	44700	46700	48700	450	150	100	200	400
8	43150	45150	47150	49150	450	150	100	200	400
9	43600	45600	47600	49600	450	150	100	200	400
10	44050	46050	48050	50050	450	150	<b>100</b>	200	400
11	44500	46500	48500	50500	450	150	100	200	400
12	44950	46950	48950	50950	450	150	100	200	400
13	45400	47400	49400	51400	450	150	100	200	400
14	45850	47850	49850	51850	450	150	100	200	400
15	46300	48300	<b>50300</b>	<b>52300</b>	450	150	100	200	400
16	46750	48750	50750	<b>52750</b>	450	150	100	200	400
17	47200	49200	51200	53200	450	150	100	200	400
18	47650	49650	51650	53650	450	150	100	200	400
19	48100	50100	52100	54100	450	150	100	200	400
20	48550	50550	52550	54550	450	150	<b>100</b>	200	400
21	49000	51000	53000	55000	450	150	100	200	400
22	49450	51450	53450	55450	450	150	100	200	400
23	49900	51900	53900	55900	4.50	150	100	200	400
24	50350	52350	54350	56350	450	150	100	200	400
25	50800	52800	<b>54800</b>	56800	450	150	100	200	400
26	51250	53250	55250	57250	450	150	100	200	400
27	51700	53700	55700	57700	450	150	100	200	400
28	52150	54150	56150	58150	450	150	100	200	400
29	52600	54600	56600	58600	450	150	100	200	400
30	53050	55050	57050	59050	450	150	100	200	400

2016-17 Salary Schedule  
Caldwell Parish School Board

Step	BA/BS			M.ED.			M.ED.+30 and Ph.D.		
	Base	10% Tax	Total	Base	10% Tax	Total	Base	10% Tax	Total
0	32655	3266	35921	33055	3306	36361	33255	3326	36581
1	32855	3286	36141	33255	3326	36581	33455	3346	36801
2	33055	3306	36361	33455	3346	36801	33655	3366	37021
3	33255	3326	36581	33655	3366	37021	33855	3386	37241
4	33455	3346	36801	33855	3386	37241	34055	3406	37461
5	33655	3366	37021	34055	3406	37461	34255	3426	37681
6	33855	3386	37241	34255	3426	37681	34455	3446	37901
7	34055	3406	37461	34455	3446	37901	34655	3466	38121
8	34255	3426	37681	34655	3466	38121	34855	3486	38341
9	34455	3446	37901	34855	3486	38341	35055	3506	38561
10	34655	3466	38121	35055	3506	38561	35255	3526	38781
11	34855	3486	38341	35255	3526	38781	35455	3546	39001
12	35055	3506	38561	35455	3546	39001	35655	3566	39221
13	35255	3526	38781	35655	3566	39221	35855	3586	39441
14	35455	3546	39001	35855	3586	39441	36055	3606	39661
15	35655	3566	39221	36055	3606	39661	36255	3626	39881
16	35855	3586	39441	36255	3626	39881	36455	3646	40101
17	36055	3606	39661	36455	3646	40101	36655	3666	40321
18	36255	3626	39881	36655	3666	40321	36855	3686	40541
19	36455	3646	40101	36855	3686	40541	37055	3706	40761
20	36655	3666	40321	37055	3706	40761	37255	3726	40981
21	36855	3686	40541	37255	3726	40981	37455	3746	41201
22	37055	3706	40761	37455	3746	41201	37655	3766	41421
23	37255	3726	40981	37655	3766	41421	37855	3786	41641
24	37455	3746	41201	37855	3786	41641	38055	3806	41861
25	37655	3766	41421	38055	3806	41861	38255	3826	42081
26	37855	3786	41641	38255	3826	42081	38455	3846	42301
27	38055	3806	41861	38455	3846	42301	38655	3866	42521
28	38255	3826	42081	38655	3866	42521	38855	3886	42741
29	38455	3846	42301	38855	3886	42741	39055	3906	42961
30	38655	3866	42521	39055	3906	42961	39255	3926	43181
31	38855	3886	42741	39255	3926	43181	39455	3946	43401
32	39055	3906	42961	39455	3946	43401	39655	3966	43621
33	39255	3926	43181	39655	3966	43621	39855	3986	43841
34	39455	3946	43401	39855	3986	43841	40055	4006	44061
35	39655	3966	43621	40055	4006	44061	40255	4026	44281
36	39855	3986	43841	40255	4026	44281	40455	4046	44501
37	40055	4006	44061	40455	4046	44501	40655	4066	44721
38	40255	4026	44281	40655	4066	44721	40855	4086	44941
39	40455	4046	44501	40855	4086	44941	41055	4106	45161
40	40655	4066	44721	41055	4106	45161	41255	4126	45381
41				41255	4126	45381	41455	4146	45601
42				41455	4146	45601	41655	4166	45821
43				41655	4166	45821	41855	4186	46041
44				41855	4186	46041	42055	4206	46261
45				42055	4206	46261	42255	4226	46481
46							42455	4246	46701
47							42655	4266	46921
48							42855	4286	47141
49							43055	4306	47361
50							43255	4326	47581
51							43455	4346	47801
52							43655	4366	48021
53							43855	4386	48241

**F9: Partner LEA Salary Schedules**

|::  
 CATAHOULA PARISH SCHOOL BOARD  
 FISCAL YEAR 2016-2017

**SUBSTITUTE PAY-NO DEGREE \$51/DAY**  
**SUBSTITUTE PAY-DEGREE \$57/DAY**

TEACHERS SALARY SCHEDULE  
 9 MONTH TEACHERS

**\*\*\*\*\*LOCAL SALES TAX SUPPLEMENT NOT INCLUDED IN SCHEDULE\*\*\*\*\***

**2964 \*\*\*\*\***

**FACTOR TO CONVERT BASE SCALE TO 182 DAYS :**

**100.00%**

<u>LEVEL</u>	<u>2 YEARS COLLEGE</u>	<u>3 YEARS COLLEGE</u>	<u>BA DEGREE</u>	<u>MA DEGREE</u>	<u>MA+30 DEGREE</u>	<u>SPECIAL. DEGREE</u>	<u>PHD or EDD DEGREE</u>	<u>DEMAND STIPEND **</u>
0	24822	25528	28358	28711	28711	29243	29950	100
1	24997	25706	28711	29064	29064	29595	30301	100
2	25175	25881	29064	29419	29419	29950	30657	100
3	25528	26235	29419	29771	29771	30301	31188	100
4	25881	26590	29771	30125	30125	30657	31747	100
5	26235	26943	30125	30657	30743	31282	32303	100
6	26590	27296	30480	31188	31373	31930	32859	100
7	26943	27827	30834	31747	32025	32581	33416	100
8	27475	28358	31188	32303	32674	33229	33972	100
9	28004	28888	31747	32859	33322	33881	34529	100
10	28535	29419	32303	33416	33972	34529	35088	100
11	28535	29419	32860	33972	34623	35178	35645	100
12	28535	29419	33434	34579	35274	35826	36172	100
13	28535	29419	34025	35206	35921	36488	36845	100
14	28535	29419	34025	35206	35921	36488	36845	100
15	28535	29419	34025	35206	35921	36488	36845	100
16	28535	29419	34634	35850	36587	37172	37539	100
17	28535	29419	34634	35850	36587	37172	37539	100
18	28535	29419	34634	35850	36587	37172	37539	100
19	28535	29419	35261	36514	37272	37876	38253	100
20	28535	29419	35261	36514	37272	37876	38253	100
21	28535	29419	35261	36514	37272	37876	38253	100
22	28535	29419	35907	37196	37979	38599	38989	100
23	28535	29419	35907	37196	37979	38599	38989	100
24	28535	29419	35907	37196	37979	38599	38989	100
25	28535	29419	36573	37901	38706	39346	39747	100

**50% OF EACH LEVEL IS FOR EFFECTIVE YEAR AND 50% OF EACH LEVEL IS FOR EFFECTIVE TEACHING  
 ACT 1 OF THE 2012 LA LEGISLATURE STATES THAT NO TEACHER WHO IS RATED "INEFFECTIVE" SHALL RECEIVE  
 A HIGHER SALARY IN THE YEAR FOLLOWING THE EVALUATION THAN HE/SHE RECEIVED IN THE YEAR OF THE  
 EVALUATION. THEREFORE, A TEACHER WITH A RATING OF "INEFFECTIVE" WILL NOT MOVE TO THE NEXT LEVEL**

Concordia Paris. Jiool Board  
 Teachers Salary Schedule  
 Beginning FY 2013/14

F9: Partner LEA Salary Schedules

Step	Base Salaries					Highly Effective			Effective Proficient			Effective Emerging		
	Bach Degree	Mast Degree	MA+ Degree	Educ Spec	Ph.D. Ed.D.	Perfonnanee Stipends	Demand Stipends	Experience Adjustment	Performance Stipends	Demand Stipends	Experience Adjustment	Performance Stipends	Demand Stipends	Experience Adjustment
0	33,721	<b>34,083</b>	34,083	<b>34,628</b>	35,353	300	150	<b>150</b>	<b>250</b>	125	<b>125</b>	<b>100</b>	100	100
1	34,063	<b>34,444</b>	<b>34,444</b>	<b>34,989</b>	35,712	300	<b>150</b>	<b>150</b>	<b>250</b>	<b>125</b>	<b>125</b>	<b>100</b>	100	100
2	34,444	34,808	<b>34,808</b>	35,318	36,077	300	<b>150</b>	<b>150</b>	<b>250</b>	125	<b>125</b>	100	100	100
3	34,808	<b>35,169</b>	35,169	35,712	36,622	300	<b>150</b>	<b>150</b>	<b>250</b>	125	<b>125</b>	<b>100</b>	100	100
4	<b>35,169</b>	35,532	35,532	36,077	<b>37,195</b>	300	<b>150</b>	<b>150</b>	<b>250</b>	125	125	100	100	100
5	35,532	36,077	36,165	36,718	<b>37,764</b>	300	150	150	<b>250</b>	125	<b>125</b>	100	100	100
6	35,896	36,622	<b>36,811</b>	37,382	38,334	300	150	<b>150</b>	<b>250</b>	125	<b>125</b>	100	100	100
7	36,259	<b>37,195</b>	37,479	<b>38,049</b>	<b>38,905</b>	300	150	<b>150</b>	<b>250</b>	125	125	100	100	100
8	36,622	37,764	38,145	<b>38,714</b>	<b>39,475</b>	300	<b>150</b>	<b>150</b>	<b>250</b>	125	<b>125</b>	100	100	100
9	37,195	<b>38,334</b>	38,809	39,382	40,046	300	150	150	250	125	125	100	100	100
10	37,764	38,905	<b>39,475</b>	40,046	40,619	300	150	150	250	125	125	100	100	100
11	38,335	39,475	40,142	40,711	41,190	300	150	150	250	125	125	100	100	100
12	38,924	40,097	40,810	41,375	41,730	300	150	150	250	125	125	100	100	100
13	39,529	40,740	41,473	42,054	42,420	300	150	150	250	125	125	100	100	100
14	40,154	41,400	42,156	42,755	43,131	300	150	150	250	125	125	100	100	100
15	40,796	42,081	42,858	43,477	43,863	300	150	150	250	125	125	100	100	100
16	41,459	42,780	43,582	44,218	44,618	300	150	150	250	125	125	100	100	100
17	42,141	43,502	44,327	44,983	45,395	300	150	150	250	125	<b>125</b>	100	100	100
18	42,341	43,722	44,562	45,218	45,630	300	150	150	250	125	125	100	100	100
19	42,541	43,942	44,797	45,453	45,665	300	150	150	250	125	125	100	100	100
20	42,741	44,162	45,032	45,688	46,100	300	150	150	250	125	125	100	100	100
** Value Added Teacher (VAM) - For every obtained 3 year period of consecutive Effective Proficient Rating or higher, an additional stipend in the amount of \$300 will be awarded.														
*** Student Learning Target Teachers (SLT)- For every obtained 3 year period of consecutive Effective Proficient Rating or higher, an additional stipend in the amount of \$150 will be awarded.														
**** Because Steps are no longer based on experience, any new teacher to the system will be charted on the FY 2012-2013 Salary Schedule according to experience and placed on the new schedule at the closest applicable step.														
... Act I of the 2012 Legislative Session provides that no employee rated "ineffective" shall receive a higher salary than the salary received in the prior year or year of the evaluation. Since steps are not based on years of experience, no employee rated as ineffective will be allowed a step increase.														
Supplements for extended duties, Nat'l Brd Cert, PIPS or tax levied supplements are not included in these schedules, but will continue to be paid as approved by the Board.														



DISTRICT: Grant Parish School Board

**2016-2017 Salary Schedule-9 Mo.**

Years of Experience	Bachelor's Degree	Master's Degree	Master's Plus 30*	Specialist in Education	PH.Dor Ed.D
0	32,450	32,817	32,817	33,371	34,106
1	32,815	33,182	33,184	33,736	34,471
2	33,180	33,547	33,547	34,101	34,836
3	33,545	33,912	33,912	34,466	35,236
4	33,910	34,277	34,277	34,831	35,636
5	34,310	34,777	34,827	35,406	36,211
6	34,710	35,277	35,377	35,981	36,786
7	35,110	35,777	35,928	36,556	37,361
8	35,510	36,277	36,478	37,131	37,936
9	35,910	36,777	37,028	37,706	38,511
10	36,310	37,277	37,578	38,281	39,111
11	36,710	37,777	38,128	38,856	39,711
12	37,110	38,277	38,678	39,431	40,311
13	37,510	38,777	39,228	40,006	40,911
14	37,910	39,277	39,778	40,581	41,511
15	38,310	39,777	40,328	41,156	42,111
16	38,710	40,277	40,878	41,731	42,711
17	39,110	40,777	41,428	42,306	43,311
18	39,510	41,277	41,978	42,881	43,911
19	39,910	41,777	42,528	43,456	44,511
20	40,310	42,277	43,078	44,031	45,111
21	40,710	42,777	43,628	44,606	45,711
22	41,110	43,277	44,178	45,181	46,311
23	41,510	43,777	44,728	45,756	46,911
24	41,910	44,277	45,278	46,331	47,511
25	42,310	44,777	45,828	46,906	48,111

\*Master's Degree Plus 30 Graduate Hours

**JS Clark Leadership Academy**

- a. Approximately how many teaching positions do you need to hire for on an annual basis?
  - o 8 positions
- b. What percentage of your new hires hold a standard certificate\*?
  - o 1/5 = 20%
- c. Approximately what percentage of teaching positions are vacant or filled with a short- or long-term substitute?
  - o 2/19 = 10%
- d. Please send your salary schedule for 2016-2017.
  - o JSCLA offers a competitive salary. While JSCLA does not have a published salary schedule, teacher's salaries are competitive and are based on teacher certification, experience, and regional industry norms. Teachers receive an increase in yearly salary based on each teacher's Compass effectiveness rating. The amount of the increase is based on budget constraints but are typically 2%.
- e. Provide a brief description of the basis for determining the compensation structure. Include the percentage allocated for effectiveness, experience, and demand.
  - o Our structure is based on teachers being certified, years of experience and degrees obtained.
- f. Provide a brief description of how teachers and principals were given the opportunity to provide input into the compensation structure (e.g. via survey, through meetings, other opportunities).
  - o Salaries are discussed with each staff member at hiring or position change. In addition, to budget allocations decided by the Board.

**Lincoln Parish School Board - Base Salary Schedule - Includes \$5,200 sales tax**

Base Salary will be determined by the *Base Salary Schedule* below. In addition to the yearly salary, certified employees will earn an extra salary supplement in November and May - estimated total \$7,825.

Years of Experience	Bachelor's Degree	Master's Degree	Master's Plus 30	Specialist in Education	Ph.D. or Ed.D. Degree
0	34,729	35,082	35,082	35,614	36,321
1	35,082	35,435	35,435	35,966	36,672
2	35,435	35,790	35,790	36,321	37,028
3	35,790	36,142	36,142	36,672	37,559
4	36,142	36,496	36,496	37,028	38,118
5	36,496	37,028	37,114	37,653	38,674
6	36,851	37,559	37,744	38,301	39,230
7	37,205	38,118	38,396	38,952	39,787
8	37,559	38,674	39,045	39,600	40,343
9	38,118	39,230	39,693	40,252	40,900
10	38,674	39,787	40,343	40,900	41,459
11	39,231	40,343	40,994	41,549	42,016
12	39,805	40,950	41,645	42,197	42,543
13	40,396	41,577	42,292	42,859	43,216
14	40,396	41,577	42,292	42,859	43,216
15	40,396	41,577	42,292	42,859	43,216
16	41,005	42,221	42,958	43,543	43,910
17	41,005	42,221	42,958	43,543	43,910
18	41,005	42,221	42,958	43,543	43,910
19	41,632	42,885	43,643	44,247	44,624
20	41,632	42,885	43,643	44,247	44,624
21	41,632	42,885	43,643	44,247	44,624
22	42,278	43,567	44,350	44,970	45,360
23	42,278	43,567	44,350	44,970	45,360
24	42,278	43,567	44,350	44,970	45,360
25	42,944	44,272	45,077	45,717	46,118

**LINCOLN PARISH SCHOOL SYSTEM**  
**Performance Salary Schedule**

**TEACHERS, ADMINISTRATORS & OTHER CERTIFICATED PERSONNEL - does not include \$5,200 sales tax**

Student Learning Targets (SLT) or Performance Objectives										
Step Level	Base Salary	Highly Effective			Step Level	Base Salary	Effective Proficient			
		Performance	Demand	Experience			Performance	Demand	Experience	
0	29,529	150	75	75	0	29,529	75	50	25	
1	29,829	150	75	75	1	29,679	75	50	25	
2	30,129	150	75	75	2	29,829	75	50	25	
3	30,429	150	75	75	3	29,979	75	50	25	
4	30,729	150	75	75	4	30,129	75	50	25	
5	31,029	150	75	75	5	30,279	75	50	25	
6	31,329	150	75	75	6	30,429	75	50	25	
7	31,629	150	75	75	7	30,579	75	50	25	
8	31,929	150	75	75	8	30,729	75	50	25	
9	32,229	150	75	75	9	30,879	75	50	25	
10	32,529	150	75	75	10	31,029	75	50	25	
11	32,829	150	75	75	11	31,179	75	50	25	
12	33,129	150	75	75	12	31,329	75	50	25	
13	33,429	150	75	75	13	31,479	75	50	25	
14	33,729	150	75	75	14	31,629	75	50	25	
15	34,029	150	75	75	15	31,779	75	50	25	
16	34,329	150	75	75	16	31,929	75	50	25	
17	34,629	150	75	75	17	32,079	75	50	25	
18	34,929	150	75	75	18	32,229	75	50	25	
19	35,229	150	75	75	19	32,379	75	50	25	
20	35,529	150	75	75	20	32,529	75	50	25	
21	35,829	150	75	75	21	32,679	75	50	25	
22	36,129	150	75	75	22	32,829	75	50	25	
23	36,429	150	75	75	23	32,979	75	50	25	
24	36,729	150	75	75	24	33,129	75	50	25	
25	37,029	150	75	75	25	33,279	75	50	25	
26	37,329	150	75	75	26	33,429	75	50	25	
27	37,629	150	75	75	27	33,579	75	50	25	
28	37,929	150	75	75	28	33,729	75	50	25	
29	38,229	150	75	75	29	33,879	75	50	25	
30	38,529	150	75	75	30	34,029	75	50	25	

F9: Partner LEA Salary Schedules

31	38,829	150	75	75	31	34,179	75	50	25
32	39,129	150	75	75	32	34,329	75	50	25
33	39,429	150	75	75	33	34,479	75	50	25
34	39,729	150	75	75	34	34,629	75	50	25
35	40,029	150	75	75	35	34,779	75	50	25
36	40,329	150	75	75	36	34,929	75	50	25
37	40,629	150	75	75	37	35,079	75	50	25
38	40,929	150	75	75	38	35,229	75	50	25
39	41,229	150	75	75	39	35,379	75	50	25
40	41,529	150	75	75	40	35,529	75	50	25
41	41,829	150	75	75	41	35,679	75	50	25
42	42,129	150	75	75	42	35,829	75	50	25
43	42,429	150	75	75	43	35,979	75	50	25
44	42,729	150	75	75	44	36,129	75	50	25
45	43,029	150	75	75	45	36,279	75	50	25
46	43,329	150	75	75	46	36,429	75	50	25
47	43,629	150	75	75	47	36,579	75	50	25
48	43,929	150	75	75	48	36,729	75	50	25
49	44,229	150	75	75	49	36,879	75	50	25
50	44,529	150	75	75	50	37,029	75	50	25
51	44,829	150	75	75	51	37,179	75	50	25
52	45,129	150	75	75	52	37,329	75	50	25
53	45,429	150	75	75	53	37,479	75	50	25
54	45,729	150	75	75	54	37,629	75	50	25
55	46,029	150	75	75	55	37,779	75	50	25
56	46,329	150	75	75	56	37,929	75	50	25
57	46,629	150	75	75	57	38,079	75	50	25
58	46,929	150	75	75	58	38,229	75	50	25
59	47,229	150	75	75	59	38,379	75	50	25
60	47,529	150	75	75	60	38,529	75	50	25
61	47,829	150	75	75	61	38,679	75	50	25
62	48,129	150	75	75	62	38,829	75	50	25
63	48,429	150	75	75	63	38,979	75	50	25
64	48,729	150	75	75	64	39,129	75	50	25
65	49,029	150	75	75	65	39,279	75	50	25
66	49,329	150	75	75	66	39,429	75	50	25
67	49,629	150	75	75	67	39,579	75	50	25
68	49,929	150	75	75	68	39,729	75	50	25
69	50,229	150	75	75	69	39,879	75	50	25
70	50,529	150	75	75	70	40,029	75	50	25
71	50,829	150	75	75	71	40,179	75	50	25
72	51,129	150	75	75	72	40,329	75	50	25
73	51,429	150	75	75	73	40,479	75	50	25
74	51,729	150	75	75	74	40,629	75	50	25
75	52,029	150	75	75	75	40,779	75	50	25

*Morehouse Parish*  
*Teacher Salary Schedule*

2015-2016

'Jncfufel Safu""Ta?{

YRS EXP	BA	MA	MA+30	Specialist	PHO/EDD
0	<b>39645</b>	<b>40033</b>	<b>40033</b>	<b>40618</b>	<b>41396</b>
1	40033	40421	40421	41005	41782
2	<b>40421</b>	<b>40812</b>	<b>40812</b>	<b>41396</b>	<b>42174</b>
3	40812	41199	41199	41782	42758
4	<b>41199</b>	<b>41588</b>	<b>41588</b>	<b>42174</b>	<b>43373</b>
5	41588	42174	42268	42960	43984
6	<b>41979</b>	<b>42758</b>	<b>42961</b>	<b>43574</b>	<b>44596</b>
7	42368	43373	43678	44290	45208
8	<b>42758</b>	<b>43984</b>	<b>44392</b>	<b>45003</b>	<b>45820</b>
9	43373	44596	45094	45720	46433
10	<b>43984</b>	<b>45208</b>	<b>45820</b>	<b>46433</b>	<b>47048</b>
11	44597	45820	46536	47147	47660
12	<b>45228</b>	<b>46488</b>	<b>47252</b>	<b>47859</b>	<b>48460</b>
13	45878	47177	47964	48588	48980
14	<b>45878</b>	<b>47177</b>	<b>47964</b>	<b>48588</b>	<b>48980</b>
15	45878	47177	47964	48588	48980
16	<b>46548</b>	<b>47886</b>	<b>48697</b>	<b>49340</b>	<b>49744</b>
17	46548	47886	48697	49340	49744
18	<b>46548</b>	<b>47886</b>	<b>48697</b>	<b>49340</b>	<b>49744</b>
19	47238	48616	49450	50114	50529
20	<b>47238</b>	<b>48616</b>	<b>49450</b>	<b>50114</b>	<b>50529</b>
21	47238	48616	49450	50114	50529
22	<b>47949</b>	<b>49366</b>	<b>50228</b>	<b>50910</b>	<b>51339</b>
23	47949	49366	50228	50910	51339
24	<b>47949</b>	<b>49366</b>	<b>50228</b>	<b>50910</b>	<b>51339</b>
25	48681	50142	51027	51731	52173

**Red River Parish School Board**  
2015-2016 Salary Scale (9-Month Teachers)

Base Building Step*				'Base 'Building Step **									Pe rformance Stipend ***		
Experience				Demand									Highly	Effective	Effective
Step	Base	ESB	Bachelors	Base	ESB	Masters	Base	ESB	M + 30	Base	ESB	S pec. / P hD	Effective	P roficient	Emerging
0	31,410	5,340	36,750	31,581	5,369	36,950	31,752	5,398	37,150	31,923	5,427	37,350	-	-	-
I	31,752	5,398	37,150	31,923	5,427	37,350	32,094	5,456	37,550	32,265	5,485	37,750	300	200	100
2	32,094	5,456	37,550	32,265	5,485	37,750	32,436	5,514	37,950	32,607	5,543	38,150	300	200	100
3	32,436	5,514	37,950	32,607	5,543	38,150	32,778	5,572	38,350	32,949	5,601	38,550	300	200	100
4	32,778	5,572	38,350	32,949	5,601	38,550	33,120	5,630	38,750	33,291	5,659	38,950	300	200	100
5	33,120	5,630	38,750	33,291	5,659	38,950	33,462	5,688	39,150	33,632	5,718	39,350	300	200	100
6	33,462	5,688	39,150	33,632	5,718	39,350	33,803	5,747	39,550	33,974	5,776	39,750	300	200	100
7	33,803	5,747	39,550	33,974	5,776	39,750	34,145	5,805	39,950	34,316	5,834	40,150	300	200	100
8	34,145	5,805	39,950	34,316	5,834	40,150	34,487	5,863	40,350	34,658	5,892	40,550	300	200	100
9	34,487	5,863	40,350	34,658	5,892	40,550	34,829	5,921	40,750	35,000	5,950	40,950	300	200	100
10	34,829	5,921	40,750	35,000	5,950	40,950	35,171	5,979	41,150	35,342	6,008	41,350	300	200	100
11	35,171	5,979	41,150	35,342	6,008	41,350	35,513	6,037	41,550	35,684	6,066	41,750	300	200	100
12	35,513	6,037	41,550	35,684	6,066	41,750	35,855	6,095	41,950	36,026	6,124	42,150	300	200	100
13	35,855	6,095	41,950	36,026	6,124	42,150	36,197	6,153	42,350	36,368	6,182	42,550	300	200	100
14	36,197	6,153	42,350	36,368	6,182	42,550	36,538	6,212	42,750	36,709	6,241	42,950	300	200	100
15	36,538	6,212	42,750	36,709	6,241	42,950	36,880	6,270	43,150	37,051	6,299	43,350	300	200	100
16	36,880	6,270	43,150	37,051	6,299	43,350	37,222	6,328	43,550	37,393	6,357	43,750	300	200	100
17	37,222	6,328	43,550	37,393	6,357	43,750	37,564	6,386	43,950	37,735	6,415	44,150	300	200	100
18	37,564	6,386	43,950	37,735	6,415	44,150	37,906	6,444	44,350	38,077	6,473	44,550	300	200	100
19	37,906	6,444	44,350	38,077	6,473	44,550	38,248	6,502	44,750	38,419	6,531	44,950	300	200	100
20	38,248	6,502	44,750	38,419	6,531	44,950	38,590	6,560	45,150	38,761	6,589	45,350	300	200	100
21	38,590	6,560	45,150	38,761	6,589	45,350	38,932	6,618	45,550	39,103	6,647	45,750	300	200	100
22	38,932	6,618	45,550	39,103	6,647	45,750	39,274	6,676	45,950	39,444	6,706	46,150	300	200	100
23	39,274	6,676	45,950	39,444	6,706	46,150	39,615	6,735	46,350	39,786	6,764	46,550	300	200	100
24	39,615	6,735	46,350	39,786	6,764	46,550	39,957	6,793	46,750	40,128	6,822	46,950	300	200	100
25	39,957	6,793	46,750	40,128	6,822	46,950	40,299	6,851	47,150	40,470	6,880	47,350	300	200	100
26	40,299	6,851	47,150	40,470	6,880	47,350	40,641	6,909	47,550	40,812	6,938	47,750	300	200	100
27	40,641	6,909	47,550	40,812	6,938	47,750	40,983	6,967	47,950	41,154	6,996	48,150	300	200	100
28	40,983	6,967	47,950	41,154	6,996	48,150	41,325	7,025	48,350	41,496	7,054	48,550	300	200	100

Richland Parish School Board					
2015-2016 Teacher Salary Schedule**					
Level	BACHELOR'S	MASTER'S	MASTER'S + 30*	SPECIALIST DEGREE	PH.D OR ED.D.
0	33,071	34,577	35,729	37,411	39,238
1	33,424	34,930	36,082	37,763	39,589
2	33,777	35,285	36,437	38,118	39,945
3	34,132	35,637	36,789	38,469	40,476
4	34,484	35,991	37,143	38,825	41,035
5	34,838	36,523	37,761	39,450	41,591
6	35,193	37,054	38,391	40,098	42,147
7	35,547	37,613	39,043	40,749	42,704
8	35,901	38,169	39,692	41,397	43,260
9	36,460	38,725	40,340	42,049	43,817
10	37,016	39,282	40,990	42,697	44,376
11	37,573	39,838	41,641	43,346	44,933
12	38,147	40,445	42,292	43,994	45,460
13	38,738	41,072	42,939	44,656	46,133
14	38,738	41,072	42,939	44,656	46,133
15	38,738	41,072	42,939	44,656	46,133
16	39,347	41,716	43,605	45,340	46,827
17	39,347	41,716	43,605	45,340	46,827
18	39,347	41,716	43,605	45,340	46,827
19	39,974	42,380	44,290	46,044	47,541
20	39,974	42,380	44,290	46,044	47,541
21	39,974	42,380	44,290	46,044	47,541
22	40,620	43,062	44,997	46,767	48,277
23	40,620	43,062	44,997	46,767	48,277
24	40,620	43,062	44,997	46,767	48,277
25	41,286	43,767	45,724	47,514	49,035

Teacher salary based upon 178 days.

\* Master's Degree plus 30 graduate hours.

\*\* **Guaranteed salaries in the above table are supplemented with sales tax collections distributed in June and December of each year.**

**The amount distributed is dependent upon collections during the year. Amounts listed in the chart below are for June 2015 and December 2015.**

**Experience level is based upon total years of teaching experience at any public or private school accredited by one of the seven U.S. regional accrediting agencies or agency recognized by the U.S. Department of Education.**

Experience Level:	June 2015	December 2015	Total
1 Year	1,378	2,858	4,236
2 Years	2,756	2,858	5,614
3 Years	4,134	2,858	6,992
4 + Years	5,512	2,858	8,370

St. Helena Parish School Board

**Superintendent of Schools**

Salary based on agreed upon and approved contract with St. Helena Parish School Board

**Certified Teaching Positions (9-Month)**

**Bachelors Degree and/or Master’s Degree outside of Content Area**

Experience	Base Pay	Millage	Local Supplement	Salary
0-3	\$ 31,800	\$ 4,300.00	\$ 600.00	\$ 36,700
4-6	\$ 32,118	\$ 6,000.00	\$ 600.00	\$ 38,718
7-9	\$ 32,439	\$ 6,000.00	\$ 600.00	\$ 39,039
10-12	\$ 32,634	\$ 6,000.00	\$ 600.00	\$ 39,234
13-15	\$ 33,019	\$ 6,000.00	\$ 600.00	\$ 39,619
16-18	\$ 33,422	\$ 6,000.00	\$ 600.00	\$ 40,022
19-21	\$ 36,179	\$ 6,000.00	\$ 600.00	\$ 42,779
22-24	\$ 36,541	\$ 6,000.00	\$ 600.00	\$ 43,141

**Master’s Degree in Content Area**

Experience	Base Pay	Millage	Local Supplement	Salary
0-3	\$ 32,100	\$ 4,300.00	\$ 600.00	\$ 37,000
4-6	\$ 33,384	\$ 6,000.00	\$ 600.00	\$ 39,984
7-9	\$ 34,052	\$ 6,000.00	\$ 600.00	\$ 40,652
10-12	\$ 34,733	\$ 6,000.00	\$ 600.00	\$ 41,333
13-15	\$ 35,427	\$ 6,000.00	\$ 600.00	\$ 42,027
16-18	\$ 36,136	\$ 6,000.00	\$ 600.00	\$ 42,736
19-21	\$ 39,350	\$ 6,000.00	\$ 600.00	\$ 45,950
22-24	\$ 40,137	\$ 6,000.00	\$ 600.00	\$ 46,737

**Master’s +30 in Content Area**

Experience	Base Pay	Millage	Local Supplement	Salary
0-3	\$ 32,400	\$ 4,300.00	\$ 600.00	\$ 37,300
4-6	\$ 33,696	\$ 6,000.00	\$ 600.00	\$ 40,296
7-9	\$ 34,370	\$ 6,000.00	\$ 600.00	\$ 40,970
10-12	\$ 35,057	\$ 6,000.00	\$ 600.00	\$ 41,657
13-15	\$ 35,758	\$ 6,000.00	\$ 600.00	\$ 42,358
16-18	\$ 36,474	\$ 6,000.00	\$ 600.00	\$ 43,074
19-21	\$ 39,350	\$ 6,000.00	\$ 600.00	\$ 45,950
22-24	\$ 40,137	\$ 6,000.00	\$ 600.00	\$ 46,737

F9: Partner LEA Salary Schedules

St Landry Parish School Board		
Teacher Salary Schedule		
For Fiscal Year 2013-2014		
Level	Base Salary	Advance Degree (base)
0	\$38,000	\$39,100
1	\$38,400	\$39,500
2	\$38,800	\$39,900
3	\$39,200	\$40,300
4	\$39,600	\$40,700
5	\$40,000	\$41,100
6	\$40,400	\$41,500
7	\$40,800	\$41,900
8	\$41,200	\$42,300
9	\$41,600	\$42,700
10	\$42,000	\$43,100
11	\$42,500	\$43,600
12	\$43,000	\$44,100
13	\$43,500	\$44,600
14	\$44,000	\$45,100
15	\$44,500	\$45,600
16	\$45,000	\$46,100
17	\$45,500	\$46,600
18	\$46,000	\$47,100
19	\$46,500	\$47,600
20	\$46,900	\$48,000
21	\$47,300	\$48,400
22	\$47,700	\$48,800
23	\$48,100	\$49,200
24	\$48,500	\$49,600
25	\$48,900	\$50,000

A Performance Stipend (of \$650 will be factored into the total salary for all employees receiving a total COE of 1:PASS rating of Highly Effective or Effective/Proficient.

Approved at 3/21/13 Special Board Meeting.

**DISTRICT: Tallulah Charter School**

**2016-2017**

<b>Years of Experience</b>	<b>Bachelor's Degree</b>	<b>Master's Degree</b>	<b>Master's Plus 30*</b>	<b>PHD/ED Degree</b>
0	\$31,327	\$31,676	\$31,680	\$32,919
1	\$31,680	\$32,029	\$32,033	\$33,270
2	\$32,033	\$32,384	\$32,388	\$33,626
3	\$32,388	\$32,736	\$32,740	\$34,157
4	\$32,740	\$33,090	\$33,094	\$34,716
5	\$33,094	\$33,626	\$33,708	\$35,272
6	\$33,449	\$34,157	\$34,338	\$35,828
7	\$33,803	\$34,716	\$34,990	\$36,385
8	\$34,157	\$35,272	\$35,639	\$36,941
9	\$34,716	\$35,828	\$36,287	\$37,498
10	\$35,272	\$36,385	\$36,937	\$38,057
11	\$35,829	\$36,941	\$37,588	\$38,614
12	\$36,403	\$37,548	\$38,239	\$39,141
13	\$36,994	\$38,175	\$38,886	\$39,814
14	\$36,994	\$38,175	\$38,886	\$39,814
15	\$36,994	\$38,175	\$38,886	\$39,814
16	\$37,603	\$38,819	\$39,552	\$40,508
17	\$37,603	\$38,819	\$39,552	\$40,508
18	\$37,603	\$38,819	\$39,552	\$40,508
19	\$38,230	\$39,483	\$40,237	\$41,222
20	\$38,230	\$39,483	\$40,237	\$41,222
21	\$38,230	\$39,483	\$40,237	\$41,222
22	\$38,876	\$40,165	\$40,944	\$41,958
23	\$38,876	\$40,165	\$40,944	\$41,958
24	\$38,876	\$40,165	\$40,944	\$41,958
25	\$39,542	\$40,870	\$41,671	\$42,716

\*Master's Degree Plus 30 Graduate Hours

DISTRICT: TENSAS PARISH SCHOOL BOARD

2016-2017 TEACHER SALARY SCHEDULE

Minimum Salary	Experience	Bachelor's Degree	Minimum Salary	Experience	MASTER DEGREE	Minimum Salary	Experience	MASTER +30 DEGREE	Minimum Salary	Experience	SPECIALIST	Minimum Salary	Experience	Ph.D or Ed.D	Effective
0 \$ 26,595.00			0 \$ 26,948.00			0 \$ 26,948.00			0 \$ 27,480.00			0 \$ 28,187.00			
1 \$ 358	\$ 358	\$ 26,953	1 \$ 415	\$ 415	\$ 27,363	1 \$ 435	\$ 27,383	1 \$ 440	\$ 27,920	\$ 440	\$ 27,920	1 \$ 426	\$ 28,613	\$ 110	
2 \$ 358	\$ 358	\$ 27,311	2 \$ 415	\$ 415	\$ 27,778	2 \$ 435	\$ 27,818	2 \$ 440	\$ 28,360	\$ 440	\$ 28,360	2 \$ 426	\$ 29,039	\$ 110	
3 \$ 358	\$ 358	\$ 27,669	3 \$ 415	\$ 415	\$ 28,193	3 \$ 435	\$ 28,253	3 \$ 440	\$ 28,800	\$ 440	\$ 28,800	3 \$ 426	\$ 29,465	\$ 110	
4 \$ 358	\$ 358	\$ 28,027	4 \$ 415	\$ 415	\$ 28,608	4 \$ 435	\$ 28,688	4 \$ 440	\$ 29,240	\$ 440	\$ 29,240	4 \$ 426	\$ 29,891	\$ 110	
5 \$ 358	\$ 358	\$ 28,385	5 \$ 415	\$ 415	\$ 29,023	5 \$ 435	\$ 29,123	5 \$ 440	\$ 29,680	\$ 440	\$ 29,680	5 \$ 426	\$ 30,317	SUO	
6 \$ 358	\$ 358	\$ 28,743	6 \$ 415	\$ 415	\$ 29,438	6 \$ 435	\$ 29,558	6 \$ 440	\$ 30,120	\$ 440	\$ 30,120	6 \$ 426	\$ 30,743	\$ 110	
7 \$ 358	\$ 358	\$ 29,101	7 \$ 415	\$ 415	\$ 29,853	7 \$ 435	\$ 29,993	7 \$ 440	\$ 30,560	\$ 440	\$ 30,560	7 \$ 426	\$ 31,169	\$ 110	
8 \$ 358	\$ 358	\$ 29,459	8 \$ 415	\$ 415	\$ 30,268	8 \$ 435	\$ 30,428	8 \$ 440	\$ 31,000	\$ 440	\$ 31,000	8 \$ 426	\$ 31,595	\$ 110	
9 \$ 358	\$ 358	\$ 29,817	9 \$ 415	\$ 415	\$ 30,683	9 \$ 435	\$ 30,863	9 \$ 440	\$ 31,440	\$ 440	\$ 31,440	9 \$ 426	\$ 32,021	\$ 110	
10 \$ 358	\$ 358	\$ 30,175	10 \$ 415	\$ 415	\$ 31,098	10 \$ 435	\$ 31,298	10 \$ 440	\$ 31,880	\$ 440	\$ 31,880	10 \$ 426	\$ 32,447	SUO	
11 \$ 358	\$ 358	\$ 30,533	11 \$ 415	\$ 415	\$ 31,513	11 \$ 435	\$ 31,733	11 \$ 440	\$ 32,320	\$ 440	\$ 32,320	11 \$ 426	\$ 32,873	SUO	
12 \$ 358	\$ 358	\$ 30,891	12 \$ 415	\$ 415	\$ 31,928	12 \$ 435	\$ 32,168	12 \$ 440	\$ 32,760	\$ 440	\$ 32,760	12 \$ 426	\$ 33,299	\$ 110	
13 \$ 358	\$ 358	\$ 31,249	13 \$ 415	\$ 415	\$ 32,343	13 \$ 435	\$ 32,603	13 \$ 440	\$ 33,200	\$ 440	\$ 33,200	13 \$ 426	\$ 33,725	\$ 110	
14 \$ 358	\$ 358	\$ 31,607	14 \$ 415	\$ 415	\$ 32,758	14 \$ 435	\$ 33,038	14 \$ 440	\$ 33,640	\$ 440	\$ 33,640	14 \$ 426	\$ 34,151	\$ 110	
15 \$ 358	\$ 358	\$ 31,965	15 \$ 415	\$ 415	\$ 33,173	15 \$ 435	\$ 33,473	15 \$ 440	\$ 34,080	\$ 440	\$ 34,080	15 \$ 426	\$ 34,577	\$ 110	
16 \$ 358	\$ 358	\$ 32,323	16 \$ 415	\$ 415	\$ 33,588	16 \$ 435	\$ 33,908	16 \$ 440	\$ 34,520	\$ 440	\$ 34,520	16 \$ 426	\$ 35,003	\$ 110	
17 \$ 358	\$ 358	\$ 32,681	17 \$ 415	\$ 415	\$ 34,003	17 \$ 435	\$ 34,343	17 \$ 440	\$ 34,960	\$ 440	\$ 34,960	17 \$ 426	\$ 35,429	\$ 110	
18 \$ 358	\$ 358	\$ 33,039	18 \$ 415	\$ 415	\$ 34,418	18 \$ 435	\$ 34,778	18 \$ 440	\$ 35,400	\$ 440	\$ 35,400	18 \$ 426	\$ 35,855	\$ 110	
19 \$ 358	\$ 358	\$ 33,397	19 \$ 415	\$ 415	\$ 34,833	19 \$ 435	\$ 35,213	19 \$ 440	\$ 35,840	\$ 440	\$ 35,840	19 \$ 426	\$ 36,281	\$ 110	
20 \$ 358	\$ 358	\$ 33,755	20 \$ 415	\$ 415	\$ 35,248	20 \$ 435	\$ 35,648	20 \$ 440	\$ 36,280	\$ 440	\$ 36,280	20 \$ 426	\$ 36,707	\$ 110	
21 \$ 358	\$ 358	\$ 34,113	21 \$ 415	\$ 415	\$ 35,663	21 \$ 435	\$ 36,083	21 \$ 440	\$ 36,720	\$ 440	\$ 36,720	21 \$ 426	\$ 37,133	\$ 110	
22 \$ 358	\$ 358	\$ 34,471	22 \$ 415	\$ 415	\$ 36,078	22 \$ 435	\$ 36,518	22 \$ 440	\$ 37,160	\$ 440	\$ 37,160	22 \$ 426	\$ 37,559	\$ 110	
23 \$ 358	\$ 358	\$ 34,829	23 \$ 415	\$ 415	\$ 36,493	23 \$ 435	\$ 36,953	23 \$ 440	\$ 37,600	\$ 440	\$ 37,600	23 \$ 426	\$ 37,985	\$ 110	
24			24			24						24		SUO	
25			25			25						25		SUO	

NOTE: "Demand" is defined as a teacher with a master's degree. "Effective" is defined as any teacher rated in the performance evaluation program as "Effective", "Highly Effective", or "Highly Effective".  
 Any Non-Certified (Non-Standard) Teacher will remain at level zero, but can earn the effective amount.

Degree, 1/RS ? ÷ 12  
 Sales Tax \$ 2,000.00 ÷ 12  
 5 ESL Pay \$ 361.00 ÷ 12  
 { 04/05 State \$ 357.00 ÷ 12  


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 + 2713.00

Budget  
 Dec Tax Sup Est (\$500)  
 June Tax Sup Est (1500)

2015-2016

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 91)1Qnth'Efflp

Step/ Experience	Demand			
	Bachelor's Degree	Master's Degree	Master's +30 Degree	Specialist Ph.D./Ed.D.
0	\$30,048	\$31,298	\$31,648	\$31,698
1	\$31,298	\$31,648	\$31,998	\$32,348
2	\$31,648	\$31,998	\$32,348	\$32,698
3	\$31,998	\$32,348	\$32,698	\$33,048
4	\$32,348	\$32,698	\$33,048	\$33,398
5	\$32,698	\$33,048	\$33,398	\$33,748
6	\$33,048	\$33,398	\$33,748	\$34,098
7	\$33,398	\$33,748	\$34,098	\$34,448
8	\$33,748	\$34,098	\$34,448	\$34,798
9	\$34,098	\$34,448	\$34,798	\$35,148
10	\$34,448	\$34,798	\$35,148	\$35,498
11	\$34,798	\$35,148	\$35,498	\$35,848
12	\$35,148	\$35,498	\$35,848	\$36,198
13	\$35,498	\$35,848	\$36,198	\$36,548
14	\$35,848	\$36,198	\$36,548	\$36,898
15	\$36,198	\$36,548	\$36,898	\$37,248
16	\$36,548	\$36,898	\$37,248	\$37,598
17	\$36,898	\$37,248	\$37,598	\$37,948
18	\$37,248	\$37,598	\$37,948	\$38,298
19	\$37,598	\$37,948	\$38,298	\$38,648
20	\$37,948	\$38,298	\$38,648	\$38,998
21	\$38,298	\$38,648	\$38,998	\$39,348
22	\$38,648	\$38,998	\$39,348	\$39,698
23	\$38,998	\$39,348	\$39,698	\$40,048
24	\$39,348	\$39,698	\$40,048	\$40,398
25	\$39,698	\$40,048	\$40,398	\$40,748

Performance Criteria (Paid as stipend)			
Ineffective	Emerging Proficient	Effective Proficient	Highly Effective
\$0	\$0	\$350	\$700

Formula: 
$$\frac{ndt}{n} \cdot \left( \frac{!fte nt.e\&wl.Upto9''}{700} \right)$$

\$158 9aseJ;;uildlQ1  
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sal.le - All YMI:S: \$6,(XX).00

F 9: Partner LEA Salary Schedules

J	10-11	0	5340	2075	1706
		1	5160	2075	1706
		2	4980	2075	1706
		3	4800	2075	1706
	11-12	0	5340	2275	1658
		1	5160	2275	1658
		2	4980	2275	1658
		3	4800	2275	1658
	12-13	0	5340	2275	2382
		1	5160	2275	2382
		2	4980	2275	2382
		3	4800	2275	2382
	13-14	0	5340	2275	2382
		1	5160	2275	2382
		2	4980	2275	2382
		3	4800	2275	2382
	14-15	0	5340	3200	2781
		1	5160	3200	2781
		2	4980	3200	2781
		3	4800	3200	2781
	15-16	0	6000	<i>o??a?</i>	<i>.-?-!</i>
		1	6000	<i>•i00 (Mti:16c@e'f</i>	<b>FM-</b>
		2	6000		'2tf1"
		3	6000		-fl.BI

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# Louisiana Believes

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**Compass: Year One of Louisiana's  
Educator Support Tool  
September 2013**

***New expectations call for students to demonstrate independent thinking.***

Students will read more difficult materials, analyze those materials, form arguments, and defend their positions with evidence.

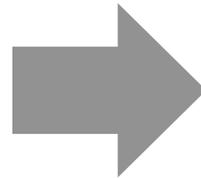
They will understand and apply math concepts to complex problems.



**Educators should be trusted to make decisions for themselves, on behalf of the students we serve.**

**Previous approach: top-down  
standardization.**

- State-approved textbooks
- Curriculum with prescribed lessons
- State-led, one-size-fits-all professional development
- Standardized evaluations
- Lockstep, standardized pay schedules
- Automatic tenure
- Hiring rules



The Classroom Support Toolbox provides resources, including Compass tools and the Instructional Video Library, to help educators refine their practice and reach their professional goals.



2010

- The Louisiana Legislature passes Act 54, creating the Compass framework
- Advisory Committee on Educator Evaluation (ACEE) convenes
- Educator task forces provide feedback on development of pilot tools

2011

- Educator work groups develop first exemplar student learning targets
- Focus groups convene
- Ten districts/ charters pilot Compass process

2012

- All districts receive value-added data for eligible teachers
- Revisions are made to Compass tools, based on pilot feedback
- Thousands are trained on Compass model

2013

- LDOE collects feedback; refines Compass to make the system a true professional development tool
- Evaluators provide teachers and administrators with their first Compass ratings
- Compass Report published

*Evaluators use the Compass process to provide educators with multiple measures of student, teacher, and leader performance, to help educators grow and develop.*

### **Measures of Student Outcomes**

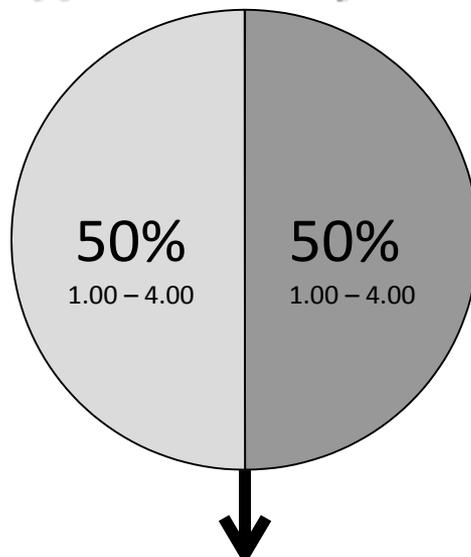
- Student learning targets, for all educators
- Value-added measures, where available

### **Measures of Professional Practice**

- Evidence and ratings from classroom and school observations and walkthroughs

Evaluators use student progress and observations to generate a final evaluation.

**Student Growth Score**  
*(A combination of learning target scores and value-added scores)*



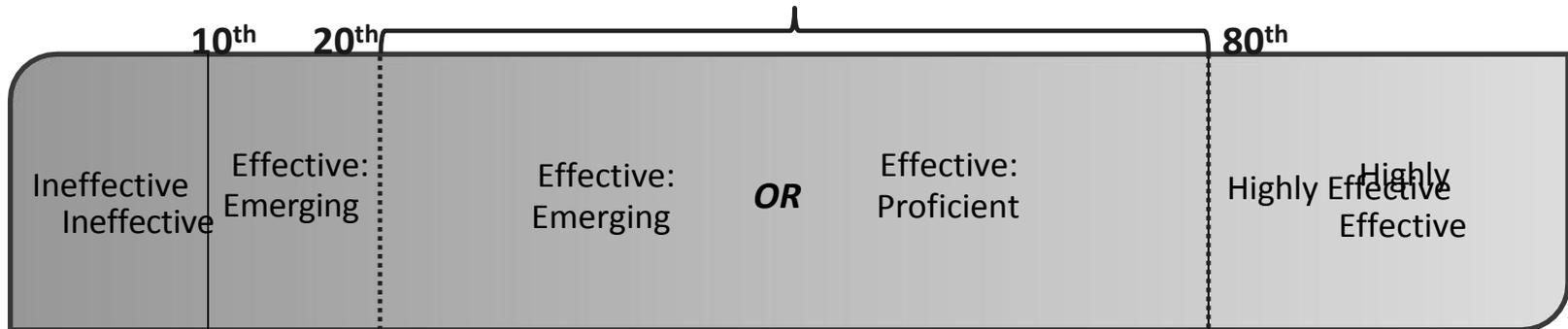
**Professional Practice Score**  
*(Observation scores)*

**OVERALL EVALUATION RATING**

*(average of Student Growth and Professional Practice scores)*

1.00 – 1.49	1.50 – 2.49	2.50 – 3.49	3.50 – 4.00
<i>Ineffective</i>	<i>Effective: Emerging</i>	<i>Effective: Proficient</i>	<i>Highly Effective</i>

\*A score of Ineffective in either Student Growth or Professional Practice results in an overall rating of Ineffective.



*Highly effective* (top 20 percent) results yield a highly effective student growth score.

Results in the “big middle” effective range guide the evaluator to use other sources of information and arrive at a score based on his or her discretion.

Results at the *emerging* level (between 10 and 20 percent) yield an emerging growth score.

*Ineffective* (between 0 and 10 percent) results yield an ineffective overall evaluation.

# Beyond these basic requirements, districts design the Compass process.

Compass is a locally designed tool that empowers districts to make the most important design and implementation decisions.

## Statewide Compass Standards

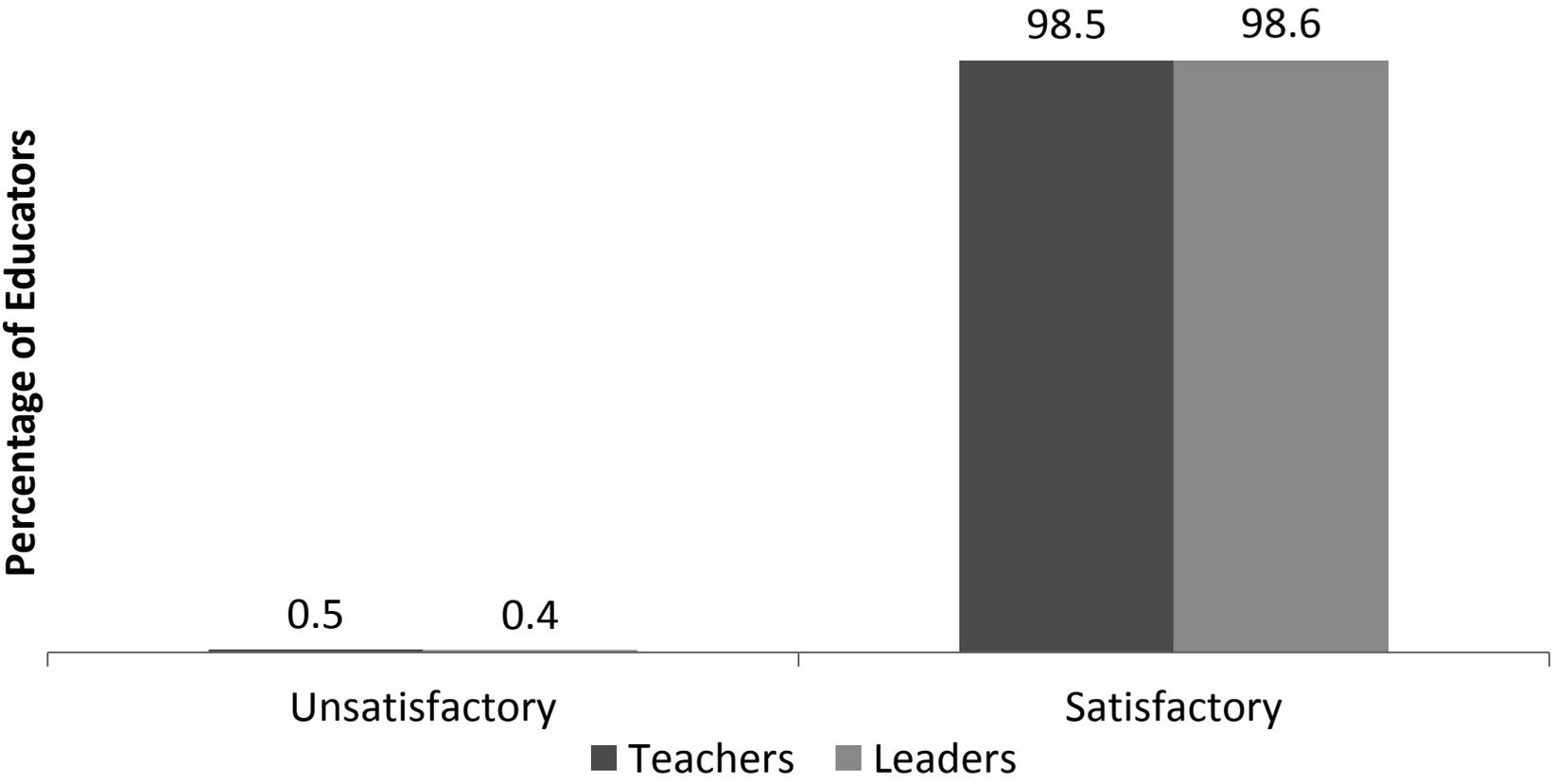
- At least two observations
- At least two goals, called student learning targets
- Value-added data (when available)
- Annual summative evaluation

## Local Decisions

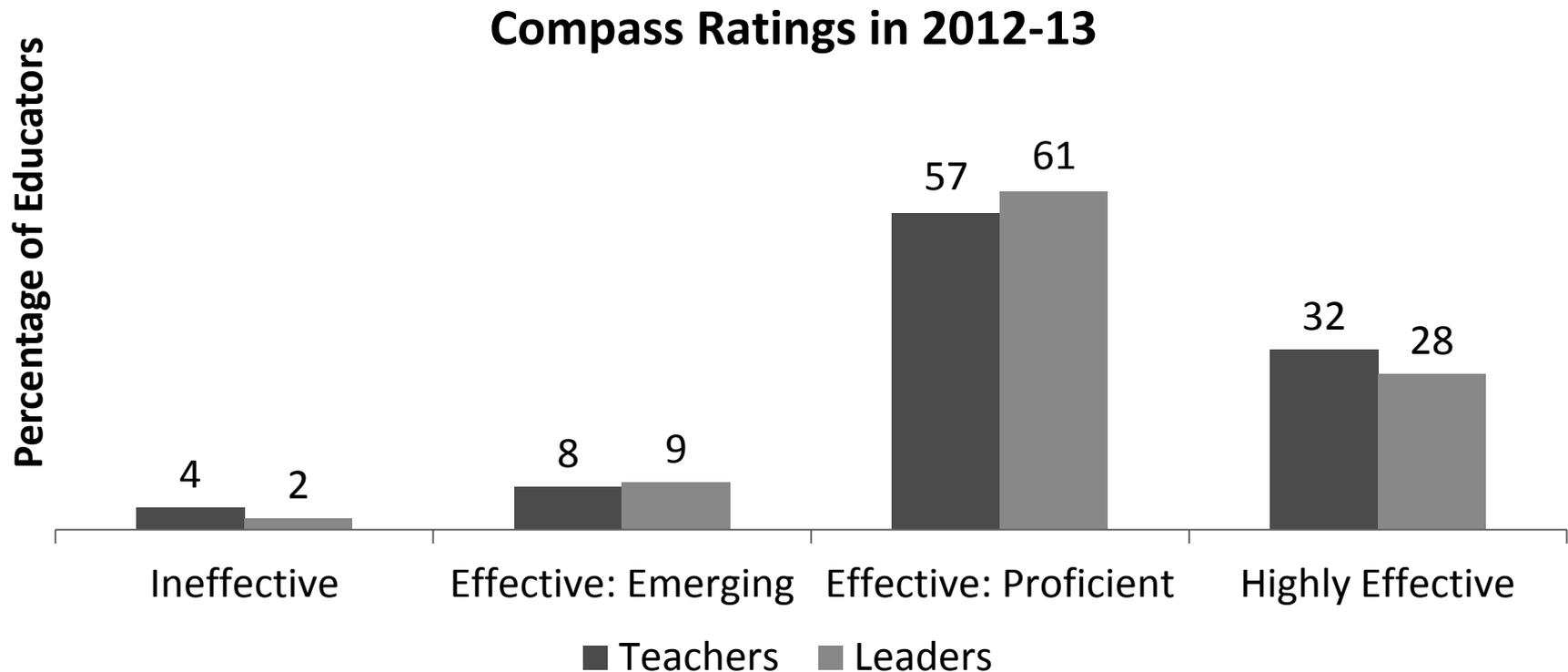
- Rubric used to rate performance
- Assessments used to set student learning targets
- Frequency and number of observations beyond the minimum
- Style and duration of observations and feedback conferences
- Types of evidence used to rate performance
- Compensation to recognize and reward performance

- Districts and evaluators created final ratings April through July and have thus had results entailed in the report for several months. No data contained in the report are new.
- The report does not tell the full story of how every evaluator or educator used the Compass tool. It cannot speak, for example, to the value of an attentive principal or a thoughtful observation process.
- Like the Compass instrument, the report is a tool, meant to provide a field of information through which administrators, educators, and others can draw conclusions about commonalities and contrasts among schools and among school districts.
- In identifying trends and in identifying outliers, we better understand our own expectations and can find potential areas for improvement and potential ways of improving.

# Educator ratings in 2010-11



This year administrators assessed performance across a wide spectrum.



# Evaluators' ratings were generally consistent with student progress.

The distribution of Compass ratings from one school district to the next generally aligns with student progress trends in those districts.

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

# Several high-progress districts conducted notably rigorous classroom observations.

Several of the districts making the highest growth with low-income students established a notably high bar for classroom observations.

- Evaluators in the **Recovery School District (RSD) in New Orleans**, where the district ranked in the 97<sup>th</sup> percentile in terms of student progress, set a high bar and were less likely to assign highly effective observation ratings: 9 percent in the RSD versus 27 percent statewide.
- **St. Bernard Parish** ranked in the 96<sup>th</sup> percentile in student growth and in the 88<sup>th</sup> percentile in terms of student proficiency. The parish also had the highest percentage of teachers with value-added scores in the top two levels (81 percent). Evaluators were less likely to assign highly effective observation ratings, though: 8 percent in St. Bernard Parish versus 27 percent statewide.
- **East Feliciana Parish** ranked in the 94<sup>th</sup> percentile in terms of student growth yet assigned substantially more rigorous observation scores. East Feliciana evaluators assigned 64 percent of teachers Proficient or Highly Effective observation ratings compared to 90 percent statewide.
- **Ascension Parish** student progress ranked in the state's top quartile, but because of a very high bar for classroom teaching, 6 percent of observations yielded a highly effective measure, compared to a statewide average of 27 percent.

# In year two, Compass evaluators should strive for a common, rigorous standard.

Statewide statistics show that, though some districts maintained a notably high bar in areas of the process where evaluators have discretion, the standard evaluators maintained for teaching and principal excellence varies from school to school and across the state.

- Evaluator observations yielded scores with 90 percent of teachers and administrators in the top two categories and fewer than 1 percent in the bottom category, a contrast with student progress results.
- Average observation scores for administrators and teachers varied widely across districts.
- On average, districts evaluated administrators and counselors less rigorously than they did teachers.

To support evaluators in achieving a more common, rigorous bar for teaching and principal excellence, the Department of Education will

- Expand the Toolbox's Instructional Video Library, allowing for visual examples of teaching excellence.
- Promote inter-district and inter-school collaboration, such as learning walks, through the Department's Network Teams, led by former Louisiana administrators.
- Orient online classroom observation tools toward more frequent classroom visits for administrators by adjusting technology to be less cumbersome and more versatile.
- Adjust the leader observation rubric to be more specific and to focus principals on more frequent observations with clear feedback for teachers.

- **District- and school-level data on performance across all Compass measures**
- **District-level summary reports**
- **Information on value-added data**

Student learning is the most important success measure for teachers, schools, and districts. Maximizing student learning begins with setting meaningful goals for students through a thoughtful process that includes two main steps: **Understand School Results** and Reflect and **Define Student Learning Expectations (Goals)**. The [Louisiana Principal's Teaching and Learning Guidebook](#), combined with this toolkit, provide a framework for setting principal goals. The items below are available to support these steps with a planning worksheet and multiple sets of [LDE Recommended Targets](#) for each letter grade (click one of the following links to access: [A](#) [B](#) [C](#) [D](#) [F](#)).

**GOAL SETTING WORKSHEET**

<b>School:</b>	<b>Grade Configuration:</b>	<b>Principal:</b>
<b>Step 1: UNDERSTAND SCHOOL RESULTS &amp; REFLECT</b> (End of year Conversations, Standardized Assessment Summary Reports, Benchmark/Diagnostic Assessment Data, Principal Report Card, LDE Recommended Targets) <ul style="list-style-type: none"> <li>- How have we performed in the past and how does this compare to our peers?</li> <li>- What do we know about how our students are progressing toward their goals?</li> <li>- Are there certain grades and/or subjects needing more attention than others?</li> <li>- Is there a subgroup (e.g. special education, etc.) not making progress when compared to their peers?</li> <li>- What student readiness information is available and how does this inform our priorities and goals?</li> </ul>		
<b>Data Summary:</b>		
<b>Identified Priority Areas and Rationale:</b>		
<b>Baseline and Trend Data:</b>		

<b>STEP 2: SET GOALS</b> (Principal Report Card, LDE Recommended Targets, other baseline data) <ul style="list-style-type: none"> <li>- How will the goals I set reflect the identified priority areas?</li> <li>- What growth should we expect? How does this compare to past growth and that of our peers?</li> <li>- What level of improvement in Overall SPS reflects realistic expectations for student achievement?</li> <li>- What levels of improvement in one or more components of SPS reflect realistic expectations for student achievement?</li> </ul>			
<b>Goal #1: Overall SPS Improvement</b>			
<b>Target Statement (reflects Full Attainment):</b>			
<b>Insufficient Attainment of Target (1 point):</b> demonstrated an insufficient impact on student learning by falling far short of the target.	<b>Partial Attainment of Target (2 points):</b> demonstrated some impact on student learning, but did not meet the target.	<b>Full Attainment of Target (3 points):</b> demonstrated a considerable impact on student learning by meeting the target.	<b>Exceptional Attainment of Target (4 points):</b> demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.
<b>Achievement range:</b>	<b>Achievement range:</b>	<b>Achievement range:</b>	<b>Achievement range:</b>
<b>Goal #2: Component of SPS Improvement</b>			
<b>Target Statement (reflects Full Attainment):</b>			
<b>Insufficient Attainment of Target (1 point):</b> demonstrated an insufficient impact on student learning by falling far short of the target.	<b>Partial Attainment of Target (2 points):</b> demonstrated some impact on student learning, but did not meet the target.	<b>Full Attainment of Target (3 points):</b> demonstrated a considerable impact on student learning by meeting the target.	<b>Exceptional Attainment of Target (4 points):</b> demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.
<b>Achievement range:</b>	<b>Achievement range:</b>	<b>Achievement range:</b>	<b>Achievement range:</b>

F11: 2015-2016 K-8 Principal Goal-Setting Template

**A LETTER GRADE K-8 SCHOOLS**

**2015-2016 Recommended Targets:** based on 2013-2014 and 2014-2015 results

Student Achievement Data Component		2014-2015 Averages	Our School 2014-2015	2015-2016 Recommended Target			
				Insufficient Attainment	Partial Attainment	Full Attainment	Exceeds
<b>SCHOOL PERFORMANCE SCORE (SPS): with grade 8</b>		109.4		≤ 0.0^	0.1 - 1.9^	2.0 - 3.7	> 3.7
<b>SCHOOL PERFORMANCE SCORE (SPS): w/out grade 8</b>		109.4		≤ 0.0^	0.1 - 2.1^	2.2 - 4.1	> 4.1
<b>Assessment Index</b>	Overall	102.6		≤ 0.0^	0.1 - 1.0^	1.1 - 1.9	> 1.9
	ELA Assessment Index	106.4		≤ 0.0^	0.1 - 3.4	3.5 - 6.8	> 6.8
	Math Assessment Index*	101.1		≤ 0.8 *	0.9 - 4.4*	4.5 - 8.3*	> 8.3*
	Science Assessment Index	99.2		≤ 0.0^	0.1 - 1.5^	1.6 - 3.0	> 3.0
	Social Studies Assessment Index	100.0		≤ 0.0^	0.1 - 1.2^	1.3 - 2.3	> 2.3
<b>Dropout/Credit</b>	DCAI Index	142.0		≤ 0.0^	0.1 - 1.0	1.1 - 2.0	> 2.0
<b>Progress Points</b>	Math: % of non-proficient students exceeding their target	63.3%		≤ 0.0^	0.1 - 6.3	6.4 - 12.5	> 12.5
	ELA: % of non-proficient students exceeding their target	57.6%		≤ 0.0^	0.1 - 2.6^	2.7 - 5.1	> 5.1

\*For this component, improvement ranges from 2014-2015 are recommended and have been included here.

**2014-2015 Recommended Targets:** based on 2012-2013 and 2013-2014 results

Student Achievement Data Component		2013-2014 Average	Our School 2013-2014	2014-2015 Recommended Target			
				Insufficient Attainment	Partial Attainment	Full Attainment	Exceeds
<b>SCHOOL PERFORMANCE SCORE (SPS): with grade 8</b>		109		≤1.2	1.3 - 4.4	4.5 - 9.2	> 9.2
<b>SCHOOL PERFORMANCE SCORE (SPS): w/out grade 8</b>		108.9		≤1.8	1.9 - 5.2	5.3 - 10.7	> 10.7
<b>Assessment Index</b>	Overall	101.8		≤ 0.0^	0.1 - 2.2	2.3 - 4.4	> 4.4
	ELA Assessment Index	101.7		≤ 0.0^	0.1 - 1.6^	1.7 - 3.2	> 3.2
	Math Assessment Index	104.1		≤ 0.8	0.9 - 4.4	4.5 - 8.3	> 8.3
	Science Assessment Index	98.6		≤ 0.0^	0.1 - 1.9	2.0 - 3.8	> 3.8
	Social Studies Assessment Index	98.9		≤ 0.0^	0.1 - 2.0	2.1 - 4.0	> 4.0
<b>Dropout/Credit</b>	DCAI Index	141.4		≤ 0.0^	0.1 - 1.5	1.6 - 2.9	> 2.9
<b>Progress Points</b>	Math: % of non-proficient students exceeding their target	63.3		≤ 0.0^	0.1 - 6.9	7.0 - 13.7	>13.7
	ELA: % of non-proficient students exceeding their target	62.1		≤ 0.0^	0.1 - 5.9	6.0 - 11.7	> 11.7

**2013-2014 Recommended Targets:** based on 2011-2012 and 2012-2013 results

Student Achievement Data Component		2012-2013 Average	Our School 2012-2013	2013-2014 Recommended Target			
				Insufficient Attainment	Partial Attainment	Full Attainment	Exceeds
<b>SCHOOL PERFORMANCE SCORE (SPS): with grade 8</b>		108.3		N/A	N/A	N/A	N/A
<b>SCHOOL PERFORMANCE SCORE (SPS): w/out grade 8</b>		108.0		N/A	N/A	N/A	N/A
<b>Assessment Index</b>	Overall	102.2		≤ 0.0^	0.1 – 1.6	1.7 – 3.1	> 3.1
	ELA Assessment Index	103.2		≤ 0.5	0.6 – 2.2	2.3 – 3.6	> 3.6
	Math Assessment Index	102.5		≤ 0.0^	0.1 – 1.6^	1.7 – 3.2	> 3.2
	Science Assessment Index	99.8		≤ 0.0^	0.1 – 1.3^	1.4 – 2.6	> 2.6
	Social Studies Assessment Index	100.5		≤ 0.0^	0.1 – 2.8	2.9 – 5.6	> 5.6
<b>Dropout/Credit</b>	DCAI Index	N/A		N/A	N/A	N/A	N/A
<b>Progress Points</b>	Math: % of non-proficient students exceeding their target	N/A		N/A	N/A	N/A	N/A
	ELA: % of non-proficient students exceeding their target	N/A		N/A	N/A	N/A	N/A

F11: 2015-2016 K-8 Principal Goal-Setting Template

**B LETTER GRADE K-8 SCHOOLS**

2015-2016 Recommended Targets: based on 2013-2014 and 2014-2015 results

Student Achievement Data Component		2014-2015 Average	Our School 2014-2015	2015-2016 Recommended Target			
				Insufficient Attainment	Partial Attainment	Full Attainment	Exceeds
SCHOOL PERFORMANCE SCORE (SPS): with grade 8		91.7		≤ 0.0^	0.1 - 1.5^	1.6 - 2.9	> 2.9
SCHOOL PERFORMANCE SCORE (SPS): w/out grade 8		92.0		≤ 0.0^	0.1 - 0.9^	1.0 - 1.7	> 1.7
Assessment Index	Overall	85.8		≤ 0.0^	0.1 - 0.5^	0.6 - 0.9	> 0.9
	ELA Assessment Index	91.6		≤ 0.0^	0.1 - 3.4	3.5 - 6.7	> 6.7
	Math Assessment Index*	82.4		≤ 0.0*	0.1 - 4.2*	4.3 - 8.3*	> 8.3*
	Science Assessment Index	83.6		≤ 0.0^	0.1 - 1.6^	1.7 - 3.2	> 3.2
	Social Studies Assessment Index	83.0		≤ 0.0^	0.1 - 1.5^	1.6 - 3.0	> 3.0
Dropout/Credit	DCAI Index	136.5		≤ 0.0^	0.1 - 3.1	3.2 - 6.2	> 6.2
Progress Points	Math: % of non-proficient students exceeding their target	55.0%		≤ 0.0^	0.1 - 5.3^	5.4 - 10.5	> 10.5
	ELA: % of non-proficient students exceeding their target	54.0%		≤ 0.0^	0.1 - 4.0^	4.1 - 7.9	> 7.9

\*For this component, improvement ranges from 2014-2015 are recommended and have been included here.

2014-2015 Recommended Targets: based on 2012-2013 and 2013-2014 results

Student Achievement Data Component		2013-2014 Average	Our School 2013-2014	2014-2015 Recommended Target			
				Insufficient Attainment	Partial Attainment	Full Attainment	Exceeds
SCHOOL PERFORMANCE SCORE (SPS): with grade 8		92.6		≤ 0.0^	0.1 - 4	4.1 - 7.9	> 7.9
SCHOOL PERFORMANCE SCORE (SPS): w/out grade 8		92.8		≤ 0.0^	0.1 - 4.5	4.6 - 9.0	> 9.0
Assessment Index	Overall	85.0		≤ 0.0^	0.1 - 2.3	2.4 - 4.6	> 4.6
	ELA Assessment Index	85.5		≤ 0.0^	0.1 - 1.7^	1.8 - 3.3	> 3.3
	Math Assessment Index	87.1		≤ 0.0^	0.1 - 4.2	4.3 - 8.3	> 8.3
	Science Assessment Index	82		≤ 0.0^	0.1 - 2.3	2.4 - 4.5	> 4.5
	Social Studies Assessment Index	82.2		≤ 0.0^	0.1 - 2.7	2.8 - 5.4	> 5.4
Dropout/Credit	DCAI Index	134.0		≤ 0.0^	0.1 - 1.8^	1.9 - 3.6	> 3.6
Progress Points	Math: % of non-proficient students exceeding their target	57.5%		≤ 0.0^	0.1 - 6.4	6.5 - 12.8	> 12.8
	ELA: % of non-proficient students exceeding their target	58.7%		≤ 0.0^	0.1 - 6.2	6.3 - 12.3	> 12.3

2013-2014 Recommended Targets: based on 2011-2012 and 2012-2013 results

Student Achievement Data Component		2012-2013 Average	Our School 2012-2013	2013-2014 Recommended Target			
				Insufficient Attainment	Partial Attainment	Full Attainment	Exceeds
SCHOOL PERFORMANCE SCORE (SPS): with grade 8		92.3		N/A	N/A	N/A	N/A
SCHOOL PERFORMANCE SCORE (SPS): w/out grade 8		92.2		N/A	N/A	N/A	N/A
Assessment Index	Overall	86.7		≤ 0.0^	0.1 - 2.1	2.2 - 4.1	> 4.1
	ELA Assessment Index	89.0		≤ 0.0^	0.1 - 3.1	3.2 - 6.2	> 6.2
	Math Assessment Index	86.4		≤ 0.0^	0.1 - 2.7^	2.8 - 5.3	> 5.3
	Science Assessment Index	84.1		≤ 0.0^	0.1 - 2.2	2.3 - 4.4	> 4.4
	Social Studies Assessment Index	84.4		≤ 0.0^	0.1 - 3.2	3.3 - 6.4	> 6.4
Dropout/Credit	DCAI Index	N/A		N/A	N/A	N/A	N/A
Progress Points	Math: % of non-proficient students exceeding their target	N/A		N/A	N/A	N/A	N/A
	ELA: % of non-proficient students exceeding their target	N/A		N/A	N/A	N/A	N/A

F11: 2015-2016 K-8 Principal Goal-Setting Template

**C LETTER GRADE K-8 SCHOOLS**

**2015-2016 Recommended Targets:** based on 2013-2014 and 2014-2015 results

Student Achievement Data Component		2014-2015 Average	Our School 2014-2015	2015-2016 Recommended Target			
				Insufficient Attainment	Partial Attainment	Full Attainment	Exceeds
<b>SCHOOL PERFORMANCE SCORE (SPS): with grade 8</b>		75.2		≤ 0.0^	0.1 - 1.8^	1.9 - 3.5	> 3.5
<b>SCHOOL PERFORMANCE SCORE (SPS): w/out grade 8</b>		75.0		≤ 0.0^	0.1 - 1.6^	1.7 - 3.1	> 3.1
<b>Assessment Index</b>	Overall	69.7		≤ 0.0^	0.1 - 1.0^	1.1 - 1.9	> 1.9
	ELA Assessment Index	76.6		≤ 0.0^	0.1 - 3.8	3.9 - 7.6	> 7.6
	Math Assessment Index*	66.0		≤ 0.0*	0.1 - 4.1*	4.2 - 8.2*	> 8.2*
	Science Assessment Index	65.3		≤ 0.0^	0.1 - 1.8^	1.9 - 3.5	> 3.5
	Social Studies Assessment Index	67.5		≤ 0.0^	0.1 - 1.8^	1.9 - 3.5	> 3.5
<b>Dropout/Credit</b>	DCAI Index	131.2		≤ 0.0^	0.1 - 2.9	3.0 - 5.7	> 5.7
<b>Progress Points</b>	Math: % of non-proficient students exceeding their target	51.8%		≤ 0.0^	0.1 - 5.3^	5.4 - 10.5	> 10.5
	ELA: % of non-proficient students exceeding their target	51.8%		≤ 0.0^	0.1 - 2.2^	2.3 - 4.3	> 4.3

\*For this component, improvement ranges from 2014-2015 are recommended and have been included here.

**2014-2015 Recommended Targets:** based on 2012-2013 and 2013-2014 results

Student Achievement Data Component		2013-2014 Average	Our School 2013-2014	2014-2015 Recommended Target			
				Insufficient Attainment	Partial Attainment	Full Attainment	Exceeds
<b>SCHOOL PERFORMANCE SCORE (SPS): with grade 8</b>		77.6		≤ 0.0^	0.1 - 3.2	3.3 - 6.4	> 6.4
<b>SCHOOL PERFORMANCE SCORE (SPS): w/out grade 8</b>		77.5		≤ 0.0^	0.1 - 3.8	3.9 - 7.6	> 7.6
<b>Assessment Index</b>	Overall	70.8		≤ 0.0^	0.1 - 2.3	2.4 - 4.6	> 4.6
	ELA Assessment Index	72.2		≤ 0.0^	0.1 - 2.0^	2.1 - 3.9	> 3.9
	Math Assessment Index	73.3		≤ 0.0^	0.1 - 4.1	4.2 - 8.2	> 8.2
	Science Assessment Index	65.4		≤ 0.0^	0.1 - 2.4	2.5 - 4.7	> 4.7
	Social Studies Assessment Index	67.5		≤ 0.0^	0.1 - 3	3.1 - 5.9	> 5.9
<b>Dropout/Credit</b>	DCAI Index	128.3		≤ 0.0^	0.1 - 4.0	4.1 - 8.0	> 8.0
<b>Progress Points</b>	Math: % of non-proficient students exceeding their target	53%		≤ 0.0^	0.1 - 5.8^	5.9 - 11.6	> 11.6
	ELA: % of non-proficient students exceeding their target	56.9%		≤ 0.0^	0.1 - 6.2	6.3 - 12.4	> 12.4

**2013-2014 Recommended Targets:** based on 2011-2012 and 2012-2013 results

Student Achievement Data Component		2012-2013 Average	Our School 2012-2013	2013-2014 Recommended Target			
				Insufficient Attainment	Partial Attainment	Full Attainment	Exceeds
<b>SCHOOL PERFORMANCE SCORE (SPS): with grade 8</b>		78.2		N/A	N/A	N/A	N/A
<b>SCHOOL PERFORMANCE SCORE (SPS): w/out grade 8</b>		77.3		N/A	N/A	N/A	N/A
<b>Assessment Index</b>	Overall	71.9		≤ 0.0^	0.1 - 3.2	3.3 - 6.3	> 6.3
	ELA Assessment Index	74.8		≤ 0.0^	0.1 - 3.9	4.0 - 7.8	> 7.8
	Math Assessment Index	72.6		≤ 0.0^	0.1 - 3.7	3.8 - 7.3	> 7.3
	Science Assessment Index	67.4		≤ 0.0^	0.1 - 2.1	2.2 - 4.2	> 4.2
	Social Studies Assessment Index	68.2		≤ 0.0^	0.1 - 3.0	3.1 - 5.9	> 5.9
<b>Dropout/Credit</b>	DCAI Index	N/A		N/A	N/A	N/A	N/A
<b>Progress Points</b>	Math: % of non-proficient students exceeding their target	N/A		N/A	N/A	N/A	N/A
	ELA: % of non-proficient students exceeding their target	N/A		N/A	N/A	N/A	N/A

F11: 2015-2016 K-8 Principal Goal-Setting Template

**D LETTER GRADE K-8 SCHOOLS**

**2015-2016 Recommended Targets:** based on 2013-2014 and 2014-2015 results

Student Achievement Data Component		2014-2015 Average	Our School 2014-2015	2015-2016 Recommended Target			
				Insufficient Attainment	Partial Attainment	Full Attainment	Exceeds
<b>SCHOOL PERFORMANCE SCORE (SPS): with grade 8</b>		56		≤ 0.0^	0.1 - 1.2^	1.3 - 2.4^	> 2.4^
<b>SCHOOL PERFORMANCE SCORE (SPS): w/out grade 8</b>		55.8		≤ 0.0^	0.1 - 1.2^	1.3 - 2.4^	> 2.4^
<b>Assessment Index</b>	Overall	51.8		≤ 0.0^	0.1 - 0.5^	0.6 - 1.0^	> 1.0^
	ELA Assessment Index	59.6		≤ 0.0^	0.1 - 2.7^	2.8 - 5.4	> 5.4
	Math Assessment Index*	47.9		≤ 0.0*	0.1 - 2.4*	2.5 - 4.8*	> 4.8*
	Science Assessment Index	45.9		≤ 0.0^	0.1 - 0.8^	0.9 - 1.6	> 1.6
	Social Studies Assessment Index	49.8		≤ 0.0^	0.1 - 1.7^	1.8 - 3.3	> 3.3
<b>Dropout/Credit</b>	DCAI Index	127.3		≤ 0.0^	0.1 - 6.2	6.3 - 12.3	> 12.3
<b>Progress Points</b>	Math: % of non-proficient students exceeding their target	45.6%		≤ 0.0^	0.1 - 1.8^	1.9 - 3.6	> 3.6
	ELA: % of non-proficient students exceeding their target	47.7%		≤ 0.0^	0.1 - 1.6^	1.7 - 3.1	> 3.1

\*For this component, improvement ranges from 2014-2015 are recommended and have been included here

**2014-2015 Recommended Targets:** based on 2012-2013 and 2013-2014 results

Student Achievement Data Component		2013-2014 Average	Our School 2013-2014	2014-2015 Recommended Target			
				Insufficient Attainment	Partial Attainment	Full Attainment	Exceeds
<b>SCHOOL PERFORMANCE SCORE (SPS): with grade 8</b>		60.8		≤ 0.0^	0.1 - 1.7^	1.8 - 3.3	> 3.3
<b>SCHOOL PERFORMANCE SCORE (SPS): w/out grade 8</b>		60.7		≤ 0.0^	0.1 - 1.7^	1.8 - 3.3	> 3.3
<b>Assessment Index</b>	Overall	55.2		≤ 0.0^	0.1 - 1.4^	1.5 - 2.8	> 2.8
	ELA Assessment Index	57.4		≤ 0.0^	0.1 - 0.8^	0.9 - 1.6	> 1.6
	Math Assessment Index	57.9		≤ 0.0^	0.1 - 2.4^	2.5 - 4.8	> 4.8
	Science Assessment Index	48.4		≤ 0.0^	0.1 - 1.8^	1.9 - 3.5	> 3.5
	Social Studies Assessment Index	51.9		≤ 0.0^	0.1 - 2.2^	2.3 - 4.3	> 4.3
<b>Dropout/Credit</b>	DCAI Index	121.1		≤ 0.0^	0.1 - 4.9	5.0 - 9.8	> 9.8
<b>Progress Points</b>	Math: % of non-proficient students exceeding their target	47.4%		≤ 0.0^	0.1 - 2.4^	2.5 - 4.8	> 4.8
	ELA: % of non-proficient students exceeding their target	52.7%		≤ 0.0^	0.1 - 4.2	4.3 - 8.4	> 8.4

**2013-2014 Recommended Targets:** based on 2011-2012 and 2012-2013 results

Student Achievement Data Component		2012-2013 Average	Our School 2012-2013	2013-2014 Recommended Target			
				Insufficient Attainment	Partial Attainment	Full Attainment	Exceeds
<b>SCHOOL PERFORMANCE SCORE (SPS): with grade 8</b>		61.3		N/A	N/A	N/A	N/A
<b>SCHOOL PERFORMANCE SCORE (SPS): w/out grade 8</b>		62.3		N/A	N/A	N/A	N/A
<b>Assessment Index</b>	Overall	55.3		≤ 0.0^	0.1 - 1.6^	1.7 - 3.1	> 3.1
	ELA Assessment Index	59.0		≤ 0.0^	0.1 - 2.4	2.5 - 4.8	> 4.8
	Math Assessment Index	56.6		≤ 0.0^	0.1 - 1.8^	1.9 - 3.5	> 3.5
	Science Assessment Index	48.6		≤ 0.0^	0.1 - 1.7^	1.8 - 2.3	> 2.3
	Social Studies Assessment Index	51.3		≤ 0.0^	0.1 - 2.1^	2.2 - 4.1	> 4.1
<b>Dropout/Credit</b>	DCAI Index	N/A		N/A	N/A	N/A	N/A
<b>Progress Points</b>	Math: % of non-proficient students exceeding their target	N/A		N/A	N/A	N/A	N/A
	ELA: % of non-proficient students exceeding their target	N/A		N/A	N/A	N/A	N/A

F11: 2015-2016 K-8 Principal Goal-Setting Template

**F LETTER GRADE K-8 SCHOOLS**

2015-2016 Recommended Targets: based on 2013-2014 and 2014-2015 results

Student Achievement Data Component		2014-2015 Average	Our School 2014-2015	2015-2016 Recommended Target			
				Insufficient Attainment	Partial Attainment	Full Attainment	Exceeds
SCHOOL PERFORMANCE SCORE (SPS): with grade 8		36.8		≤ 0.0 <sup>^</sup>	0.1 - 1.2 <sup>^</sup>	1.3 - 2.4 <sup>^</sup>	> 2.4 <sup>^</sup>
SCHOOL PERFORMANCE SCORE (SPS): w/out grade 8		37.9		≤ 0.0 <sup>^</sup>	0.1 - 1.2 <sup>^</sup>	1.3 - 2.4 <sup>^</sup>	> 2.4 <sup>^</sup>
Assessment Index	Overall	35.9		≤ 0.0 <sup>^</sup>	0.1 - 0.5 <sup>^</sup>	0.6 - 1.0 <sup>^</sup>	> 1.0 <sup>^</sup>
	ELA Assessment Index	43.2		≤ 0.0 <sup>^</sup>	0.1 - 1.3 <sup>^</sup>	1.4 - 2.6	> 2.6
	Math Assessment Index*	32.0		≤ 0.0 <sup>*</sup>	0.1 - 1.4 <sup>*</sup>	1.5 - 2.7 <sup>*</sup>	> 2.7 <sup>*</sup>
	Science Assessment Index	30.8		≤ 0.0 <sup>^</sup>	0.1 - 0.6 <sup>^</sup>	0.7 - 1.1	> 1.1
	Social Studies Assessment Index	33.9		≤ 0.0 <sup>^</sup>	0.1 - 1.0 <sup>^</sup>	1.1 - 2.0	> 2.0
Dropout/Credit	DCAI Index	109.2		≤ 0.0 <sup>^</sup>	0.1 - 5.9	6.0 - 11.8	> 11.8
Progress Points	Math: % of non-proficient students exceeding their target	35.5%		≤ 0.0 <sup>^</sup>	0.1 - 1.8 <sup>^</sup>	1.9 - 3.6 <sup>^</sup>	> 3.6 <sup>^</sup>
	ELA: % of non-proficient students exceeding their target	38.0%		≤ 0.0 <sup>^</sup>	0.1 - 1.6 <sup>^</sup>	1.7 - 3.1 <sup>^</sup>	> 3.1 <sup>^</sup>

\*For this component, improvement ranges from 2014-2015 are recommended and have been included here.

2014-2015 Recommended Targets: based on 2012-2013 and 2013-2014 results

Student Achievement Data Component		2013-2014	Our School 2013-2014	2014-2015 Recommended Target			
				Insufficient Attainment	Partial Attainment	Full Attainment	Exceeds
SCHOOL PERFORMANCE SCORE (SPS): with grade 8		40.8		≤ 0.0 <sup>^</sup>	0.1 - 1.7 <sup>^</sup>	1.8 - 3.3 <sup>^</sup>	> 3.3 <sup>^</sup>
SCHOOL PERFORMANCE SCORE (SPS): w/out grade 8		41.9		≤ 0.0 <sup>^</sup>	0.1 - 1.7 <sup>^</sup>	1.8 - 3.3 <sup>^</sup>	> 3.3 <sup>^</sup>
Assessment Index Averages	Overall Assessment Index	37.3		≤ 0.0 <sup>^</sup>	0.1 <sup>^</sup>	0.2	> 0.2
	ELA Assessment Index	40.8		≤ 0.0 <sup>^</sup>	0.1 - 0.8 <sup>^</sup>	0.9 - 1.6 <sup>^</sup>	> 1.6 <sup>^</sup>
	Math Assessment Index	40.2		≤ 0.0 <sup>^</sup>	0.1 - 1.4 <sup>^</sup>	1.5 - 2.7	> 2.7
	Science Assessment Index	30.6		≤ 0.0 <sup>^</sup>	0.1 - 0.8 <sup>^</sup>	0.9 - 1.6	> 1.6
	Social Studies Assessment Index	35.3		≤ 0.0 <sup>^</sup>	0.1 - 1.5 <sup>^</sup>	1.6 - 2.9	> 2.9
Dropout/Credit	DCAI Index	111.7		≤ 0.0 <sup>^</sup>	0.1 - 5.4	5.5 - 10.7	> 10.7
Progress Points	Math: % of non-proficient students exceeding their target	39.1%		≤ 0.0 <sup>^</sup>	0.1 - 4.6 <sup>^</sup>	4.7 - 9.2	> 9.2
	ELA: % of non-proficient students exceeding their target	45.2%		≤ 0.0 <sup>^</sup>	0.1 - 3.3 <sup>^</sup>	3.4 - 6.6	> 6.6

2013-2014 Recommended Targets: based on 2011-2012 and 2012-2013 results

Student Achievement Data Component		2012-2013 Average	Our School 2012-2013	2013-2014 Recommended Target			
				Insufficient Attainment	Partial Attainment	Full Attainment	Exceeds
SCHOOL PERFORMANCE SCORE (SPS): with grade 8		39.6		N/A	N/A	N/A	N/A
SCHOOL PERFORMANCE SCORE (SPS): w/out grade 8		43.5		N/A	N/A	N/A	N/A
Assessment Index	Overall	39.6		≤ 0.0 <sup>^</sup>	0.1 - 1.3 <sup>^</sup>	1.4 - 2.5	> 2.5
	ELA Assessment Index	44.7		≤ 0.0 <sup>^</sup>	0.1 - 2.2	2.3 - 4.3	> 4.3
	Math Assessment Index	39.1		≤ 0.0 <sup>^</sup>	0.1 - 1.7 <sup>^</sup>	1.8 - 3.3	> 3.3
	Science Assessment Index	33.0		≤ 0.0 <sup>^</sup>	0.1 - 0.6 <sup>^</sup>	0.7 - 1.1	> 1.1
	Social Studies Assessment Index	36.4		≤ 0.0 <sup>^</sup>	0.1 - 1.0 <sup>^</sup>	1.1 - 2.0	> 2.0
Dropout/Credit	DCAI Index	N/A		N/A	N/A	N/A	N/A
Progress Points	Math: % of non-proficient students exceeding their target	N/A		N/A	N/A	N/A	N/A
	ELA: % of non-proficient students exceeding their target	N/A		N/A	N/A	N/A	N/A

**DEMOGRAPHIC INFORMATION: 2015-2016**

**A LETTER GRADE K-8 SCHOOLS**

Average School Characteristics			
Average Enrollment	Avg. % of Students Econ. Disadv.	Avg. % of Students Special Education	Avg. % of Students ELL
556	47.4%	8.9%	2.2%

**B LETTER GRADE K-8 SCHOOLS**

Average School Characteristics			
Average Enrollment	Avg. % of Students Econ. Disadv.	Avg. % of Students Special Education	Avg. % of Students ELL
511	64.7%	11.0%	3.4%

**C LETTER GRADE K-8 SCHOOLS**

Average School Characteristics			
Average Enrollment	Avg. % of Students Econ. Disadv.	Avg. % of Students Special Education	Avg. % of Students ELL
486	79.7%	11.7%	4.5%

**D LETTER GRADE K-8 SCHOOLS**

Average School Characteristics			
Average Enrollment	Avg. % of Students Econ. Disadv.	Avg. % of Students Special Education	Avg. % of Students ELL
437	90.4%	11.7%	2.7%

**F LETTER GRADE K-8 SCHOOLS**

Average School Characteristics			
Average Enrollment	Avg. % of Students Econ. Disadv.	Avg. % of Students Special Education	Avg. % of Students ELL
390	95.3%	11.9%	1.9%

**RECOMMENDED TARGETS: ACHIEVEMENT LEVEL DESCRIPTION**

**Insufficient:**

- change is less than the average growth of schools in the 25<sup>th</sup> percentile of growth

**Partial Attainment:**

- bottom number of the range represents the average growth of schools greater than the 25<sup>th</sup> percentile of growth
- top number of the range represents average growth of schools in the 50<sup>th</sup> percentile of growth

**Full Attainment:**

- bottom number of the range represents the average growth of schools greater than the 50<sup>th</sup> percentile of growth
- top number of the range represents the average growth of schools greater than the 75<sup>th</sup> percentile of growth

**Exceeds Target:**

- change is more than the average growth of schools greater than the 75<sup>th</sup> percentile of growth

**For Example:**

25th percentile = 0.6      50th percentile = 3.7      75th percentile = 6.8			
Insufficient Attainment	Partial Attainment	Full Attainment	Exceeds
≤ 0.6	0.7 - 3.7	3.8 - 6.8	> 6.8

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# **LOUISIANA TEACHER**

## **Performance Evaluation Rubric**

## Complete Framework for Teaching Instrument

Domain I	Planning and Preparation
<b>1c: Setting Instructional Outcomes</b>	<p>Teaching is a purposeful activity; even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes do not describe what students will do, but what they will learn. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in Domain 1.</p> <p>Learning outcomes are of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; it's important not only for students to learn to read, but educators also hope that they will like to read. In addition, experienced teachers are able to link their learning outcomes with others both within their discipline and in other disciplines.</p> <p><b>The elements of component 1c are:</b></p> <ul style="list-style-type: none"> <li>· Value, sequence, and alignment: <i>Students must be able to build their understanding of important ideas from concept to concept</i></li> <li>· Clarity: <i>Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment</i></li> <li>· Balance: <i>Outcomes should reflect different types of learning: such as knowledge, conceptual understanding, and thinking skills</i></li> <li>· Suitability for diverse students: <i>Outcomes must be appropriate for all students in the class</i></li> </ul> <p><b>Indicators include:</b></p> <ul style="list-style-type: none"> <li>· Outcomes of a challenging cognitive level</li> <li>· Statements of student learning, not student activity</li> <li>· Outcomes central to the discipline and related to those in other disciplines</li> <li>· Permit assessment of student attainment</li> <li>· Differentiated for students of varied ability</li> </ul>

**Domain 2: The Classroom Environment**

Component	2c: Managing Classroom Procedures
<p><b>2c: Managing classroom procedures</b></p>	<p>A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class “runs itself.”</p> <p><b>The elements of component 2c are:</b></p> <ul style="list-style-type: none"> <li>· Management of instructional groups: <i>Teachers help students to develop the skills to work purposefully and cooperatively in groups, with little supervision from the teacher</i></li> <li>· Management of transitions: <i>Many lessons engage students in different types of activities – large group, small group, independent work. It’s important that little time is lost as students move from one activity to another; students know the “drill” and execute it seamlessly</i></li> <li>· Management of materials and supplies: <i>Experienced teachers have all necessary materials to hand, and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction</i></li> <li>· Performance of non-instructional duties: <i>Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.</i></li> </ul> <p><b>Indicators include:</b></p> <ul style="list-style-type: none"> <li>· Smooth functioning of all routines</li> <li>· Little or no loss of instructional time</li> <li>· Students playing an important role in carrying out the routines</li> <li>· Students know what to do, where to move</li> </ul>

## Domain 3: Instruction

## Component

## 3b: Using Questioning and Discussion Techniques

Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching; this reflects their central importance to teachers' practice. But in the framework, it is important that questioning and discussion are used as techniques to deepen student understanding, rather than serving as recitation, or a verbal "quiz." Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High quality questions encourage students to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being non-formulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding. They may be based around questions formulated by the students themselves.

Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level, but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, in lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered as part of this component.

In order for students to formulate high-level questions, they must have learned how to do this. Therefore, high-level questions from students, either in the full class, or in small group discussions, provide evidence that these skills have been taught.

**Elements of Component 3b are:**

- Quality of questions/prompts: *Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them, and they provide students with sufficient time to think about their response, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This may be helpful for the purpose of establishing the facts of an historical event, for example, but they should not be confused with the use of questioning to deepen students' understanding.*
- Discussion techniques: *Effective teachers promote learning through discussion. Some teachers report that "we discussed x" when what they mean is that "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion, a teacher poses a question, and invites all students' views to be heard, and enabling students to engage in discussion directly with one another, not always mediated by the teacher.*
- Student participation: *In some classes a few students tend to dominate the discussion, other students, recognizing this pattern, hold back their contributions. Teacher uses a range of techniques to ensure that all students contribute to the discussion, and enlist the assistance of students to ensure this outcome.*

**Indicators include:**

- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers, or multiple approaches even when there is a single correct response
- Effective use of student responses and ideas
- Discussion with the teacher stepping out of the central, mediating role
- High levels of student participation in discussion

Component	3c: Engaging Students in Learning
<p>Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher arranged) choices, and making important contributions to the intellectual life of the class. Such activities don’t typically consume an entire lesson, but they are essential components of engagement.</p> <p>A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, there is closure to the lesson, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is “What are the students being asked to do?” If the answer to that question is that they are filling in blanks on a worksheet, or performing a rote procedure, they are unlikely to be cognitively engaged.</p> <p>In observing a lesson, it is essential not only to watch the teacher, but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned.</p> <p><b>Elements of Component 3c are:</b></p> <ul style="list-style-type: none"> <li>· Activities and assignments: <i>The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning are aligned with the goals of the lesson, and require student thinking that emphasizes depth over breadth, and that may allow students to exercise some choice.</i></li> <li>· Grouping of students: <i>How students are grouped for instruction is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.</i></li> <li>· Instructional materials and resources: <i>The instructional materials a teacher selects to use in the classroom can have an enormous impact on students’ experience. While some teachers are obliged to use a school or district’s officially sanctioned materials, many teacher use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning, for example, the use of primary source materials in social studies.</i></li> <li>· Structure and pacing: <i>No one, whether adults or students, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.</i></li> </ul> <p><b>Indicators include:</b></p> <ul style="list-style-type: none"> <li>· Activities aligned with the goals of the lesson</li> <li>· Student enthusiasm, interest, thinking, problem-solving, etc</li> <li>· Learning tasks that require high-level student thinking and are aligned with lesson objectives</li> <li>· Students highly motivated to work on all tasks and are persistent even when the tasks are challenging</li> <li>· Students actively “working,” rather than watching while their teacher “works.”</li> <li>· Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection</li> </ul>	

Component	3d: Using Assessment in Instruction
<p>Assessment of student learning plays an important role in instruction; no longer does it signal the end of instruction; it is now recognized to be an integral part of instruction. While assessment of learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what they intend) assessment for learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have their finger on "the pulse" of a lesson, monitoring student understanding and, where appropriate, offering feedback to students.</p> <p>Of course, a teacher's actions in monitoring student learning, while it may superficially look the same as monitoring student behavior, has a fundamentally different purpose. When a teacher is monitoring behavior, he/she is alert to students who may be passing notes, or bothering their neighbors; when teachers monitor student learning, they look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation in order to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing so is quite different in the two situations.</p> <p>Similarly, on the surface, questions asked of students for the purpose of monitoring learning, are fundamentally different from those used to build understanding; in the former, teachers are alert to students' revealed misconceptions, whereas in the latter the questions are designed to explore relationships, or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding, and use techniques (such as exit tickets) to ascertain the degree of understanding of every student in the class. Indeed, encouraging students (and actually teaching them the necessary skills) of monitoring their own learning against clear standards is demonstrated by teachers at high levels of performance. In this component.</p> <p>But as important as monitoring of student learning and providing feedback to students are, however, they are greatly strengthened by a teacher's skill in making mid-course corrections when needed, seizing on a "teachable moment."</p> <p><b>Elements of Component 3d are:</b></p> <ul style="list-style-type: none"> <li>· Assessment Criteria: <i>It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria for, for example, a clear oral presentation.</i></li> <li>· Monitoring of student learning: <i>A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is planned carefully in advance. But even after carefully planning, monitoring of student learning must be woven seamlessly into the lesson, using a variety of techniques.</i></li> <li>· Feedback to students: <i>Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing as to how they are doing, and how their work can be improved. Valuable feedback must be timely, constructive, and substantive, and provide students the guidance they need to improve their performance.</i></li> <li>· Student self-assessment and monitoring of progress: <i>The culmination of student assumption of responsibility for their learning is when they monitor their own learning, and take appropriate action. Of course, they can only do this if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.</i></li> </ul> <p><b>Indicators include:</b></p> <ul style="list-style-type: none"> <li>· Teacher paying close attention to evidence of student understanding</li> <li>· Teacher posing specifically-created questions to elicit evidence of student understanding</li> <li>· Teacher circulating to monitor student learning and to offer feedback</li> <li>· Students assessing their own work against established criteria</li> <li>· Teacher adjusting instruction in response to evidence of student understanding (or lack of it)</li> </ul>	



## LOUISIANA DEPARTMENT OF EDUCATION

**MEMO**

**Date:** June 18, 2013

**To:** Louisiana Educators

**From:** Louisiana Department of Education

**Re:** **Labor Policies Affecting Teachers and Leaders**

The purpose of Compass is to support teachers in improving their practice so that students meet new, more rigorous standards. Starting this summer, Compass ratings will also contribute to some workforce management decisions. This memo outlines these responsibilities.

**CURRENT REQUIREMENTS*****Educator Compensation***

Districts adopted new educator compensation policies that recognize performance, as defined by the Compass rating, demand, and experience. These policies are effective July 1, 2013.

During the 2013 Regular Session, the legislature and the Governor agreed to a budget that provided a one-time allocation of \$68 million for public schools, which is roughly equivalent to a 2.75% increase in the Minimum Foundation Program. This funding was provided outside of the MFP as part of House Bill 1, the general appropriations bill. The law requires that 50% of these funds be used to provide a “pay raise” to certificated school teachers. Because these funds are outside of the MFP and because local compensation plans for teachers include a mix of one-time and recurring funds, we urge school districts to use these funds as they deem appropriate in giving either one-time salary supplements or base-building pay raises to certificated teachers.

***Hiring***

Act 1 requires that school boards delegate personnel decisions to superintendents, including hiring, assignment, and dismissal. School boards are not to make, or require approval of, such decisions.

***Intensive Assistance and Dismissal***

Act 54 requires that educators receiving an Ineffective rating be placed on an Intensive Assistance Plan of no more than two years. If the employee receives an Ineffective rating upon completing the plan, the district must initiate dismissal proceedings. Administrators may, however, initiate dismissal proceedings at any time provided evidence of incompetence. Under the law, an ineffective rating creates a presumption of incompetence.

*Louisiana Believes*



# LOUISIANA DEPARTMENT OF EDUCATION

## ***Reductions in Force***

Districts adopted reduction in force policies that use performance as a criterion and do not permit seniority to be used. These policies should be applied beginning July 1, 2013.

## ***Tenure***

Educators who earned tenure prior to July 1, 2012, will retain this status in 2013 no matter their evaluation rating. No educators will lose tenure due to evaluation ratings this summer. For educators without tenure, those who receive a Highly Effective rating for five years within a six-year timeframe will gain tenure. Thus, no teacher will be newly awarded tenure this year.

*Louisiana Believes*

ENROLLED**ACT No. 570**

Regular Session, 2014

HOUSE BILL NO. 1277 (Substitute for House Bill No. 987 by Representative Thompson)

BY REPRESENTATIVES THOMPSON AND GAINES

1 AN ACT

2 To amend and reenact R.S. 17:441, 442(C), 443, and 444(B)(4)(c)(iii), relative to teachers;  
 3 to provide relative to tenure; to provide relative to removal of a teacher, disciplinary  
 4 action against a teacher, and right to review and hearing procedures; to provide for  
 5 disciplinary hearing officers; to provide for definitions; and to provide for related  
 6 matters.

7 Be it enacted by the Legislature of Louisiana:

8 Section 1. R.S. 17:441, 442(C), 443, and 444(B)(4)(c)(iii) are hereby amended and  
 9 reenacted to read as follows:

10 §441. Definitions

11 ~~As used in~~ For purposes of this Subpart, the word "teacher" means:12 (1) ~~Any~~ "Teacher" means:

13 (a) Any employee of a local public school board, state special school, or a  
 14 school or program administered by the special school district who holds a teacher's  
 15 certificate and whose legal employment requires such teacher's certificate;

16 ~~(2)(b)~~ Any school lunch supervisor employed by a local public school board  
 17 who holds a special parish school lunch supervisor's certificate issued by the state  
 18 Department of Education ~~of the state of Louisiana~~ and whose employment requires  
 19 such certificate. No employee as defined in this ~~Paragraph~~ Subparagraph hired on  
 20 or after July 1, 2012, shall be eligible to acquire tenure.

21 (2) "Discipline" and "disciplinary action" shall include only suspension  
 22 without pay, reduction in pay, or involuntary demotion or dismissal.

23 (3) "Written notice" is considered given when the notice is hand delivered  
 24 to the teacher or on the day it is delivered to the teacher by registered mail, certified  
 25 mail, or a commercial courier as defined in R.S. 13:3204(D).

1 §442. Tenure

2 \* \* \*

3 C.(1) ~~Beginning with the 2013-2014 school year, a~~ A tenured teacher who  
 4 receives a final performance rating of "ineffective" pursuant to the performance  
 5 evaluation program as provided in R.S. 17:3881 through 3905 shall ~~immediately~~ lose  
 6 his tenure and all rights related thereto immediately upon exhaustion of the grievance  
 7 procedure established pursuant to R.S. 17:3883(A)(5), unless the "ineffective"  
 8 performance rating is reversed, and such rating shall constitute sufficient grounds for  
 9 disciplinary action pursuant to R.S. 17:443(A). If a teacher is ~~rated~~ found "highly  
 10 effective" based on the evidence of the growth portion of the evaluation but is ~~rated~~  
 11 found "ineffective" according to the observation portion, within thirty days after such  
 12 finding, the teacher shall be entitled to a second observation by members of a team  
 13 of three designees, chosen by the local superintendent, which shall not include the  
 14 principal.

15 (2) Such teacher shall reacquire tenure if ~~any of the following applies:~~

16 (a) ~~The teacher's "ineffective" performance rating is reversed pursuant to the~~  
 17 ~~grievance procedure established pursuant to R.S. 17:3883(A)(5). In such case, the~~  
 18 ~~teacher's tenure shall be immediately reinstated.~~

19 (b) ~~The teacher receives a performance rating of "highly effective" for five~~  
 20 ~~years within a six-year period subsequent to receiving an "ineffective" rating as~~  
 21 ~~provided in Subsection A of this Section.~~

22 §443. ~~Removal~~ Discipline of teachers; procedure; right to ~~appeal~~ of review

23 A. The school superintendent may ~~terminate the employment of~~ take  
 24 disciplinary action against any nontenured teacher after providing such teacher with  
 25 the written reasons therefor and providing the teacher the opportunity to respond.  
 26 The teacher shall have seven days to respond, and such response shall be included  
 27 in the teacher's personnel file. The superintendent shall notify the teacher in writing  
 28 of his final decision. Within sixty days of such notice, the teacher may seek  
 29 summary review in a district court pursuant to Code of Civil Procedure Article 2592.

1           The district court's review shall be limited to determining whether the action taken  
 2           by the superintendent was arbitrary or capricious.

3           B.(1) A teacher with tenure shall not be ~~removed from office~~ disciplined  
 4           except upon written and signed charges by the superintendent or his designee  
 5           of poor performance, willful neglect of duty, incompetency, dishonesty,  
 6           immorality, or of being a member of or contributing to any group, organization,  
 7           movement, or corporation that is by law or injunction prohibited from operating  
 8           in the state of Louisiana, and then only if furnished with a copy of such written  
 9           charges and given the opportunity to respond. ~~The teacher shall have—seven~~  
 10          ~~days to respond, and such response shall be included in the teacher's personnel~~  
 11          ~~file. At the end of this seven-day time period, the superintendent may terminate~~  
 12          ~~the teacher's employment. A teacher shall not be terminated for an "ineffective"~~  
 13          ~~performance rating until completion of the grievance procedure—established~~  
 14          ~~pursuant to R.S. 17:3883(A)(5) if a grievance was timely filed. Within seven~~  
 15          ~~days after dismissal, a teacher may request and upon request shall be granted a~~  
 16          ~~hearing by a panel composed of a designee of the superintendent, a designee of~~  
 17          ~~the principal or the administrative head of the state special school in which the~~  
 18          ~~teacher was employed, and a designee of the teacher. — In no case shall the~~  
 19          ~~superintendent, the principal or state special school administrative head, or~~  
 20          ~~teacher designate an immediate family member or any full-time employee of the~~  
 21          ~~school system by which the teacher was employed who is under the supervision~~  
 22          ~~of the person making the designation. Such hearing may be private or public,~~  
 23          ~~at the option of the teacher, and shall begin within seven business days—after~~  
 24          ~~receipt of the teacher's request for such hearing. The teacher shall have the right~~  
 25          ~~to appear before the tenure hearing panel with witnesses on his behalf and with~~  
 26          ~~counsel of his selection, all of whom shall be heard by the panel at the hearing.~~  
 27          ~~For the purpose of conducting hearings hereunder, the panel shall have the~~  
 28          ~~power to issue subpoenas to compel the attendance of all witnesses. Nothing~~  
 29          ~~herein contained shall impair the right to seek supervisory review from a court~~  
 30          ~~of competent jurisdiction. The teacher shall have ten calendar days from written~~

1            notice of the charges to respond, in person or in writing. Following review of  
 2            the teacher's response, the superintendent may take interim disciplinary action,  
 3            which may include placing the teacher on administrative leave. The teacher  
 4            shall not be placed on administrative leave without pay unless the teacher has  
 5            been arrested for a violation of any of the following: R.S. 14:42 through 43.5,  
 6            80 through 81.5, any other sexual offense affecting minors, any of the crimes  
 7            provided in R.S. 15:587.1, or any justified complaint of child abuse or neglect  
 8            on file in the central registry pursuant to Children's Code Article 615. Within  
 9            ten calendar days after written notice of the interim disciplinary action or within  
 10           ten calendar days after receipt of the teacher's response if no interim disciplinary  
 11           action is taken, a teacher may request a hearing before a disciplinary hearing  
 12           officer. If the teacher fails to timely request a hearing, the disciplinary action  
 13           becomes final.

14           (2)(a) The tenure hearing panel shall submit its recommendation to the  
 15           superintendent, and the superintendent may choose to reinstate the teacher. If  
 16           the superintendent does not reinstate the teacher, the superintendent shall notify  
 17           the teacher of his final determination, in writing, and such teacher may, not  
 18           more than Upon request for a review hearing, the superintendent shall  
 19           randomly appoint a hearing officer from a list of persons previously approved  
 20           by the school board to serve as "disciplinary hearing officers" for the school  
 21           board. The school board shall maintain a list of at least five hearing officers for  
 22           districts of fewer than twenty thousand students and a list of at least ten hearing  
 23           officers for districts with more than twenty thousand students according to the  
 24           February first student membership count. If a school board fails to maintain  
 25           such a list, a superintendent may randomly appoint a hearing officer from a list  
 26           of persons previously approved by the State Board of Elementary and  
 27           Secondary Education. Only the following persons may serve as a disciplinary  
 28           hearing officer: a mediator qualified under R.S. 9:4106, an arbitrator approved  
 29           by the American Arbitration Association or the Federal Mediation and  
 30           Conciliation Service, an attorney, or a retired member of the judiciary.

1           **(b) Such hearing may be private or public, at the option of the teacher,**  
2           **and shall commence no sooner than ten calendar days nor later than thirty**  
3           **calendar days after receipt of the teacher's request for such hearing. For**  
4           **purposes of this Section, the disciplinary hearing officer shall have the power**  
5           **to issue subpoenas. The school board shall adopt and maintain procedures to**  
6           **govern the conduct of the hearing, which shall include, at a minimum, a method**  
7           **for the examination of witnesses and the introduction of evidence and for the**  
8           **presence of a court reporter and maintenance of the court reporter's record. The**  
9           **teacher shall have the right to appear before the disciplinary hearing officer with**  
10           **witnesses on his behalf and with counsel of his selection. The disciplinary**  
11           **hearing officer shall hold a hearing and review on whether the interim decision**  
12           **of the superintendent was arbitrary or capricious and shall either affirm or**  
13           **reverse the action of the superintendent. The disciplinary hearing officer shall**  
14           **notify the superintendent and the teacher of his final determination, with written**  
15           **reasons, within ten days from the date of the hearing. If the superintendent's**  
16           **disciplinary action is affirmed, it shall become effective upon the teacher's**  
17           **receipt of the decision of the disciplinary hearing officer. If the superintendent's**  
18           **disciplinary action is reversed, the teacher shall be restored to duty.**

19           **(3) Within sixty days from the postmarked date of such written**  
20           **notification, of the decision of the disciplinary hearing officer, the school board**  
21           **or the teacher may petition a court of competent jurisdiction to review whether**  
22           **the action of the superintendent was arbitrary or capricious the matter as a**  
23           **summary proceeding pursuant to Code of Civil Procedure Article 2592. The**  
24           **court shall have jurisdiction to affirm or reverse the action of the superintendent**  
25           **in the matter. The review shall be limited to evidence presented to the tenure**  
26           **hearing panel, and the court shall review the matter not later than ten days after**  
27           **the petition has been filed. determine, based on the record of the disciplinary**  
28           **review hearing, whether the disciplinary hearing officer abused his discretion**  
29           **in deciding whether the action of the superintendent was arbitrary or capricious.**  
30           **If the action of the superintendent is reversed by the court and the teacher is**

1 ordered reinstated and restored to duty, the teacher shall be entitled to full pay  
2 for any loss of time or salary he may have sustained by reason of the action of  
3 the superintendent.

4 C. For the purposes of this Section, immorality shall mean any  
5 conviction of a felony offense affecting the public morals enumerated in Part V  
6 of Chapter 1 of Title 14 of the Louisiana Revised Statutes of 1950.

7 D. ~~For purposes of this Section, the results of a teacher's evaluation~~  
8 ~~performed pursuant R.S. 17:3881 through 3905 evaluating the teacher's~~  
9 ~~performance as "ineffective" shall constitute sufficient proof of poor~~  
10 ~~performance, incompetence, or willful neglect of duty and no additional~~  
11 ~~documentation shall be required to substantiate such charges.~~ The time periods  
12 contained in this Section may be extended by mutual agreement of the parties.  
13 However, paid administrative leave as provided in Paragraph (B)(1) of this  
14 Section shall not exceed fifty days from notice of the superintendent's interim  
15 decision.

16 §444. Promotions to and employment into positions of higher salary and tenure

17 B.

18 \* \* \*

19 (4)

20 \* \* \*

21 (c)

22 \* \* \*

23 (iii) The employee shall be retained during the term of a contract unless  
24 the employee is found incompetent or inefficient or is found to have failed to  
25 fulfill the terms and performance objectives of his contract. However, before  
26 an employee can be removed during the contract period, he shall have the right  
27 to written charges and a fair hearing before ~~the board after reasonable written~~  
28 notice a disciplinary hearing officer in the manner provided in R.S. 17:443.

29 \* \* \*

HB NO. 1277

**ENROLLED**

1           Section 2. This Act shall become effective upon signature by the governor or,  
2 if not signed by the governor, upon expiration of the time for bills to become law  
3 without signature by the governor, as provided by Article III, Section 18 of the  
4 Constitution of Louisiana. If vetoed by the governor and subsequently approved by the  
5 legislature, this Act shall become effective on the day following such approval.

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SPEAKER OF THE HOUSE OF REPRESENTATIVES

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PRESIDENT OF THE SENATE

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GOVERNOR OF THE STATE OF LOUISIANA

APPROVED: \_\_\_\_\_

# DISTRICT A

## RECRUITING AND HIRING

These data from 2015-2016 will assist in making decisions related to recruiting and hiring teachers, including strengthening partnerships with preparation partners.

TEACHER CERTIFICATION BY SCHOOL DEMOGRAPHICS			POSITION VACANT OR FILLED BY A SUBSTITUTE
SCHOOL DEMOGRAPHICS	TEACHER CERTIFICATION STATUS		
	CERTIFIED	UNCERTIFIED	
Schools with a high % of economically disadvantaged students (EDS)	%	%	%
Schools with a low % of EDS	%	%	%
Schools with a high % of minority students	%	%	%
Schools with a low % of minority students	%	%	%
Schools with a high % of students with disabilities	%	%	%
Schools with a low % of students with disabilities	%	%	%

CLASSES TAUGHT BY OUT-OF-FIELD OR UNCERTIFIED TEACHERS, BY SUBJECT			CLASSES TAUGHT BY OUT-OF-FIELD OR UNCERTIFIED TEACHERS BY SCHOOL DEMOGRAPHICS		
CLASSES	CLASSES TAUGHT BY OUT-OF-FIELD TEACHERS	CLASSES TAUGHT BY UNCERTIFIED TEACHERS	SCHOOL DEMOGRAPHICS	CLASSES TAUGHT BY OUT-OF-FIELD TEACHERS	CLASSES TAUGHT BY UNCERTIFIED TEACHERS
Elementary	%	%	Schools with a high % of EDS	%	%
English	%	%	Schools with a low % of EDS	%	%
Math	%	%	Schools with a high % of minority students	%	%
Science	%	%	Schools with a low % of minority students	%	%
Social Studies	%	%	Schools with a high % of students with disabilities	%	%
Special Education	%	%	Schools with a low % of students with disabilities	%	%

NEWLY HIRED TEACHERS FROM TEACHER PREPARATION PROGRAMS*			
HIGHEST SENDING PREPARATION PROGRAMS	TEACHERS HIRED 2013-2015		MOST FREQUENT CERTIFICATION AREAS
Louisiana State University (Traditional Program)	#	%	Elementary, Secondary Social Studies
Louisiana Tech University (Traditional Program)	#	%	Elementary, Secondary English
University of Louisiana at Lafayette (Alternate Program)	#	%	Elementary, Secondary Math
University of Louisiana at Lafayette (Alternate Program)	#	%	Elementary, Secondary Math
University of Louisiana at Lafayette (Alternate Program)	#	%	Elementary, Secondary Math

\*Includes teachers who graduated from a teacher preparation program in 2011-2012, 2012-2013, and 2013-2014

TEACHERS PREPARED THROUGH BELIEVE AND PREPARE (2014-2015)		
PREPARATION PROGRAM	# OF TEACHERS PREPARED	MOST FREQUENT CERTIFICATION AREAS
University of Louisiana at Monroe	#	Elementary Education, Middle School English
Northwestern State University	#	Secondary Social Studies, Special Education
University of New Orleans	#	Mild Moderate Special Education

## EVALUATING RESULTS

These data, which include the 2014-2015 transitional student growth data (TSGD) results of teachers employed in 2015-2016, will assist in making decisions related to teacher placement and support.

### 2014-2015 TSGD TEACHER RESULTS BY SUBJECT AREA AND SCHOOL DEMOGRAPHICS

CERTIFICATION STATUS, SUBJECT AREA, AND SCHOOL DEMOGRAPHICS	# OF TEACHERS WITH TSGD	2014-2015 TRANSITIONAL STUDENT GROWTH DATA RESULTS (TSGD)			
		INEFFECTIVE	EFFECTIVE: EMERGING	EFFECTIVE: PROFICIENT	HIGHLY EFFECTIVE
<b>CERTIFICATION STATUS</b>					
Certified	#	%	%	%	%
Uncertified	#	%	%	%	%
<b>SUBJECT AREAS</b>					
Algebra	#	%	%	%	%
English	#	%	%	%	%
Geometry	#	%	%	%	%
Math	#	%	%	%	%
Science	#	%	%	%	%
Social Studies	#	%	%	%	%
<b>SCHOOL DEMOGRAPHICS</b>					
Schools with a high % of EDS	#	%	%	%	%
Schools with a low % of EDS	#	%	%	%	%
Schools with a high % of minority students	#	%	%	%	%
Schools with a low % of minority students	#	%	%	%	%
Schools with a high % of students with disabilities	#	%	%	%	%
Schools with a low % of students with disabilities	#	%	%	%	%

### TEACHERS WITH CONSISTENTLY HIGHLY EFFECTIVE OR INEFFECTIVE VAM/TSGD RESULTS

VAM/TSGD RESULTS (2012-2013, 2013-2014, AND 2014-2015)	TEACHERS	
Three years of Highly Effective TSGD results	#	%
Three years of Ineffective TSGD results	#	%

## COMPENSATION

These data from 2015-2016 will assist in making decisions related to teacher and school leader compensation.

AVERAGE TEACHER COMPENSATION								
GEOGRAPHIC AREA	ALL TEACHERS	NEW TEACHERS	TEACHERS IN PRIORITY AND FOCUS SCHOOLS	EFFECTIVE OR HIGHER TSGD: PROFICIENT TSGD RESULTS	INEFFECTIVE OR EFFECTIVE: EMERGING TSGD RESULTS	TEACHERS OF CORE COURSES	TEACHERS OF NON-CORE COURSES	COMMON SHORTAGE AREAS: SECONDARY MATH, SECONDARY SCIENCE, AND SPECIAL EDUCATION
State	\$	\$	\$	\$	\$	\$	\$	\$
Region	\$	\$	\$	\$	\$	\$	\$	\$
DISTRICT	\$	\$	\$	\$	\$	\$	\$	\$

AVERAGE SCHOOL LEADER COMPENSATION					
GEOGRAPHIC AREA	ALL SCHOOL LEADERS	NEW SCHOOL LEADERS	SCHOOL LEADERS IN PRIORITY AND FOCUS SCHOOLS	SCHOOL LEADERS OF TOP PERFORMING/TOP GROWTH SCHOOLS	SCHOOL LEADERS OF LOW PERFORMING/LOW GROWTH SCHOOLS
State	\$	\$	\$	\$	\$
Region	\$	\$	\$	\$	\$
DISTRICT	\$	\$	\$	\$	\$

## RETAINING, PROMOTING, AND GRANTING TENURE

These data will assist in making decisions related to retaining and promoting teachers and granting tenure.

TEACHERS PROMOTED TO SCHOOL AND DISTRICT LEADERSHIP POSITIONS			
POSITION	NUMBER PROMOTED	NUMBER PROMOTED WITH TSGD RESULTS	PERCENTAGE OF PROMOTED TEACHERS WITH HIGHLY EFFECTIVE OR EFFECTIVE: PROFICIENT TSGD RESULTS
School Leadership Role	#	#	%
District Leadership Role	#	#	%

NUMBER OF DEPARTING TEACHERS (2012-2015)						TSGD RESULTS OF DEPARTING TEACHERS (2013-2015)		
GEOGRAPHIC AREA	DEPARTING TEACHERS (2012-2013)		DEPARTING TEACHERS (2013-2014)		DEPARTING TEACHERS (2014-2015)		GEOGRAPHIC AREA	PERCENTAGE OF DEPARTING TEACHERS WITH HIGHLY EFFECTIVE OR EFFECTIVE: PROFICIENT TSGD RESULTS
State	#	%	#	%	#	%	State	%
DISTRICT	#	%	#	%	#	%	DISTRICT	%

AVERAGE NUMBER OF YEARS OF PUBLIC SCHOOL EXPERIENCE OF DEPARTING TEACHERS (2012-2015)					TOP REASONS TEACHERS DEPARTED (2012-2015)		TOP DISTRICTS TO WHICH DEPARTING TEACHERS TRANSFERRED (2012-2015)	
YEARS OF EXPERIENCE	STATE		DISTRICT		REASONS		DISTRICTS	
1 year or less	#	%	#	%	1	Retirement	1	District A
2-5 years	#	%	#	%	2	Transferred to another district	2	District B
6-10 years	#	%	#	%	3	Personal reasons	3	District C
11-15 years	#	%	#	%				
16-20 years	#	%	#	%				
21-25 years	#	%	#	%				
26+ years	#	%	#	%				

## TEACHERS ON TRACK TO EARN TENURE

# OF TEACHERS WITH THREE COMPASS EVALUATIONS	# OF TEACHERS ON TRACK TO EARN TENURE BY 2018-2019
#	#

# EDUCATOR WORKFORCE REPORT METHODOLOGY

The Educator Workforce Report provides district leaders with a field of data to help inform decisions regarding the educators and education leaders in their districts.

## WHO IS INCLUDED IN THIS REPORT?

This report includes data on teachers and leaders who are employed in the 2015-2016 school year.

- “Teachers” include any employee with object code 112 in the Profile of Educational Personnel (PEP).
- “Leaders” include assistant principals and principals with object code 111 and function code 2420 or 2410 in PEP.
- District leadership positions include academic supervisors, instructional coaches and curriculum specialists with object code 111 and function codes 2200, 2210, 2220, 2230 or 2240.

## WHAT DATA ARE USED IN THIS REPORT?

Data for the Educator Workforce Report is pulled from the following sources:

- Profile of Educational Personnel (PEP)
- Teacher Certificate Management System (TCMS)
- Curriculum Database (CUR)
- CompassInformationSystem (CIS)
- October 2015 Enrollment (Multistats) file
- 2015 Course list
- Teacher Exit Survey (for Top Three Reasons Teachers Departed Table)

## DEFINITIONS

<i>Certified teachers</i>	Teachers who hold one of the following valid certificates: Professional Level 1, 2, 3; Type C, B, or A; Out-of-State; Foreign Language Elementary Special Certificate; Practitioner 1, 2, or 3 license; World Language Certificate; Extended Endorsement License; or a standard certificate for teachers in nonpublic schools.
<i>Uncertified teachers</i>	Teachers who do not hold a certificate as described above, including those who hold a Temporary Authority to Teach (TA, T1, T2, or T3), a Temporary Employment Permit (TEP, TEP2, or TEP3), or teachers who do not hold any certificate.
<i>Out-of-field teachers</i>	Teachers who are certified but who do not hold the certification area for the class being taught (e.g., a teacher certified in Elementary who is teaching secondary Science).
<i>Core Courses</i>	Refer to the Core Course spreadsheet on the FTP for a list of courses included.
<i>Priority and focus schools</i>	Recovery School District charter schools, schools with the lowest overall achievement, or schools with the lowest graduation rates. A list of schools designated as priority or focus school in 2014-2015 can be found <a href="#">here</a> .
<i>Schools with high/low percentages of economically disadvantaged students, minority students, or students with disabilities</i>	Schools in the top/bottom quartile in terms of the percentage of students with these characteristics. Student enrollment information is calculated using the total enrollment tab from the October 2015 Enrollment (Multistats) file.

## RECRUITING AND HIRING

Vacant positions or positions filled by a substitute teacher include positions for which the teacher SSN is reported as 999-##-#### in the 2015-2016 PEP 2 (LEADS) reporting period.

## CLASSES TAUGHT BY OUT OF FIELD OR UNCERTIFIED TEACHERS

<i>Elementary</i>	Course codes 120300, 120310, 120315, 121000, 121019, 030367, 030368, 030369, 030370, 030500, 030667, 030767, 120300, 121100, 121400, 122500, 122519, 123000, 123105, 123111, 150800, 160300, 190178, 220000, 700000
<i>Math</i>	Course code category MATH, ALGE, or GEOM, except for the elementary course 160300
<i>English</i>	Course code category ENGL, except for elementary courses 120300, 120310, 120315
<i>Science</i>	Course category code SCIE, CHEM, BIOL, PHYS, except for the elementary course 150800
<i>Social Studies</i>	Course category code SOCS, except for the elementary course 220000
<i>Special Education</i>	Classes with at least 51% of special education students

## NEWLY HIRED TEACHERS FROM TEACHER PREPARATION PROGRAMS

<i>Newly hired teachers</i>	Teachers who were hired in the district in 2013-2014, 2014-2015, or 2015-2016 and who graduated from a teacher preparation program in 2011-2012, 2012-2013, or 2013-2014.
<i>Highest sending teacher preparation programs</i>	The five teacher preparation programs that send the highest number of graduates. In cases where there are ties, the preparation program is displayed in alphabetical order. Please see appendix 3 for a full list of teacher preparation programs that send graduates to your district.
<i>Most frequent certification areas</i>	The certification areas in which the highest number of candidates were prepared. In cases where there are ties, the certification area is displayed in alphabetical order. Please see appendix 3 for a full list of certification areas.

## TEACHERS PREPARED THROUGH BELIEVE AND PREPARE

This table includes teachers who were prepared through a Believe and Prepare partnership in 2014-2015 and were eligible to receive initial certification. Click on this [link](#) for a list of all districts and teacher preparation programs participating in Believe and Prepare.

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## EVALUATING RESULTS

Teachers who received value-added model (VAM)/transitional student growth (TSGD) results for more than one subject area are counted for each subject area for which they received VAM/TSGD results.

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## COMPENSATION

Compensation for teachers is reported as salary without extra compensation. Teachers on sabbatical are excluded.

### AVERAGE SCHOOL LEADER COMPENSATION

Schools were ranked in terms of their school performance score (SPS) in 2014-2015 and in terms of their growth in SPS from 2013-2014 to 2014-2015. Schools that did not have SPS scores in 2014-2015 were excluded.

<i>Top performing/top growth schools</i>	<ul style="list-style-type: none"><li>• Schools with SPS in the top quartile</li><li>• Schools with SPS in the top quartile in terms of growth</li></ul>
<i>Low performing/low growth schools</i>	<ul style="list-style-type: none"><li>• Schools with SPS in the bottom quartile</li><li>• Schools with SPS in the bottom quartile for growth</li></ul>

---

## RETAINING, PROMOTING, AND GRANTING TENURE

### NUMBER OF DEPARTING TEACHERS

- Teachers departing from the district include teachers who were employed in the district as reported in PEP in one year, but were no longer employed in the district as reported in PEP 1 of the following year.
- Teachers departing from the state include teachers who were employed at a Louisiana public school as reported in PEP in one year, but were no longer employed at a Louisiana public school as reported in PEP 1 of the following year.

### AVERAGE NUMBER OF YEARS OF EXPERIENCE OF DEPARTING TEACHERS

- Years of experience is calculated based upon the number of years the teacher appeared in PEP. PEP data began in 1993.

### TEACHERS ON TRACK TO EARN TENURE

- Teachers on track to earn tenure are defined in this report as teachers who met the below criteria for the last three years for which they were employed:
  - » Worked continuously in the district in a position that required a teaching certificate and was not federally funded
  - » Did not work at a charter school
  - » Received at least two Highly Effective Compass final evaluations from 2012-2013 to 2014-2015

Compass results were pulled in October of 2015. This list of teachers is an estimate based on data available in PEP as of October 2015. Each teacher's tenure status will need to be verified by the district.

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## APPENDICES

### APPENDIX 1: TEACHER RESULTS

- List of 2015-16 teachers with their VAM/TSGD results for 2012-2013, 2013-2014, and 2014-2015

### APPENDIX 2: SITE-LEVEL DATA

- Top performing/top growth schools and low performing/low growth schools
- Number of certified teachers, uncertified teachers, vacant positions, or positions filled with a short or long-term sub
- Number of departing teachers from each school in 2012-2013, 2013-2014, and 2014-2015, by years of experience

### APPENDIX 3: NEWLY HIRED TEACHERS FROM TEACHER PREPARATION PROGRAMS

- Preparation programs that send graduates to district, with certification area counts

### APPENDIX 4: TEACHERS ON TRACK TO EARN TENURE BY 2018-2019

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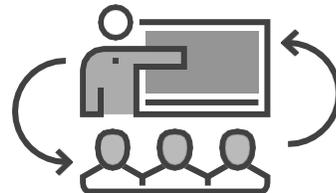
# INTRODUCTION

Those closest to students have the greatest impact on their success. Given this belief, Louisiana has focused its efforts to support and empower principals in their role as school leaders. Successful principals reflect and plan, using data throughout the year to set goals and improve instruction.



## SET ACADEMIC IMPROVEMENT GOALS & THE DIRECTION OF THE SCHOOL

- Understand results
- Set school goals
- Guide the goal-setting of others



## IMPROVE INSTRUCTION

### Implement Processes and Structures

- Build a system for school-wide collaboration
- Draw on teacher leaders and mentor teachers to support

### Evaluate and Provide Feedback to All Teachers

- Monitor progress toward goals (observations & assessments)
- Reflect on progress (feedback & end-of-year conversations)

The Department helps principals develop their skills as instructional leaders by providing **distinct categories of support**:

1. **Tools and resources** support principals they lead their schools.
2. **Direct support** initiatives target school-wide structures and the skill development of current and future leaders. To support principals now and into the future, the Department provides districts with an opportunity to apply for **funding**.
  - » **TAP and NIET Best Practices Expansion** helps principals build effective systems for goal-setting, observation, feedback, and collaboration.
  - » **The Louisiana Principal Fellowship** program supports individual school leaders in building their instructional leadership skills.

The Louisiana Principal's Teaching and Learning Guidebook brings together, in one place, the key actions and resources to guide principals in the areas of:

- I. Workforce Planning and Decisions
- II. Curriculum, Assessment, Professional Development, and Collaboration
- III. Goals and Educator Support

To further support school and district leaders in their use of this guidebook, each focus area opens with an overview of key decisions and concludes with a scenario to illustrate how a principal can use the data and resources included in the section to make informed planning decisions. The scenarios reflect only a subset of the key actions for each focus area, and principals should review all content to consider how they too will use data and resources to set the direction of their schools and improve instruction.

# PRINCIPAL REFLECTIONS AND PLANNING ACTIONS

FOCUS AREAS	REFLECTION QUESTIONS	ACTIONS	RESOURCES
<b>Workforce Planning and Decisions</b>	<ul style="list-style-type: none"> <li>Do I have the teaching and leadership staff needed for next year? If no, what will I do next?</li> <li>Which teachers are most successful? What role will they play in supporting their peers?</li> </ul>	<ul style="list-style-type: none"> <li>Make workforce decisions (recruitment, hiring, retention, and granting tenure)</li> <li>Anticipate and meet staffing needs</li> <li>Identify, prepare, and assign high-quality mentor teachers</li> <li>Prepare teacher candidates</li> </ul>	<p><b>Data and Reports:</b></p> <ul style="list-style-type: none"> <li><a href="#">Preparation Program Reports</a></li> <li><a href="#">Workforce Report (NEW)</a></li> <li><a href="#">Compass</a></li> </ul> <p><b>Tools:</b></p> <ul style="list-style-type: none"> <li><a href="#">Believe and Prepare</a></li> <li><a href="#">Teacher Preparation Programs</a></li> <li><a href="#">Talent Recruitment System</a></li> </ul>
<b>Collaboration, Curriculum, Assessments, Professional Development, and Collaboration</b>	<ul style="list-style-type: none"> <li>Is high-quality, aligned curriculum being used in each subject?</li> <li>Do teachers have access to quality assessments? Are they being used to inform and improve instruction?</li> <li>Do teachers have access to and participate in high-quality professional development?</li> <li>How are Teacher Leaders identified? What role do they play in supporting teaching and learning throughout the school?</li> <li>Is teacher collaboration time happening regularly and focused on student learning?</li> </ul>	<ul style="list-style-type: none"> <li>Review and select high-quality curricula</li> <li>Access and use quality assessments</li> <li>Identify and provide quality professional development</li> <li>Set up teacher-led collaboration structures and processes</li> </ul>	<p><b>Data and Reports:</b></p> <ul style="list-style-type: none"> <li><a href="#">Principal Profile</a></li> </ul> <p><b>Tools:</b></p> <ul style="list-style-type: none"> <li><a href="#">Instructional Priorities</a></li> <li><a href="#">Instructional Reviews</a></li> <li><a href="#">Instructional Rubrics</a></li> <li><a href="#">Statewide Assessments</a></li> <li><a href="#">District Assessment Guidance</a></li> <li><a href="#">Professional Development Guidance</a></li> <li><a href="#">Teacher Toolbox</a></li> <li><a href="#">Teacher Leader Training Materials</a></li> <li><a href="#">Collaboration Models</a></li> <li><a href="#">Louisiana Principal Fellowship</a></li> <li><a href="#">TAP/NIET BPC Expansion Guide</a></li> </ul> <p><b>Grade/Content-Specific:</b></p> <ul style="list-style-type: none"> <li><a href="#">ELA Guidebooks 2.0</a></li> <li><a href="#">Guidebooks 2.0: ELA Feedback Report</a></li> <li><a href="#">Guidance for Early Childhood Education</a></li> <li><a href="#">K-3 Literacy Assessment Guidance</a></li> <li><a href="#">High School Student Planning Guidebook</a></li> </ul>
<b>Goals and Educator Support</b>	<ul style="list-style-type: none"> <li>How will my goals reflect the direction of the school and expectations for student learning?</li> <li>How will I ensure each teacher's goals (SLTs) reflect the learning expectations for his/her students and support our school goals?</li> <li>Is observation and feedback happening regularly to monitor and support student learning?</li> <li>Which teachers are positively impacting student learning? How will they support others?</li> <li>How will targeted support help all teachers to improve?</li> </ul>	<ul style="list-style-type: none"> <li>Understand school results and reflect</li> <li>Define student learning expectations (goals)</li> <li>Monitor student learning and provide feedback (assessments and observations)</li> <li>Support teachers to improve</li> </ul>	<p><b>Data and Reports:</b></p> <ul style="list-style-type: none"> <li><a href="#">Principal Profile</a></li> <li><a href="#">School Report Cards</a></li> <li><a href="#">Compass (TSGD, SLTs, Professional Practice)</a></li> </ul> <p><b>Tools:</b></p> <ul style="list-style-type: none"> <li>Accountability Fact Sheet</li> <li>Kindergarten–Grade 8 Accountability</li> <li>High School Accountability</li> <li><a href="#">SPS Calculator</a></li> <li><a href="#">Goal-Setting: Principals</a></li> <li><a href="#">Goal-Setting: Teachers</a></li> <li><a href="#">Observation and Feedback</a></li> <li><a href="#">Compass Information System (CIS)</a></li> </ul>

# PART I: WORKFORCE PLANNING AND DECISIONS

Next to parents, teachers often are the adults who have the greatest impact on a student’s long-term academic success. With a great teacher, students along the achievement spectrum – from high achieving to below grade level – make progress. This is why building a strong team of teachers is one of the principal’s most important responsibilities, and building a strong team starts with preparing and hiring great teachers. This section focuses on steps principals can take to ensure incoming teachers are prepared for day one in the classroom.

## KEY REFLECTION QUESTIONS, ACTIONS, AND RESOURCES

		<hr/>

## MAKE WORKFORCE DECISIONS

The Louisiana Legislature recognized the importance of the principal’s role in building the school’s team and, through legislation enacted over the past five years, empowered principals and their superintendents to make virtually all workforce decisions, including teacher placement decisions.

### School-Level Decision Making

Decisions about who will continue in the following year and what grades/subjects individual teachers will teach begin with a series of questions:

- What data are available to inform teacher placement decisions?
- Given this year’s outcomes, should the principal make adjustments in teaching assignments so as to maximize teacher strengths in particular subjects or grade levels?
- Is there an opportunity to promote some teachers into leadership positions, including Teacher Leader and mentor teacher roles?

*“Efforts to ensure I make the right workforce decisions include data but extend beyond enrollment projections and teacher vacancies. As a 7-12 combination school, our success is measured based on the SPS formula for combination schools (components of K-8 and high schools plus a weighting process based on enrollment in each configuration). With a clear picture of how our SPS is derived, I can easily determine how much, given their teaching assignment, each teacher contributes to the overall success of the school. This is how I prioritize teacher staffing and support decisions. Teachers enter the year knowing the value their role adds to our success and at the end of the year, we reflect on what went well and what didn’t. When success is evident, we work to leverage their skills to support other teachers. If success isn’t happening, a change in role or added support are considered.”*

~Brandon Levatino, Principal – Northeast High School, East Baton Rouge Parish

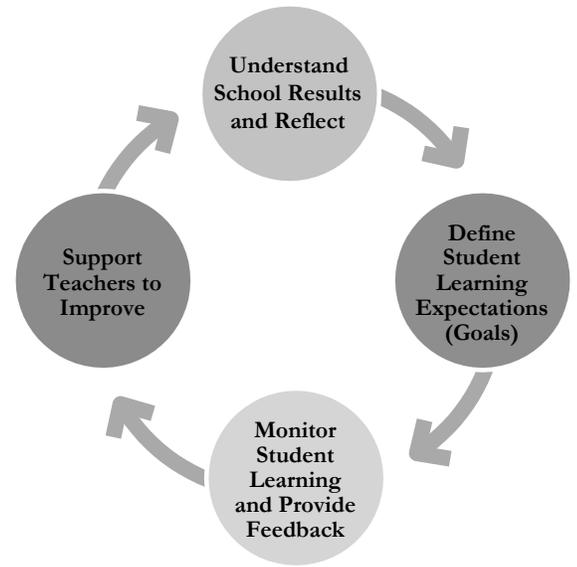
### District-Level Decision Making

La. Rev. Stat. 17:443, as amended by Act 1 of 2012 and Act 570 of 2014, empowered local superintendents to recruit, reward, and retain effective, in-demand teachers through updated workforce policies. Specifically, these laws give superintendents and, in some cases, principals the responsibility for making workforce decisions about educator hiring and placement, educator compensation and reductions in force. Additionally, these laws link decisions about tenure to educator performance.



# PART III: GOALS AND EDUCATOR SUPPORT

With a team hired and instructional tools and support in place, the school year begins. Student arrival marks the most challenging work of all, instructional support to ensure students achieve meaningful results. Principals lead efforts to ensure this work is effective by having a clear understanding of student achievement results, the process of setting goals, and the work necessary to support teaching and learning. Compass is a tool used to define expectations and monitor progress toward goals. These results are used to inform workforce decisions at the school, district, and state levels.



## KEY REFLECTION QUESTIONS, ACTIONS, AND RESOURCES

REFLECTION QUESTIONS		
		_____ _____ _____  >> > > _____ _____ _____ _____

### UNDERSTAND SCHOOL RESULTS AND REFLECT

*“When setting goals, we use the Principal Profiles that provide a summary of how our school performed across multiple measures as well as student success across subgroups. We also access the LDOE Recommended Targets to determine the level of growth schools of our same configuration and letter grade are experiencing and what this means to the goals we should set.”*

~ Chandler Smith, Plaquemine High School, Iberville Parish

School-based results capture the performance and growth of students across grades and subjects, as reflected in school performance scores (SPS). To set rigorous goals for their schools, principals and their leadership teams must understand the SPS calculation, associated assessments, and the current and historical performance of their schools and peer schools.

- **Elementary schools** – without grade 8 – earn school performance scores based on student achievement on annual assessments in ELA, math, science, and social studies. Elementary schools may also earn progress points when significant improvement is realized among students who were academically behind.
- **Middle schools** – with grade 8 (e.g., K-8 or 5-8) – earn school performance scores based on student achievement on annual assessments (95 percent), Carnegie credit earned by students through the end of students’ 9th-grade year (5 percent), and progress points.
- **High schools** – grades 9 through 12 – earn school performance scores based on student achievement (25 percent on the ACT and 25 percent on end-of-course assessments) and student graduation outcomes (25 percent from the cohort graduation rate and 25 percent from the strength of diploma index, which rewards achievements like Advanced Placement and advanced Jump Start credentials). High schools may also earn progress points for significant improvement with students who were academically behind.

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**Title 28**  
**EDUCATION**

**Part CXLVII. Bulletin 130—Regulations for the Evaluation  
and Assessment of School Personnel**

**Chapter 1. Overview**

**§101. Guidelines of the Program**

A. As required by R.S. 17:391.2 et seq., all local educational agencies (LEAs) in Louisiana developed accountability plans to fulfill the requirements as set forth by the laws. Specifically, Act 621 of 1977 established school accountability programs for all certified and other professional personnel. Act 9 of 1977 established a statewide system of evaluation for teachers and principals. Act 605 of 1980 gave the Louisiana Department of Education (LDE) the authority to monitor the LEAs' personnel evaluation programs. Act 54 of 2010 requires that measures of student growth be incorporated into teachers' and administrators' evaluations and represent 50 percent of their final rating. In addition, Act 54 of 2010 requires that all teachers and administrators receive annual evaluations. In passing these Acts, it was the intent of the legislature to establish within each LEA a uniform system for the evaluation of certified and other professional personnel.

B. The guidelines to strengthen local teacher evaluation programs include the Louisiana Components of Effective Teaching and were entitled "Toward Strengthening and Standardizing Local School Districts' Teacher Evaluation Programs." The guidelines were approved by the Louisiana Board of Elementary and Secondary Education (BESE) in September 1992. These guidelines, along with the requirements of the local accountability legislation, form the basis for the local evaluation programs.

C. BESE also authorized the convening of the Louisiana Components of Effective Teaching (LCET) Panel in spring of 1992. The charge of the panel was to determine and to define the components of effective teaching for Louisiana's teachers. Reviewed and revised in the late 90s and 2002, the components are intended to reflect what actually takes place in the classroom of an effective teacher. The original 35 member panel was composed of a majority of teachers. The resulting *Louisiana Components of Effective Teaching*, a descriptive framework of effective teacher behavior, was intended to be a uniform element that served as evaluation and assessment criteria in the local teacher evaluation programs.

D. In 1994, Act I of the Third Extraordinary Session of the 1994 Louisiana Legislature was passed. Act I amended and reenacted several statutes related to Local Personnel Evaluation. In April 2000, Act 38 of the Extraordinary Session of the 2000 Louisiana Legislature was passed. Act 38 amended, enacted, and repealed portions of the legislation regarding the local personnel evaluation process. While local school districts are expected to maintain the elements of the local personnel evaluation programs currently in place and set forth in this document, Act 38

eliminated the LDE's required monitoring of the local implementation. Monitoring of local personnel evaluation programs is to occur as requested by BESE.

E. In August 2008, BESE approved the Performance Expectations and Indicators for Education Leaders to replace the Standards for School Principals in Louisiana, 1998 as criteria for principal evaluation.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2250 (October 2010), amended LR 38:1214 (May 2012).

**§103. Purposes of Personnel Evaluation**  
**[Formerly §105]**

A. The purposes for which personnel evaluation will be used in Louisiana are as follows:

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

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2250 (October 2010), amended LR 38:1215 (May 2012).

**§105. Framework for LEA Personnel Evaluation Programs**  
**[Formerly §109]**

A. Each local school board has the responsibility of providing a program for the evaluation of certified and other professional personnel employed within the system. Programs should be appropriate and should meet the needs of the school district.

B. Local personnel evaluation plans defined by the board shall include, at a minimum, the following elements.

1. Job Descriptions. The LEA shall establish job descriptions for every category of teacher and administrator. All job descriptions shall contain the criteria for which the teacher or administrator shall be evaluated.

2. Professional Growth Planning Process. The LEA shall provide guidelines for teachers and administrators to develop a professional growth plan with their evaluators. Such plans must be designed to assist each teacher or administrator in demonstrating effective performance, as defined by this bulletin. Each plan will include objectives as well as the strategies that the teacher or administrator intends to use to attain each objective.

3. Observation/Data Collection Process. The evaluator or evaluators of each teacher and administrator shall conduct observations of teacher and administrator practice sufficient to gain a complete picture of performance and impart individualized feedback each year. This shall include a minimum of two observations per academic year and may include more observations, particularly for teachers or administrators that are not meeting expectations. At least one of these observations shall be announced and shall include a pre- and post-observation conference. One of the observations may be waived for teachers who have earned a rating of highly effective according to the value-added model in the previous year. Following all observations, evaluators shall provide evaluatees with feedback, including areas for commendation as well as areas for improvement. Additional evidence, such as data from periodic visits to the school and/or classroom as well as written materials or artifacts, may be used to inform evaluation.

4. Professional Development and Support. LEAs shall provide multiple opportunities for teachers and administrators to receive feedback, reflect on individual practice, and consider opportunities for improvement throughout the academic year, and shall provide intensive assistance plans to teachers and administrators, according to the requirements set forth in this bulletin.

5. Grievance Process. LEAs shall include in their local personnel evaluation plans a description of the procedures for resolving conflict and/or grievances relating to evaluation results in a fair, efficient, effective, and professional manner.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2251 (October 2010), amended LR 38:1215 (May 2012), LR 38:2359 (September 2012), LR 39:1273 (May 2013).

## **Chapter 3. Personnel Evaluation**

### **§301. Overview of Personnel Evaluation**

A. Personnel evaluation for teachers and administrators shall be composed of two parts. Fifty percent of the evaluation shall be composed of applicable measure(s) of growth in student learning. The remaining 50 percent shall be based upon a qualitative assessment of teacher or administrator performance.

1. For teachers, the 50 percent of the evaluation based upon growth in student learning shall measure the growth of their students using data from the value-added model and/or

student learning targets, according to guidelines provided by the department. For administrators, the 50 percent of the evaluation based upon growth in student learning shall incorporate a school-wide measure of growth and goal setting for principals is subject to §305.D of this bulletin.

2. The 50 percent of the evaluation that is based on a qualitative measure of teacher and administrator performance shall include a minimum of two observations or site visits. This portion of the evaluation may include additional evaluative evidence, such as walk-through observation data and evaluation of written work products.

B. The combination of the applicable measure of growth in student learning and the qualitative assessment of performance shall result in a composite score used to distinguish levels of overall effectiveness for teachers and administrators.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:1215 (May 2012), amended LR 38:2359 (September 2012), LR 39:1273 (May 2013), LR 41:1266 (July 2015).

### **§303. Measures of Growth in Student Learning—Value-Added Model**

A. A value-added model shall be used to measure student growth for the purposes of teacher and administrator evaluation, where available, according to guidelines provided by the department.

B. Value-added data shall be provided to teachers in grades and subjects that administer state-wide standardized tests and for which appropriate prior testing data is available. The value-added model shall not be applied for the purposes of evaluation in any cases in which there are fewer than 10 students with value-added results assigned to an educator.

C. The value-added model shall be a statistical model approved by the board for linking academic gains of students to teachers in grades and subjects for which appropriate data are available.

D. The value-added model shall take into account the following student-level variables:

1. prior achievement data that are available (up to three years);
2. gifted status;
3. section 504 status;
4. attendance;
5. disability status;
6. eligibility for free or reduced price meals;
7. limited English proficiency; and
8. prior discipline history.

E. Classroom composition variables shall also be included in the model.

F. Additional specifications relating to the value-added model shall be adopted by the board, in accordance with R.S. 17:10.1(D).

G. During the transition to new standards and assessments and as a new two-year baseline is set, value-added data will not be available in 2013-2014, 2014-2015, or 2015-2016. During this time, the department shall provide transitional student growth data that may be used as a measure of student growth, at the evaluator’s discretion. LEAs may define local rules pertaining to the use of such data.

H. When assigning a final student growth score, the administrator may adjust the value-added rating by plus or minus one rating level, based on the teacher’s student learning target performance (e.g., the overall student growth rating may be a 2.0 (effective: emerging) or 4.0 (highly effective) if the value-added rating is 3.0 (effective: proficient)).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:1216 (May 2012), amended LR 38:3123 (December 2012), LR 39:1273 (May 2013), LR 40:761 (April 2014), LR 41:1267 (July 2015).

**§305. Measures of Growth in Student Learning—Learning Targets**

A. The department shall expand the value-added model, as new state assessments become available.

B. For teachers and administrators, progress towards pre-determined student learning targets, as measured by state-approved common assessments, where available, shall inform the student growth component of the evaluation. Student learning targets shall include goals which express an expectation of growth in student achievement over a given period of time, as well as common measures for assessing attainment of those goals, such as an identified assessment and/or a body of evidence.

C. Teachers. A minimum of two student-learning targets shall be identified for each teacher. The department shall provide an evaluative tool for evaluators to use in assessing the quality and attainment of student learning targets.

1. State-approved common assessments shall be used as part of the body of evidence measuring students’ attainment of learning targets, where available.

2. Where no state-approved common assessments are available, evaluatees and evaluators shall decide upon the appropriate assessment or assessments to measure students’ attainment of learning targets.

3. LEAs may define consistent student learning targets across schools and classrooms for teachers with similar assignments, provided that they allow for ample flexibility to address the specific needs of students in each classroom.

D. Principals and Administrators. A minimum of two student learning targets shall be identified for each administrator.

1. For principals, the LDE shall provide recommended targets to use in assessing the quality and attainment of both student learning targets, which will be based upon a review of “similar” schools. The LDE will annually publish the methodology for defining “similar” schools.

2. For principals, at least one learning target shall be based on overall school performance improvement in the current school year, as measured by the school performance score.

3. For principals, at least one learning target shall be based on growth in a component (e.g., ELA or math improvement) of school performance score.

4. Principals at schools with special populations (e.g. alternative schools) or those that do not have grades with standardized testing and available value-added data (e.g., K-2 schools) may define learning targets based on LDE guidance.

E. The department shall provide annual updates to LEAs relating to:

1. the expansion of state-standardized testing and the availability of value-added data, as applicable;

2. the expansion of state-approved common assessments to be used to build to bodies of evidence for student learning where the value-added model is not available; and

3. the revision of state-approved tools to be used in evaluating student learning targets.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:1216 (May 2012), amended LR 38:2359 (September 2012), LR 39:1273 (May 2013), LR 41:1267 (July 2015).

**§307. Observation Tools**

A. LEAs shall utilize an observation tool to conduct a qualitative assessment of teacher and administrator performance, which shall represent the 50 percent of evaluations that is not based on measures of growth in student learning.

B. LEA observation tools shall adhere to the following minimum requirements.

1. The tool for teacher evaluation shall align to the *Louisiana Components of Effective Teaching*. The tool for administrator evaluation shall align to the *Performance Expectations and Indicators for Educational Leaders*, contained within *Bulletin 125—Standards for Educational Leaders in Louisiana*.

a. The *Louisiana Components of Effective Teaching* and the *Performance Expectations and Indicators for Educational Leaders* may be reviewed as needed by the department in collaboration with educators administering the evaluation system and appropriate third parties to determine the need for modifications and their continuing utility.

b. The board shall approve any changes made to the *Louisiana Components of Effective Teaching* and the *Performance Expectations and Indicators for Educational Leaders*.

2. Observation tools shall provide an overall score between 1.0 and 4.0. Total scores on observation tools may include tenths of points, indicated with a decimal point.

C. The department shall develop and/or identify model observation tools according to these minimum requirements, which may be adopted by LEAs.

D. LEAs which do not intend to use model observation tools developed or identified by the department shall submit proposed alternate tools to the department for evaluation and approval, LEAs shall submit proposed alternate observation tools to the department.

1. With the submission of proposed alternate observation tools, LEAs may request a waiver to use competencies and performance standards other than those provided in the *Louisiana Components of Effective Teaching* and the *Performance Expectations and Indicators for Educational Leaders*. Such requests shall include:

a. a justification for how the modified competencies and performance standards will support specific performance goals related to educator and student outcomes; and

b. an explanation of how the LEA will ensure the reliability and validity of the alternate observation tool intended to measure the modified competencies and performance standards.

2. The department may request revisions to proposed alternate observation tools to ensure their compliance with the minimum requirements set forth in this bulletin.

3. If requested, revisions to proposed alternate observation tools shall be submitted to the department by the LEA.

4. LEA-proposed alternate observation tools shall be either approved or denied by the department no later than August 1.

5. LEAs which secure department approval for use of an alternate observation tools need not submit them for approval in subsequent years, unless the alternate observation tools is revised, the *Louisiana Components of Effective Teaching or Performance Expectations and Indicators for Educational Leaders* are revised, or revisions to this Section are approved by the board.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:1216 (May 2012), amended LR 38:2360 (September 2012).

**§309. Standards of Effectiveness**

A. Teachers and administrators shall receive a final composite score on annual evaluations to determine their effectiveness rating for that academic year.

1. The 50 percent of evaluations that is based on student growth will be represented by a sub-score between 1.0 and 4.0.

2. The 50 percent of evaluations that is based on a qualitative assessment of performance will also be represented by a sub-score between 1.0 and 4.0.

3. The final composite score for teachers and administrators shall be the average of the two sub-scores and shall be represented as a score between 1.0 and 4.0.

B. The composite score ranges defining ineffective, effective (emerging or proficient) and highly effective performance shall be as follows.

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

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:1217 (May 2012), amended LR 38:2360 (September 2012), LR 41:1267 (July 2015).

**§311. Evaluators**

A. LEAs shall establish and maintain an accountability relationships register to clearly define who shall be the evaluator or evaluators within the ranks of teachers and administrators.

B. Evaluators of teachers shall be school principals, assistant principals, or the evaluatee’s respective supervisory level designee.

1. Other designees, such as instructional coaches and master/mentor teachers may conduct observations to help inform the evaluator’s assessment of teacher performance. These designees shall be recorded as additional observers within the accountability relationships register.

C. Evaluators of administrators shall be LEA supervisors, Chief Academic Officers, Superintendents, or the evaluatee’s respective supervisory level designee.

D. All evaluators shall be certified to serve as evaluators, according to the minimum requirements provided by the department.

1. The department, its contractors, and LEAs with approved alternate observation tools shall serve as the sole certifiers of evaluators.

2. The evaluator certification process shall include an assessment to ensure inter-rater reliability and accuracy of

ratings, based on the use of the teacher or leader observational rubric.

3. Evaluators on record must renew certification to evaluate annually.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:1217 (May 2012), amended LR 38:2360 (September 2012).

**§313. Professional Development**

A. LEAs shall provide professional development to all teachers and administrators, based upon their individual areas of improvement, as measured by the evaluation process. Professional development opportunities provided by LEAs shall meet the following criteria.

1. Professional development shall be job-embedded, where appropriate.

2. Professional development shall target identified individualized areas of growth for teachers and administrators, based on the results of the evaluation process, as well as data gathered through informal observations or site visits, and LEAs shall utilize differentiated resources and levels of support accordingly.

3. Professional development shall include follow-up engagement with participants, such as feedback on performance, additional supports, and/or progress-monitoring.

4. Professional development shall include measureable objectives to evaluate its effectiveness, based on improved teacher or administrator practice and growth in student learning.

B. Failure by the LEA to provide regular professional development opportunities to teachers and administrators shall not invalidate any results of the evaluation process.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:1218 (May 2012).

**§315. Intensive Assistance  
[Formerly §329]**

A. An intensive assistance plan shall be developed by evaluators and evaluatees when an evaluatee has received an overall rating of *Ineffective* or has consistently demonstrated *Ineffective* performance, as determined by the evaluator, prior to receiving such a rating.

B. An intensive assistance plan shall be developed with the evaluatee within 30 school days of an evaluation resulting in the initiation of the intensive assistance plan.

C. The evaluatee shall be formally re-evaluated within one calendar year of the initiation of the intensive assistance plan.

D. If the evaluatee is determined to be *Ineffective* after a formal evaluation conducted immediately upon completion of the intensive assistance plan or if the intensive assistance plan is not completed in conformity with its provisions, the LEA shall initiate termination proceedings within six months following such unsatisfactory performance.

E. The intensive assistance plan shall be developed collaboratively by the evaluator and the evaluatee and must contain the following information:

1. what the evaluatee needs to do to strengthen his/her performance including a statement of the objective(s) to be accomplished and the expected level(s) of performance according to student growth and/or qualitative measures;

2. an explanation of the assistance/support/resource to be provided or secured by the school district and/or the school administrator;

3. the date that the assistance program shall begin;

4. the date when the assistance program shall be completed;

5. the evaluator's and evaluatee's signatures and date lines (Signatures and dates shall be affixed at the time the assistance is prescribed and again after follow-up comments are completed.);

6. the timeline for achieving the objective and procedures for monitoring the evaluatee's progress (not to exceed one calendar year);

7. an explanation of the provisions for multiple opportunities for the evaluatee to obtain support and feedback on performance (The intensive assistance plans shall be designed in such a manner as to provide the evaluatee with more than one resource to improve.); and

8. the action that will be taken if improvement is not demonstrated.

F. Completed intensive assistance plans and appropriate supporting documents, such as observations, correspondence, and any other information pertinent to the intensive assistance process, shall be filed in the evaluatee's single official file at the central office. The evaluatee shall receive a copy of the signed intensive assistance plan and any supporting documents.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.10, R.S. 17:3871-3873, R.S. 17:3881-3884, and R.S. 1309-3904.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2251 (October 2010), amended LR 38:1218 (May 2012).

**§317. Due Process and Grievance Procedures  
[Formerly §333]**

A. The LEA shall establish grievance procedures to address the following components of due process.

1. The evaluatee shall be provided with a copy of his/her evaluation results no later than 15 days after the final

evaluation rating is determined and shall be entitled to any documentation related to the evaluation.

2. The evaluatee shall be entitled to provide a written response to the evaluation, to become a permanent attachment to the evaluatee’s single official personnel file.

3. Upon the request of the evaluatee, a meeting between the evaluatee and the evaluator shall be held after the evaluation and prior to the end of the academic year.

4. The evaluatee shall be entitled to grieve to the superintendent or his/her designee, if the conflict in question is not resolved between evaluatee and evaluator. The evaluatee shall be entitled to representation during the grievance procedure.

5. Copies of the evaluation results and any documentation related thereto of any school employee may be retained by the LEA, the board, or the department and, if retained, are confidential, do not constitute a public record, and shall not be released or shown to any person except as provided by law.

B. Failure by the LEA to adhere to the requirements of this Section shall be a grievable matter.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2252 (October 2010), amended LR 38:1218 (May 2012).

**§319. Staff Development for Personnel Involved in Evaluation [Formerly §335]**

A. LEAs shall provide training on a continuing basis for all staff involved in the evaluation process (i.e., district level administrators and supervisors, principals and assistant principals, and other observers, and classroom teachers). It is recommended that all training concentrate on fostering the elements listed below:

1. a positive, constructive attitude toward the teacher and administrator evaluation process;
2. a knowledge of state laws and LEA policies governing the evaluation process for teachers and administrators, along with the associated procedures for intensive assistance and due process;
3. an understanding of the *Louisiana Components of Effective Teaching* or an approved modified set of teacher competencies and performance standards;
4. an understanding of the *Performance Expectations and Indicators for Educational Leaders* or an approved modified set of leader competencies and performance standards;
5. an understanding of the measures of growth in student learning, as adopted by the board; and

6. an understanding of the process for calculating a composite score to determine final effectiveness ratings for teachers and administrators.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.10, R.S. 17:3871-3873, R.S. 17:3881-3884, and R.S. 1309-3904.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2252 (October 2010), amended LR 38:1219 (May 2012), LR 38:2360 (September 2012).

**§321. Evaluation Records Guidelines**

A. Copies of evaluation results and any related documentation shall be retained by the LEA.

B. All such files shall be confidential and shall not constitute a public record.

C. Such files shall not be released or shown to any person except:

1. the evaluated employee or his/her designee;
2. authorized school system officers and employees for all personnel matters, including employment application, and for any hearing, which relates to personnel matters, which includes the authorized representative of any school or school system, public or private, to which the employee has made application for employment; and

3. for introduction in evidence or discovery in any court action between the local board and a teacher when:

- a. the performance of the teacher is at issue; or
- b. the evaluation was an exhibit at a hearing, the result of which is being challenged.

D. Any local board considering an employment application for a person evaluated pursuant to this bulletin shall request such person’s evaluation results as part of the application process, regardless of whether that person is already employed by that school system or not, and shall notify the applicant that evaluation results shall be requested as part of this mandated process. The applicant shall be given the opportunity to apply, review the information received, and provide any response or information the applicant deems applicable.

E. The state superintendent of education shall make available to the public the data specified in R.S. 17:3902(B)(5) as may be useful for conducting statistical analyses and evaluations of educational personnel. However, the superintendent shall not reveal information pertaining to the evaluation report of a particular employee.

F. Public information may include school-level student growth data, as specified in R.S. 17:3902(B)(5).

G. Nothing in this Section shall be interpreted to prevent de-identified student growth data from public view.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:1219 (May 2012), amended LR 38:2361 (September 2012).

**§323. Job Descriptions**  
**[Formerly §339]**

A. The local personnel evaluation plan shall contain a copy of the job descriptions currently in use in the LEA. The LEA shall establish a competency-based job description for every category of teacher and administrator pursuant to its evaluation plan. The chart that follows identifies a minimum listing of the categories and titles of personnel for which job descriptions must be developed.

Personnel Category	Position or Title
Administration	<ol style="list-style-type: none"> <li>1. Superintendent</li> <li>2. Assistant Superintendent</li> <li>3. Director</li> <li>4. Supervisor</li> <li>5. Coordinator</li> <li>6. Principal</li> <li>7. Assistant Principal</li> <li>8. Any employee whose position does not require certification but does require a minimal education attainment of a bachelor's degree from an accredited institution of higher learning</li> <li>9. Any employee whose position requires certification, but whose title is not given in this list</li> <li>10. Any employee who holds a major management position, but who is not required to have a college degree or certification</li> </ol>
Instructional Personnel	<ol style="list-style-type: none"> <li>1. Teachers of Regular and Sp. Ed. students</li> <li>2. Special Projects Teachers</li> <li>3. Instructional Coaches and/or Master Teachers</li> </ol>
Support Services	<ol style="list-style-type: none"> <li>1. Guidance Counselors</li> <li>2. Librarians</li> <li>3. Therapists</li> </ol> <ol style="list-style-type: none"> <li>1. Any employee whose position does not require certification but does require a minimal educational attainment of a bachelor's degree from an accredited institution of higher learning</li> <li>2. Any employee whose position requires certification, but whose title is not given in this list</li> <li>3. Any employee who holds a major management position, but who is not required to have a college degree or certification</li> </ol>

B. The competency-based job description shall:

1. be grounded in the state standards of performance;
2. include job tasks that represent the essential knowledge, skills and responsibilities of an effective teacher or administrator that lead to growth in student achievement;
3. be reviewed regularly to ensure that the description represents the full scope of the teacher's or administrator's responsibilities; and
4. be distributed to all certified and professional personnel prior to employment. If said job description is modified based on the district's annual review, it must be distributed to all certified and professional teachers and leaders prior to the beginning of the next school year.

C. The following components shall be included in each job description developed:

1. position title;
2. overview of position;

3. position qualifications shall be at least the minimum requirements as stated in *Bulletin 746—Louisiana Standards for State Certification of School Personnel* (The qualifications shall be established for the position, rather than for the employee.);

4. title of the person to whom the employee reports;
  5. performance standards, including statement on responsibility for growth in student learning;
  6. salary or hourly pay range;
  7. statement acknowledging receipt of job description;
- and
8. a space for the employee's signature and date.

NOTE: Job descriptions must be reviewed annually. Current signatures must be on file at the central office in the single official file to document the annual review and/or receipt of job descriptions.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.10, R.S. 17:3871-3873, R.S. 17:3881-3884, and R.S. 1309-3904.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2252 (October 2010), amended LR 38:1219 (May 2012), LR 38:2361 (September 2012).

**§325. Extenuating Circumstances**

A. For any year in which a school temporarily closes due to natural disasters or any other unexpected events, districts may request invalidation of student achievement growth data with relation to the value-added assessment model by submitting a request to the state superintendent of education. The state superintendent of education shall publish annually the process and timeline for making such requests.

B. Evaluation results shall be invalidated for any teacher or administrator with 60 or more excused absences in a given academic year, due to approved leave, such as maternity leave, military leave, sick leave, or sabbatical leave.

C. For approved leave of fewer days and for any other extenuating circumstances that significantly compromise an educator's opportunity to impact student learning, educators, on their own behalf, district superintendents, or CEOs may request invalidation of student achievement growth data with relation to the value-added assessment model by submitting such requests to the state superintendent of education. The state superintendent of education shall publish annually the process and timeline for making such requests.

D. In cases where value-added data is invalidated, the teacher's principal or designee shall have discretion to determine the evaluation rating, based on the evidence available from students learning targets and observations.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:1220 (May 2012), amended LR 38:2361 (September 2012), LR 39:1274 (May 2013), LR 40:761 (April 2014).

**§329. Charter School Exceptions**

A. Charter governing authorities are subject only to §301, §303, §305, §307, §309, §325, §329, and §701 of this bulletin.

B. Each charter governing authority shall terminate employment of any teacher or administrator determined not to meet standards of effectiveness for three consecutive years.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:1220 (May 2012).

**Chapter 7. Reporting and Monitoring**

**§701. Annual Summary Reporting Format**

A. Each LEA will submit an annual personnel evaluation report of the most recent academic year to the department by July 15. Information included in the reporting format reflects data deemed necessary in presenting annual reports to the department, as well as to the LEAs. The reporting of such information includes a variety of responses directed toward the collection of data useful to an analysis of the evaluation process from a statewide perspective. Items that are reported by the LEAs on forms provided by the department include, but are not limited to, the following items:

1. individual-level teacher evaluation results, by teacher;
2. the number of certified and other professional personnel, by categories, who were evaluated as performing ineffectively;
3. the number of certified and other professional personnel, by categories, who were terminated because of not having improved performance within the specified time allotment (Include the reasons for termination.);
4. the number of certified personnel, by categories, who improved (from ineffective to effective) as a result of the evaluation process;
5. the number of formal grievances filed as a result of ineffective performance ratings or disagreement with evaluation results; and
6. the number of evaluatees who received intensive assistance.

B. The department shall annually report on the performance of administrators and teachers. Such reporting and monitoring shall include, but not be limited to, the following:

1. the percentage and number, where available, of administrators and teachers rated as highly effective, effective: proficient, effective: emerging, and ineffective;
2. the percentage and number, where available, of teachers whose student growth ratings are increased or

decreased, per §303.H of this bulletin, relative to the value-added model rating; and

3. information on principal learning targets relative to those recommended by the LDE (e.g., percentage and number of principal learning targets that are above, at, or below the LDE recommended targets).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2253 (October 2010), amended LR 38:1220 (May 2012), LR 38:2361 (September 2012), LR 39:1274 (May 2013), LR 41:1268 (July 2015).

**Chapter 9. General Provisions**

**§901. Louisiana Components of Effective Teaching**

A. The chart below contains the domains and components which represent the *Louisiana Components of Effective Teaching*.

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

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2254 (October 2010), amended LR 38:1221 (May 2012), LR 38:2361 (September 2012).

**§905. Definitions**

A. In order that consistency in terminology be maintained on a statewide basis, the department has established a list of terms and definitions. Careful consideration of each should be given during the training and implementation of personnel evaluation programs. The definitions below must be adopted by all LEAs. If additional terms are necessary in establishing a clear and concise understanding of evaluation procedures, they must be included in the LEA local personnel evaluation plan.

*Accountability*—shared responsibility for actions relating to the education of children.

*Administrator*—any person who serves in an academic leadership role at the school-level and is employed in a professional capacity other than a teacher. Principals, assistant principals, and academic deans shall be considered *administrators* according to this definition.

*Beginning Teacher*—any teacher in their first three years of the profession.

*Board*—state Board of Elementary and Secondary Education.

*Certified School Personnel*—those persons whose positions require certification.

*Charter School*—an independent public school that provides a program of elementary and/or secondary education established pursuant to and in accordance with the provisions of the Louisiana Charter School Law to provide a learning environment that will improve student achievement.

*Classroom Visitation*—an informal visit to a classroom of sufficient duration to monitor progress toward achievement of professional growth plan objectives and to provide support or assistance.

*Common Assessment*—a state-approved assessment to be used for measuring student growth in grades and subjects where value-added data is not available.

*Components of Effective Teaching*—the elements of teaching performance defined by the board in formal, recognized collaboration with educators and other stakeholders involved in education, to be critical to providing effective classroom instruction.

*Competencies*—skills, knowledge, and abilities required to demonstrate a particular level of performance.

*Criteria*—demonstrable levels of performance upon which a judgment may be based.

*Department*—Louisiana Department of Education.

*Due Process*—fair and impartial treatment, including notice and an opportunity to be heard.

*Duties*—those actions normally required of a position as assigned and/or described in the position description that are necessary to enable the class, school, or school district to accomplish its objectives.

*Educational Leader*—a person who is certified to serve in any school or district leadership capacity with the exception of superintendent.

*Evaluation*—process by which a local board monitors continuing performance of its teachers and administrators annually, by considering judgments concerning the professional accomplishments and competencies of a certified employee, as well as other professional personnel, based on a broad knowledge of the area of performance involved, the characteristics of the situation of the individual being evaluated, and the specific standards of performance pre-established for the position.

*Evaluatee*—teacher or administrator undergoing evaluation.

*Evaluator*—one who evaluates; the school principal or assistant principal or respective supervisory level designees charged with evaluating teachers or the superintendent or other LEA-level supervisor charged with evaluating administrators.

*Formal Site Visit*—an announced site visit by an administrator's evaluator, that is preceded by a pre-visit conference and followed by a post-visit conference in which

the administrator is provided feedback on his/her performance.

*Grievance*—a procedure that provides a fair and objective resolution of complaint by an evaluatee that the evaluation is inaccurate due to evaluator bias, omission, or error.

*Intensive Assistance Plan*—the plan that is implemented when it is determined, through the evaluation process, that personnel have not meet the standards of effectiveness. This plan includes:

- a. the specific steps the teacher or administrator shall take to improve;
- b. the assistance, support, and resources to be provided by the LEA;
- c. an expected timeline for achieving the objectives and the procedure for monitoring progress, including observations and conferences; and
- d. the action to be taken if improvement is not demonstrated.

*Job Description*—a competency-based summary of the position title, qualification, supervisor, supervisory responsibilities, duties, job tasks, and standard performance criteria, including improving student achievement, that specify the level of job skill required. Space shall be provided for signature and date.

*Local Board*—governing authority of the local education agency, parish/city school or local school system.

*Local Education Agency (LEA)*—city, parish, or other local public school system, including charter schools.

*Non-Tested Grades and Subjects (NTGS)*—grades and subjects for which a value-added score is not available for teachers or other certified personnel.

*Objective*—a devised accomplishment that can be verified within a given time, under specifiable conditions, and by evidence of achievement.

*Observation*—the process of gathering facts, noting occurrences, and documenting evidence of performance and delivering aligned, individualized feedback to the evaluatee.

*Observer*—one who gathers evidence to be used in the evaluation process through the observation of educator performance.

*Performance Expectations*—the elements of effective leadership approved by the board that shall be included as evaluation criteria for all building-level administrators.

*Performance Standards*—the behaviors and actions upon which performance is evaluated.

*Post-Observation Conference*—a discussion between the evaluatee and evaluator for the purpose of reviewing an observation and sharing commendations, insights, and recommendations for improvement.

*Pre-Observation Conference*—a discussion between the evaluatee and the evaluator which may occur prior to an observation; the purposes are to share information about the lesson to be observed and to clarify questions that may occur after reviewing of the lesson plan.

*Professional Growth Plan*—a written plan developed to enhance the skills and performance of an evaluatee. The plan includes:

- a. specific goal(s);
- b. objective(s);
- c. action plans;
- d. timelines;
- e. opportunities for reflection; and
- f. evaluation criteria.

*Self-Evaluation/Self-Reflection*—the process of making considered judgments of one's own performance concerning professional accomplishments and competencies as a certified employee or other professional person based upon personal knowledge of the area of performance involved, the characteristics of the given situation, and the specific standards for performance pre-established for the position; to be submitted by the evaluatee to the appropriate evaluator for use in the compilation of the individual's evaluation.

*Standard Certificate*—a credential issued by the state to an individual who has met all requirements for full certification as a teacher.

*Standard of Effectiveness*—adopted by the state Board of Elementary and Secondary Education as the final composite score required for teacher or administrator performance to be considered effective.

*Student-Learning Target*—a goal which expresses an expectation of growth in student achievement over a given period of time, as measured by an identified assessment and/or body of evidence.

*Teacher*—any person who provides direct instruction or direct instructional support to students, to whom he/she has been formally assigned. Classroom *teachers*, special education *teachers*, librarians, and guidance counselors shall be considered *teachers* according to this definition.

*Teachers of Record*—educators who are responsible for a portion of a student's learning outcomes within a subject/course.

*Value-Added*—the use of prior achievement history and appropriate demographic variables to estimate typical achievement outcomes through a statistical model for students in specific content domains based on a longitudinal data set derived from students who take state-mandated tests in Louisiana for the purpose of comparing typical and actual achievement.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:1222 (May 2012), amended LR 38:2362 (September 2012), LR 39:1275 (May 2013).

<b>XX School</b> District: XXX Parish • Grades: K-12 Site Code: XXX • # Students Enrolled • % Special Education • % Economically Disadvantaged • % Minority	Letter Grade
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This report is being provided to assist principals in analyzing the details of the accountability results for their school. The information contained in this report is unsuppressed. Therefore, recipients must ensure the confidentiality and security of these personally identifiable data per FERPA and state law.

### Profile Overview

<b>School Performance At a Glance</b>	<b>Section I</b>
<b>How did students perform?</b>	<b>Section II</b>
<b>How did different subgroups of students perform?</b>	<b>Section III</b>
<b>How did students improve?</b>	<b>Section IV</b>
<b>How prepared are students for high school?</b>	<b>Section V</b>
<b>How prepared for college and career are students?</b>	<b>Section VI</b>
<b>How do we compare to other schools?</b>	<b>Section VII</b>
<b>How is my school performance score calculated?</b>	<b>Section VIII</b>

**Section I: School Performance At a Glance**

**School Accountability: Letter Grade and Performance Score**

	School Letter Grade	School Performance Score	K8 Assessment Index	Dropout/Credit Index	End-of-Course Assessment Index	ACT Index	Cohort Graduation Rate Index	Strength of Diploma (Grad Index)	Progress Points Earned
<b>2012-2013 Performance</b>	Letter	##	##	##	##	##	##	##	#
<b>2013-2014 Performance</b>	Letter	##	##	##	##	##	##	##	#
<b>2014-2015 Performance</b>	Letter	##	##	##	##	##	##	##	#

Note: Includes implementation of grades 3-8 2014-2015 nonparticipation policy used for calculation of 2014-2015 SPS (e.g., backfill of prior year or use of average assessment points).

**Section II: How did students perform? (K-8 Information)**

**Spring 2015 Grade 3 iLEAP and PARCC Tests - Performance by Achievement Level**

Grade 3 Achievement Levels	English Language Arts				Mathematics				Science				Social Studies			
	School	School Last Year	District	State	School	School Last Year	District	State	School	School Last Year	District	State	School	School Last Year	District	St
Advanced	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Mastery	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Basic	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Approaching Basic	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Unsatisfactory	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Assessment Index	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	#

**Spring 2015 Grade 4 LEAP and PARCC Tests - Performance by Achievement Level**

Grade 4 Achievement Levels	English Language Arts				Mathematics				Science				Social Studies			
	School	School Last Year	District	State	School	School Last Year	District	State	School	School Last Year	District	State	School	School Last Year	District	St
Advanced	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Mastery	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Basic	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Approaching Basic	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Unsatisfactory	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Assessment Index	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	#

Note: In some cases percentages may not equal 100% due to rounding. All school values are counts while all district and state values are percentages. The *Needs Improvement* and *Unsatisfactory* achievement levels include students who performed in those ranges and students with testing irregularities resulting in voids.

Spring 2015 Grade 5 iLEAP and PARCC Tests - Performance by Achievement Level

Grade 5 Achievement Levels	English Language Arts				Mathematics				Science				Social Studies			
	School	School Last Year	District	State	School	School Last Year	District	State	School	School Last Year	District	State	School	School Last Year	District	St
Advanced	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Mastery	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Basic	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Approaching Basic	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Unsatisfactory	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Assessment Index	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	#

Spring 2015 Grade 6 iLEAP and PARCC Tests - Performance by Achievement Level

Grade 6 Achievement Levels	English Language Arts				Mathematics				Science				Social Studies			
	School	School Last Year	District	State	School	School Last Year	District	State	School	School Last Year	District	State	School	School Last Year	District	St
Advanced	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Mastery	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Basic	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Approaching Basic	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Unsatisfactory	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Assessment Index	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	#

Note: In some cases percentages may not equal 100% due to rounding. All school values are counts while all district and state values are percentages. The *Needs Improvement* and *Unsatisfactory* achievement levels include students who performed in those ranges and students with testing irregularities resulting in voids.

Spring 2015 Grade 7 iLEAP and PARCC Tests - Performance by Achievement Level

Grade 7 Achievement Levels	English Language Arts				Mathematics				Science				Social Studies			
	School	School Last Year	District	State	School	School Last Year	District	State	School	School Last Year	District	State	School	School Last Year	District	St
Advanced	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Mastery	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Basic	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Approaching Basic	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Unsatisfactory	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Assessment Index	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	#

Spring 2015 Grade 8 LEAP and PARCC - Performance by Achievement Level

Grade 8 Achievement Levels	English Language Arts				Mathematics				Science				Social Studies			
	School	School Last Year	District	State	School	School Last Year	District	State	School	School Last Year	District	State	School	School Last Year	District	St
Advanced	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Mastery	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Basic	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Approaching Basic	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Unsatisfactory	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Assessment Index	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	#

Note: In some cases percentages may not equal 100% due to rounding. All school values are counts while all district and state values are percentages. The *Needs Improvement* and *Unsatisfactory* achievement levels include students who performed in those ranges and students with testing irregularities resulting in voids.

**Section II: How did students perform? (High School Information)**

**2014-2015 EOC Tests - Performance by Achievement Level**

Subjects	Assmt Index	Excellent				Good				Fair				Needs Improvement			
	School	School	School Last Year	District	State	School	School Last Year	District	State	School	School Last Year	District	State	School	School Last Year	District	St
English II	##	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Algebra I	##	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Geometry	##	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Biology	##	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
English III	##	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
US History	##	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	

Note: In some cases percentages may not equal 100% due to rounding. All school values are counts while all district and state values are percentages. The *Needs Improvement* achievement level includes students who performed in the *Needs Improvement* range and students with testing irregularities resulting in voids.

**ACT Performance - Comparative Analysis**

ACT Information	ACT Performance			
	School	School Last Year	District	State
Average ACT Composite	##	##	##	##
Students Scoring 18+	#	#	%	%
Students Scoring 20+ (TOPS Opportunity)	#	#	%	%
Students Scoring 23+ (TOPS Performance)	#	#	%	%
Students Scoring 27+ (TOPS Honors)	#	#	%	%
Assessment Index	##	##	##	##

Note: Only full academic year (FAY) students are included in the calculation. Students who graduated in December 2014 are included. All school values are counts while district and state values are percentages. In some cases, percentages may not equal 100% due to rounding.

**Section III: How did different subgroups of students perform?**

**Students with Disabilities in Grades 3 to 8**

**Spring 2015 LAA 1 Tests - Performance by Achievement Level**

Achievement Levels (Grades 3 to 8)	English Language Arts				Mathematics				Science			
	School	School Last Year	District	State	School	School Last Year	District	State	School	School Last Year	District	State
Exceeds Standard	#	#	%	%	#	#	%	%	#	#	%	%
Meets Standard	#	#	%	%	#	#	%	%	#	#	%	%
Working Toward Standard	#	#	%	%	#	#	%	%	#	#	%	%
Assessment Index	##	##	##	##	##	##	##	##	##	##	##	##

Note: In some cases percentages may not equal 100% due to rounding. All school values are counts while all district and state values are percentages. The *Working Toward Standard* achievement level includes students who performed in the *Working Toward Standard* range and students with testing irregularities resulting in voids.

**Spring 2015 Grades 3-8 LEAP, iLEAP, and PARCC Tests - Performance by Achievement Level**

Subjects	Assmt Index	Excellent				Good				Fair				Needs Improvement			
	School	School	School Last Year	District	State	School	School Last Year	District	State	School	School Last Year	District	State	School	School Last Year	District	St
English II	##	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Algebra I	##	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Geometry	##	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Biology	##	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
English III	##	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
US History	##	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	

Note: In some cases percentages may not equal 100% due to rounding. All school values are counts while all district and state values are percentages. The *Needs Improvement* achievement level includes students who performed in the *Needs Improvement* range and students with testing irregularities resulting in voids.

**Students with Disabilities in High School  
Spring 2015 LAA1 Tests - Performance by Achievement Level**

Achievement Levels (Grades 9 to 11)	English Language Arts				Mathematics				Science			
	School	School Last Year	District	State	School	School Last Year	District	State	School	School Last Year	District	State
Exceeds Standard	#	#	%	%	#	#	%	%	#	#	%	%
Meets Standard	#	#	%	%	#	#	%	%	#	#	%	%
Working Toward Standard	#	#	%	%	#	#	%	%	#	#	%	%
Assessment Index	##	##	##	##	##	##	##	##	##	##	##	##

**2014-2015 EOC Tests - Performance by Achievement Level**

Subjects	Assmt Index	Excellent				Good				Fair				Needs Improvement			
	School	School	School Last Year	District	State	School	School Last Year	District	State	School	School Last Year	District	State	School	School Last Year	District	St
English II	##	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Algebra I	##	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Geometry	##	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Biology	##	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
English III	##	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
US History	##	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	

Note: In some cases percentages may not equal 100% due to rounding. All school values are counts while all district and state values are percentages. The *Needs Improvement* achievement level includes students who performed in the *Needs Improvement* range and students with testing irregularities resulting in voids.

**Students Who Are Economically Disadvantaged**

**Spring 2015 Grades 3-8 LEAP, iLEAP, PARCC, and LAA 1 Tests - Performance by Achievement Level**

All Grade Levels	English Language Arts				Mathematics				Science				Social Studies			
	School	School Last Year	District	State	School	School Last Year	District	State	School	School Last Year	District	State	School	School Last Year	District	State
Advanced	##	#	%	%	#	#	%	%	#	#	%	%	#	#	%	%
Mastery	##	#	%	%	#	#	%	%	#	#	%	%	#	#	%	%
Basic	##	#	%	%	#	#	%	%	#	#	%	%	#	#	%	%
Approaching Basic	##	#	%	%	#	#	%	%	#	#	%	%	#	#	%	%
Unsatisfactory	##	#	%	%	#	#	%	%	#	#	%	%	#	#	%	%
Assessment Index	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	#.

**2014-2015 EOC and LAA 1 Tests - Performance by Achievement Level**

Subjects	Assmt Index	Excellent				Good				Fair				Needs Improvement			
	School	School	School Last Year	District	State	School	School Last Year	District	State	School	School Last Year	District	State	School	School Last Year	District	S
English II	##	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Algebra I	##	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Geometry	##	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
Biology	##	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
English III	##	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	
US History	##	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	

Note: In some cases percentages may not equal 100% due to rounding. All school values are counts while all district and state values are percentages. The *Needs Improvement* and *Unsatisfactory* achievement levels include students who performed in those ranges and students with testing irregularities resulting in voids.

Students who are English Language Learners

Spring 2015 Grades 3-8 LEAP, iLEAP, PARCC, and LAA 1 Tests - Performance by Achievement Level

All Grade Levels	English Language Arts				Mathematics				Science				Social Studies			
	School	School Last Year	District	State	School	School Last Year	District	State	School	School Last Year	District	State	School	School Last Year	District	State
Advanced	##	#	%	%	#	#	%	%	#	#	%	%	#	#	%	%
Mastery	##	#	%	%	#	#	%	%	#	#	%	%	#	#	%	%
Basic	##	#	%	%	#	#	%	%	#	#	%	%	#	#	%	%
Approaching Basic	##	#	%	%	#	#	%	%	#	#	%	%	#	#	%	%
Unsatisfactory	##	#	%	%	#	#	%	%	#	#	%	%	#	#	%	%
Assessment Index	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	#.

2014-2015 EOC and LAA 1 Tests - Performance by Achievement Level

Subjects	Assmt Index	Excellent				Good				Fair				Needs Improvement			
	School	School	School Last Year	District	State	School	School Last Year	District	State	School	School Last Year	District	State	School	School Last Year	District	State
English II	##	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	%
Algebra I	##	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	%
Geometry	##	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	%
Biology	##	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	%
English III	##	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	%
US History	##	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	%

Note: In some cases percentages may not equal 100% due to rounding. All school values are counts while all district and state values are percentages. The *Needs Improvement* and *Unsatisfactory* achievement levels include students who performed in those ranges and students with testing irregularities resulting in voids.

### Minority Students

#### Spring 2015 Grades 3-8 LEAP, iLEAP, PARCC, and LAA 1 Tests - Performance by Achievement Level

All Grade Levels	English Language Arts				Mathematics				Science				Social Studies			
	School	School Last Year	District	State	School	School Last Year	District	State	School	School Last Year	District	State	School	School Last Year	District	State
Advanced	##	#	%	%	#	#	%	%	#	#	%	%	#	#	%	%
Mastery	##	#	%	%	#	#	%	%	#	#	%	%	#	#	%	%
Basic	##	#	%	%	#	#	%	%	#	#	%	%	#	#	%	%
Approaching Basic	##	#	%	%	#	#	%	%	#	#	%	%	#	#	%	%
Unsatisfactory	##	#	%	%	#	#	%	%	#	#	%	%	#	#	%	%
Assessment Index	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	#.

#### 2014-2015 EOC and LAA 1 Tests: Performance by Achievement Level

Subjects	Index	Excellent				Good				Fair				Needs Improvement			
	School	School	School Last Year	District	State	School	School Last Year	District	State	School	School Last Year	District	State	School	School Last Year	District	State
English II	##	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	%
Algebra I	##	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	%
Geometry	##	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	%
Biology	##	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	%
English III	##	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	%
US History	##	#	#	%	%	#	#	%	%	#	#	%	%	#	#	%	%

Note: In some cases percentages may not equal 100% due to rounding. All school values are counts while all district and state values are percentages. The *Needs Improvement* and *Unsatisfactory* achievement levels include students who performed in those ranges and students with testing irregularities resulting in voids.

**Growth for Non-Proficient Students - Progress Points for Schools**

K-8 Progress Points						
Subject	Number of Test Units		Percent of 13-14 non-proficient students exceeding their expected score in 14-15*			Total Progress Points **
	Number of students who were non-proficient in 2013-14	Number of 13-14 non-proficient students who exceeded their expected score in VAM 2014-15	School	District	State	
English Language Arts	#	#	%	%	%	#
Math	#	#	%	%	%	

\*To earn progress points, there must be more than 50.0% of non-proficient students exceeding their expected score.

\*\* The maximum number of progress points is 10.

**Section IV: How did students improve? (High School Information)**

**Growth for Non-Proficient Students - Progress Points for Schools**

In 2014-2015, two methods of calculating high school progress points were used during the progress point policy transition. The method yielding the higher points was used in the SPS calculation. Both methods are included below.

High School Progress Points: Old Method						
Subject	Number of test units		Percent of non-proficient students scoring at or above the top of the expected range or higher in 2014-2015*			Total Progress Points Earned
	Number of non-proficient students	Number of non-proficient students who scored at the top of the expected range or higher in 14-15	School	District	State	
ELA (includes both EXPLORE to PLAN and PLAN to ACT)	#	#	%	%	%	#
Math (includes both EXPLORE to PLAN and PLAN to ACT)	#	#	%	%	%	#

\*There must be at least 30% of non-proficient students at or above the top of the expected range to gain progress points. The maximum number of progress points is 10.

High School Progress Points: New Method						
Subject	Number of test units		Percent of non-proficient students scoring at or above the median of the expected range in 2014-2015*			Total Progress Points Earned
	Number of non-proficient students	Number of non-proficient students who scored at or above the median of the expected range in 14-15	School	District	State	
ELA (EXPLORE to PLAN)	#	#	%	%	%	#
ELA (PLAN to ACT)	#	#	%	%	%	
Math (EXPLORE to PLAN)	#	#	%	%	%	#
Math (PLAN to ACT)	#	#	%	%	%	

\*There must be more than 50% of non-proficient students at or above the median of the expected range to gain progress points. The maximum number of progress points is 10.

Note: Grade 12 repeating students included in 2013-14 SPS are excluded from the ACT and progress points indexes in 2014-15.

**Section V: How prepared are students for high school?**

**Dropout/Credit Accumulation Index Results**

Dropout/Credit Accumulation Index			
Number of Carnegie Units	Points	Student Count	Total Points
6 or more	150	#	#
5.5	125	#	#
5	100	#	#
4.5	75	#	#
4	50	#	#
3.5	25	#	#
3 or less	0	#	#
3rd year 8th grade student	0	#	#
Dropout	0	#	#
<b>Total</b>		#	#
<b>DCAI Information</b>	<b>Average Number of Credits Earned by End of 9<sup>th</sup> Grade</b>		<b>##</b>
	<b>Dropout/Credit Accumulation Index</b>		<b>##</b>
	<b>Prior Year Average Number of Credits Earned by End of 9<sup>th</sup> Grade</b>		<b>##</b>
	<b>Prior Year Dropout/Credit Accumulation Index</b>		<b>##</b>
	<b>District Dropout/Credit Accumulation Index</b>		<b>##</b>
	<b>State Dropout/Credit Accumulation Index</b>		<b>##</b>

**Section VI: How prepared for college and career are students?**

**Strength of Diploma (Graduation Index) Measures**

Category	Student Outcome	Index Points	Cohort Member Count	Total Points
High School Diploma Plus:	(a) Advanced Placement score of 3+, International Baccalaureate of 4+, CLEP score of 50+ and (b) Advanced statewide Jump Start credential	160	#	#
	(a) Advanced Placement score of 3+, International Baccalaureate of 4+, CLEP score of 50+ or (b) Advanced statewide Jump Start credential	150	#	#
High School Diploma Plus*:	(a) At least one passing course grade for TOPS core curriculum credit of the following type: Advanced Placement, college credit, dual enrollment, or International Baccalaureate and (b) Basic statewide Jump Start credential	115	#	#
	(a) At least one passing course grade for TOPS core curriculum credit of the following type: Advanced Placement, college credit, dual enrollment, or International Baccalaureate or (b) Basic statewide Jump Start credential	110	#	#
On-time Graduate	High School Diploma (no additional credentials earned)	100	#	#
5 <sup>th</sup> year Graduate with Credentials	Graduates with an Advanced Placement score of 3+, International Baccalaureate score of 4+, or CLEP score of 50+	140	#	#
5 <sup>th</sup> year Graduates	High School Diploma (no additional credentials earned)	75	#	#
6 <sup>th</sup> year Graduates	High School Diploma	50	#	#
High School Equivalency	HiSet/GED	25	#	#
Non-Graduates without High School Equivalency		0	#	#
Total Points				#
Cohort Graduation Index (Strength of Diploma)				##
Prior Year Cohort Graduation Index (Strength of Diploma)				##

Note: Students are included in the table at only the highest level earned in order to prevent duplication.

\*Students must take the Advanced Placement exam and pass the course.

## Graduation Results and College-Going Data

### Cohort Graduation Rate Index

	Cohort Graduation Rate (2014 Graduates)			
	School	School Last Year (2013)	District	State
Cohort Graduation Rate	%	%	%	%
Cohort Graduation Rate Index	#. #	#. #	#. #	#. #
Total Graduates	#	#	#	#

### 5<sup>th</sup> and 6<sup>th</sup> Year Graduates

	Number of Graduates		
	School	District	State
5 <sup>th</sup> -year Graduates (4 <sup>th</sup> year, on-time cohort was 2013)	#	#	#
6 <sup>th</sup> -year Graduates (4 <sup>th</sup> year, on-time cohort was 2012)	#	#	#

### First-Time Freshmen and College Entrance

	Number of Graduates	Of Those High School Graduates Entering College the First Fall After High School Graduation			Of Those High School Graduates Entering College the Second Fall After High School Graduation		
		2 year college-going	4 year college-going	In-state college-going	2 year college-going	4 year college-going	In-state college-going
School (2013-2014 Graduates)	#	%	%	%	<i>Not yet available</i>		
School (2012-2013 Graduates)	#	%	%	%	%	%	%
District (2013-2014 Graduates)	#	%	%	%	<i>Not yet available</i>		
District (2012-2013 Graduates)	#	%	%	%	%	%	%
State (2013-2014 Graduates)	#	%	%	%	<i>Not yet available</i>		
State (2012-2013 Graduates)	#	%	%	%	%	%	%

**Section VII: How do we compare to other schools?**

**School Performance at a Glance: Average School Performance By Letter Grade and Index**

	# of K-8 Schools	% K-8 Schools	Avg. Basic and Above (All)	Avg. Basic and Above (ELA)	Avg. Basic and Above (Math)	Avg. Mastery and Above (All)	Avg. Mastery and Above (ELA)	Avg. Mastery and Above (Math)	Avg. K8 Assmt Index	Avg. DCAI	Avg. Tot Progress Points
XX School*			%	%	%	%	%	%	##	##	#
A Schools	#	%	%	%	%	%	%	%	##	##	#
B Schools	#	%	%	%	%	%	%	%	##	##	#
C Schools	#	%	%	%	%	%	%	%	##	##	#
D Schools	#	%	%	%	%	%	%	%	##	##	#
F Schools	#	%	%	%	%	%	%	%	##	##	#
Total	#	%	%	%	%	%	%	%	##	##	#

	# of 9-12 Schools	% 9-12 Schools	Avg. Good+ (EOC) Percent	Avg. Excellent (EOC) Percent	Avg. EOC Assmt Index	Avg. ACT Assmt Index	Avg. Grad Rate	Avg. Grad Rate Index	Avg. Strength of Diploma Index
XX School*			%	%	##	##	%	##	##
A Schools	#	%	%	%	##	##	%	##	##
B Schools	#	%	%	%	##	##	%	##	##
C Schools	#	%	%	%	##	##	%	##	##
D Schools	#	%	%	%	##	##	%	##	##
F Schools	#	%	%	%	##	##	%	##	##
Total	#	%	%	%	##	##	%	##	##

\*The green row reports the school’s actual performance compared to the average performance of schools grouped by assigned letter grade.

**Section VIII: How is my school performance score calculated?**

2014-2015 SPS Calculation			
SPS Indicators:	Index x Weight		= Weighted Index
K-8: Assessment (LEAP, iLEAP, PARCC, and LAA 1)	##		
Adjusted K-8: Assessment (with LEAP, iLEAP ELA and math nonparticipation policy included)	##	%	##
K-8: Dropout/Credit Accumulation Index	##	%	##
High School: ACT Assessment	##	%	##
High School: End-of- Course (EOC) / LAA1 Assessment	##	%	##
High School; Cohort Graduation Index	##	%	##
High School: Cohort Graduation Rate Index	##	%	##
<b>K-8 Progress Points</b>			#
<b>High School Progress Points</b>			#

Combination SPS				
K-8 Weight	K-8 SPS	HS Weight	HS SPS	Final SPS
%	##	%	##	##

School Performance Scores are calculated using a school’s index scores (i.e. performance on specific components) multiplied by the corresponding formula weight. A combinati school SPS is the weighted average of the K8 and high school testers/cohort members.

**Additional Resources:**

K-8 Progress Point Fact Sheet	<a href="http://www.louisianabelieves.com/docs/default-source/accountability/k-8-progress-points-fact-sheet.pdf?sfvrsn=2">http://www.louisianabelieves.com/docs/default-source/accountability/k-8-progress-points-fact-sheet.pdf?sfvrsn=2</a>
High School Progress Point Fact Sheet	<a href="http://www.louisianabelieves.com/docs/default-source/accountability/high-school-progress-points-fact-sheet.pdf?sfvrsn=2">http://www.louisianabelieves.com/docs/default-source/accountability/high-school-progress-points-fact-sheet.pdf?sfvrsn=2</a>
Accountability Library	<a href="http://www.louisianabelieves.com/resources/library/accountability">http://www.louisianabelieves.com/resources/library/accountability</a>
Data Center	<a href="http://www.louisianabelieves.com/resources/library/data-center">http://www.louisianabelieves.com/resources/library/data-center</a>



# ESEA FLEXIBILITY

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## Renewal Form

# LOUISIANA



June 30, 2015

OMB Number: 1810-0581

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 16 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to retain the benefits of ESEA flexibility, offered to State educational agencies under section 9401 of the Elementary and Secondary Education Act of 1965, as amended, and voluntary. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1810-0581. Note: Please do not return the completed ESEA Flexibility Renewal Request Form to this address.

### **Louisiana’s Approach to Student Achievement: Educator Effectiveness**

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

### **The Development of Compass**

#### ***Compass Pilot Overview***

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

#### *2009–2010*

The Compass pilot began in 2009 with a pilot of the value-added model in 24 schools across Louisiana. The goal for this pilot year was to create and test the Curriculum Verification and Results (CVR) portal. CVR is what VAM educators and principals use to verify their student rosters and to receive their annual ratings (Appendix 3.D). Within CVR, teachers are able to verify the students they taught to ensure that their students’ academic achievement data is tied directly to the teacher.

The LDE created a report on the development of the VAM as specified in Act 54 and this report can be reviewed in (See Appendix 3.E). This report reviews the processes supporting the development of the value-added model as well as the technical processes and findings from the initial 2009–2010 Compass pilot. Of note is that the value-added model system was able to identify groups of teachers who were consistently in either the lowest performing (i.e., bottom 10 percent) or the highest performing group (i.e., top 10 percent) of teachers across years. This data is critical in targeting strategic support for low-performing teachers and in targeting retention efforts for those teachers who are high-performing.

#### *2010–2011*

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

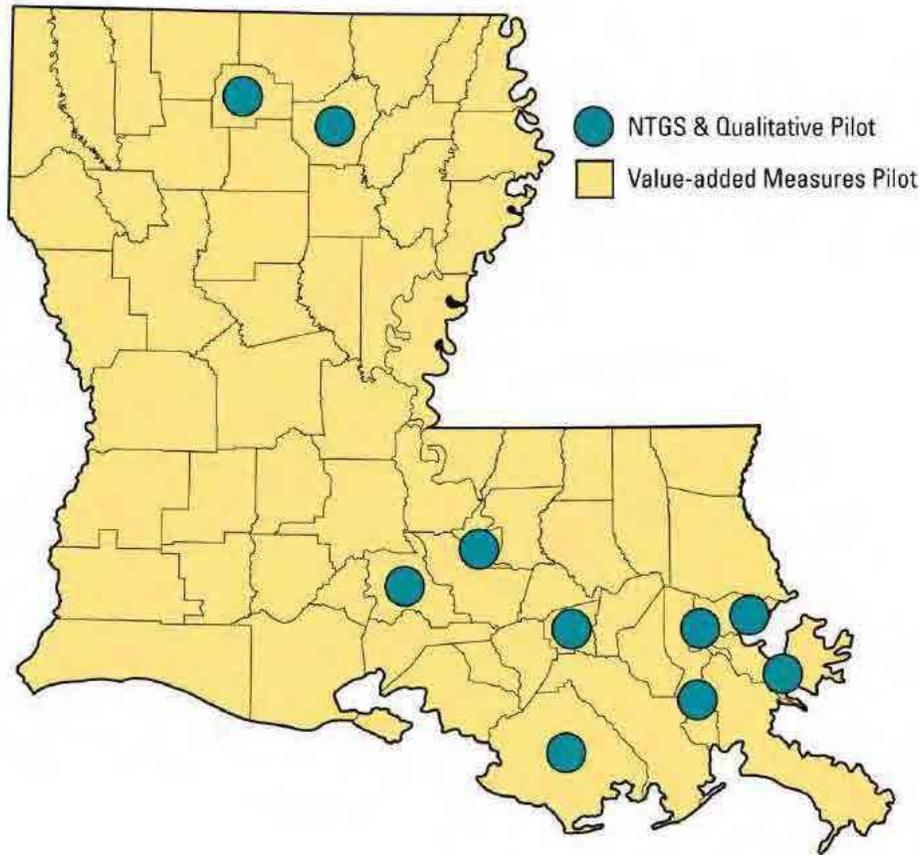


Figure 3.A. Compass Pilot Districts and Schools

2011---2012

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

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

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

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

Table 3.A. Compass Pilot Schools

**Stakeholder Engagement**

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

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

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

**An Educator-Driven Process**

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

## F21: ESEA Waiver: ACCEE and Compass Stakeholder Engagement Overview

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

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

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

### ***Advisory Committee on Educator Evaluation***

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

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

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

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

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

## F21: ESEA Waiver: ACCEE and Compass Stakeholder Engagement Overview

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

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

In addition to the resources outlined above, over the course of the committee, the Hope Street Group, in coordination with the LDOE, provided a private online workspace for committee members to continuously communicate and discuss pertinent issues related to the charges of the committee (See Appendix 3.H for the ACEE Committee Summary Report).

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

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

## F21: ESEA Waiver: ACCEE and Compass Stakeholder Engagement Overview

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

**Table 3.B. Compass Stakeholder Engagement Summary**

### ***Compass Policy***

In 2010, the Louisiana Legislature passed groundbreaking legislation (Act 54) to improve teaching and learning across the state and to establish within each LEA an effective system for support and evaluation of certified and other professional personnel. The law's aim was to (See Attachment 11a):

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

## F21: ESEA Waiver: ACCEE and Compass Stakeholder Engagement Overview

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

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

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

Additionally, Louisiana’s Board of Elementary and Secondary Education (BESE) updated Bulletin 130, which defines their specific policies around the use of the Compass tool. (See Attachment 11b.) This Bulletin has undergone revisions in January and December 2013 in prodder to update these polices based on educator feedback on the Compass tool.

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

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

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

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

The evaluation formula, as defined in state law and Bulletin 130, demonstrates Louisiana’s commitment to improving student achievement and educator effectiveness by tying an educator’s evaluation directly to



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE CHIEF FINANCIAL OFFICER

**JAN 30 2015**

RECEIVED  
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Ms. Beth Scioneaux  
Deputy Superintendent for Finance  
Louisiana Department of Education  
P.O. Box 94064  
Baton Rouge, LA 70804-9064

MANAGEMENT & FINANCE  
LA. DEPT. OF EDUCATION

Reference: Agreement No. 2014-107

Dear Ms. Scioneaux:

The original and one copy of the Indirect Cost Rate Agreement are enclosed. These documents reflect an understanding reached by your organization and the U.S. Department of Education. The rates agreed upon should be used for computing indirect cost grants, contracts and applications funded by this Department and other Federal Agencies.

After reviewing the Rate Agreement, please confirm acceptance by having the original signed by a duly authorized representative of your organization and returned within thirty (30) calendar days from the date of this letter to:

U.S. Department of Education  
OCFO / FIO / ICG  
Attention: David Gause, Rm. 6044  
550 12th Street, SW  
Washington, DC 20202-4450

The enclosed copy of this agreement should be retained for your files. If there are any questions, please contact David Gause at (202) 245-8032 or David.Gause@ed.gov.

The next indirect cost rate proposal based on actual data for the year ending June 30, 2015 is due by December 31, 2015. This proposal should be sent to the above address.

Sincerely

Frances Outland  
Director, Indirect Cost Group  
Financial Improvement Operations

Enclosures

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INDIRECT COST RATE AGREEMENT  
STATE EDUCATION AGENCY

**Organization**

Louisiana Department of Education  
P.O. Box 94064  
Baton Rouge, LA 70804-9064

**Date:** JAN 3 6 2015

**Agreement No:** 2014-107

**Filing Reference:** Replaces previous Agreement No. 2011-161(B)

Dated: 10/20/2014

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section JI of this Agreement and issued by the U.S. Department of Education pursuant to the authority in Attachment A of Office of Management and Budget Circular A-87.

**Section I - Rates and Bases**

<u>Detail,</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Predetermined	07/01/2014	06/30/2015	10.2%	MTDC	Restricted
Predetermined	07/01/2015	06/30/2016	10.2%	MTDC	Restricted

**Distribution Base:**

MTDC Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).

**Applicable To:**

Restricted Restricted rates apply to programs that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

**Treatment of Fringe Benefits:** Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to OMB Circular A-87-Attachment B Paragraph 8.d.(3), unused leave costs for all employees will be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

**Capitalization Policy:** Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$1,000.

## Section II - Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

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Section IV - Approvals

For the State Education Agency:

Louisiana Department of Education  
P.O. Box 94064  
Baton Rouge, LA 70804-9064

For the Federal Government:

U.S. Department of Education  
OCFO / FIO / ICG  
550 12th Street, SW  
Washington, DC 20202-4450

[Redacted Signature]

Signature

[Redacted Signature]

Signature

Frances Outland

Name

Director, Indirect Cost Group

Title

JAN 3 2015

2.10.15

Date

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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To add more Budget Narrative attachments, please use the attachment buttons below.

## TIF Budget Narrative

This Budget Narrative describes the proposed Louisiana Department of Education (LDOE) budget to expand equitable access to effective educators and increase student achievement in our partner rural LEAs by improving the key lever of our PBCS—the Compass evaluation and support system—and bringing both our pre-service teacher preparation and our principal professional development into alignment with a more robust and effective evaluation and support system.

<b>Total Requested Budget</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>TOTAL</b>
Personnel	\$3,288,660	\$5,768,660	\$4,608,660	\$4,048,660	\$2,888,660	<b>\$20,603,300</b>
Fringe Benefits	\$963,765	\$1,719,765	\$1,305,015	\$974,265	\$559,515	<b>\$5,522,325</b>
Travel	\$87,534	\$87,534	\$87,534	\$87,534	\$87,534	<b>\$437,670</b>
Equipment	\$1,181,068	\$1,520,000	\$270,000	\$120,000	\$0	<b>\$3,091,068</b>
Supplies	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	<b>\$50,000</b>
Contractual	\$5,366,000	\$6,226,000	\$5,076,000	\$4,166,000	\$3,566,000	<b>\$24,400,000</b>
Other	\$1,055,000	\$1,655,000	\$1,355,000	\$1,355,000	\$1,055,000	<b>\$6,475,000</b>
Total Direct Costs	\$11,952,027	\$16,986,959	\$12,712,209	\$10,761,459	\$8,166,709	<b>\$60,579,363</b>
Indirect Costs	\$1,219,107	\$1,732,670	\$1,296,645	\$1,097,669	\$833,004	<b>\$6,179,095</b>
<b>Total Budget</b>	<b>\$13,171,134</b>	<b>\$18,719,629</b>	<b>\$14,008,854</b>	<b>\$11,859,128</b>	<b>\$8,999,713</b>	<b>\$66,758,458</b>

### 1. Personnel

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>TOTAL</b>
LDOE Leadership and Support Staff	\$808,660	\$808,660	\$808,660	\$808,660	\$808,660	<b>\$4,043,300</b>
Teacher Residency Coordinator	\$1,200,000	\$1,200,000	\$1,200,000	\$1,200,000	\$1,200,000	<b>\$6,000,000</b>
Performance-Based Compensation Stipends	\$0	\$2,800,000	\$1,960,000	\$1,400,000	\$560,000	<b>\$6,720,000</b>
Mentor Teachers Stipends	\$1,280,000	\$960,000	\$640,000	\$640,000	\$320,000	<b>\$3,840,000</b>
<b>Personnel Budget</b>	<b>\$3,288,660</b>	<b>\$5,768,660</b>	<b>\$4,608,660</b>	<b>\$4,048,660</b>	<b>\$2,888,660</b>	<b>\$20,603,300</b>

The following LDOE staff will be responsible for the execution of all aspects of the TIF grant.

#### Overall Grant Management:

- TIF Project Director (100% FTE): oversees the full management of the grant, budget compliance and reporting
- Assistant Superintendent of Academic Content (20% FTE): oversees the Office of Academic Content for the LDOE
- Assistant Superintendent of Talent (20% FTE): oversees the Office of Talent for the LDOE
- Chief of Staff of Academic Content (25%): serves as strategic partner to Assistant Superintendent of Academic Content in managing all work streams, including network teams, Compass, Principal Fellowship and the Teacher Leader program
- Director of Educator Workforce (50% FTE): manages LDOE initiatives relative to educator workforce, including the annual production of educator workforce reports and implementation of the LDOE's Equity Plan.
- Director of Compass (25% FTE): oversees Louisiana's implementation of teacher and principal evaluation including the work of teacher and principal goals.
- Manager of Compass (25% FTE): provides technical support to LEAs in the implementation of Compass
- Network Leaders (10% FTE): each of the three Network Leaders leads a group of at least sixteen districts and oversees the teams providing all direct support to districts.
- Network Coaches (30% FTE): a total of six coaches, two per network, will provide direct coaching to individual partner LEA

#### Goal-Setting:

- Director of State Formative Assessment (100% FTE): oversees Louisiana's formative and summative assessment system, including implementation, administration, design, and contracts.
- Manager of Interim and Formative Assessment (100% FTE): this is a new position that will support the Director of Assessment Administration to build a unified interim and formative assessment system for district use, including all core content areas.
- CIS Data Systems Manager (100% FTE): this is a new position, and will oversee the overhaul and improvements in reporting in the CIS system.
- Manager of Data Systems and Quality (20% FTE): oversees the entirety of the state's data systems, including all improvements to the functionality of workforce reporting and the CIS.
- Director of Data Systems and Quality (20% FTE): manages the day-to-day operations of the CIS and other key workforce data systems.

#### Principal Fellowship:

- Director of Principal Fellowship (50% FTE): oversees LEA support and development of principals, including the implementation and expansion of the Principal Fellowship.

#### Believe and Prepare:

- Executive Director of Educator Preparation (25% FTE): oversees LDOE initiatives relative to teacher preparation, including Believe and Prepare growth strategy, policy, relationships with institutions of higher education, and stakeholder engagement.
- Director of Field Support (100% FTE): oversees the LDOE's Believe and Prepare pilots, including training and support for preparation partnerships and mentor teachers, and grant monitoring (site visits, reporting, budget management, etc.).

- Data Analyst (25% FTE): currently vacant, but will be filled in August; manages Office of Talent analytics and IT projects, including support the rebuild of district, principal, and teacher reporting including the processing of VAM and other data related to the HCMS.

Partner LEA Staff:

- LEA Teacher Residency Coordinator (100% FTE): will oversee the teacher residency program in each partner of the 16 partner LEAs. The LDOE will support LEAs in effectively budgeting for this position throughout the course of and after the conclusion of the grant.
- Mentor Teacher Stipends: stipends for an average of 20 mentor teachers per each of the 16 LEAs at a rate of \$4,000 per mentor teacher starting in year one and gradually tapering off to \$1,000 in year five for a total of \$3,840,000 over the grant period. The LDOE will support LEAs in effectively budgeting for these stipends throughout the course of and after the conclusion of the grant.
- Teacher Leader Advisors: Teacher Leader Advisors are hired by the LDOE to support the creation, piloting, and training of Compass and goal-setting policies and tools.
- Performance and demand-based compensation for teachers: stipends for teachers who achieve successful evaluation results and/or fill roles in high-demand schools and/or subjects, as determined by the partner LEA in consultation with educators.

**2. Fringe Benefits**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>TOTAL</b>
LDOE Leadership and Support Staff	\$312,765	\$312,765	\$312,765	\$312,765	\$312,765	<b>\$1,563,825</b>
Teacher Residency Coordinator	\$315,000	\$315,000	\$236,250	\$157,500	\$78,750	<b>\$1,102,500</b>
Performance-Based Compensation	\$0	\$840,000	\$588,000	\$420,000	\$168,000	<b>\$2,016,000</b>

For Teachers						
Mentor Teachers	\$336,000	\$252,000	\$168,000	\$84,000	\$0	<b>\$840,000</b>
<b>Fringe Budget</b>	<b>\$963,765</b>	<b>\$1,719,765</b>	<b>\$1,305,015</b>	<b>\$974,265</b>	<b>\$559,515</b>	<b>\$5,522,325</b>

Fringe benefits for LDOE staff include health insurance, dental, flexible spending, social security and Medicare coverage, and retirement benefits. Actual benefit costs are used where known. Benefits on stipends are calculated at a rate of 30 percent, because that is the average employer contribution for benefits on stipends. Benefits on new hires are budgeted at 48 percent because that is the max benefit rate if all benefits were exercised.

### 3. Travel

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>TOTAL</b>
Travel for quarterly Teacher Leader and Supervisor Collaborations	\$55,000	\$55,000	\$55,000	\$55,000	\$55,000	<b>\$275,000</b>
Travel for Teacher Leader Summit	\$16,750	\$16,750	\$16,750	\$16,750	\$16,750	<b>\$83,750</b>
Travel for partner LEA site visits	\$8,784	\$8,784	\$8,784	\$8,784	\$8,784	<b>\$43,920</b>
Travel for annual TIF grant meeting	\$4,200	\$4,200	\$4,200	\$4,200	\$4,200	<b>\$21,000</b>
Travel for annual TIF grant topical meeting	\$2,800	\$2,800	\$2,800	\$2,800	\$2,800	<b>\$14,000</b>
<b>Travel Total</b>	<b>\$87,534</b>	<b>\$87,534</b>	<b>\$87,534</b>	<b>\$87,534</b>	<b>\$87,534</b>	<b>\$437,670</b>

All LDOE staff included in the management plan of the grant will attend and provide training at the LDOE's quarterly Teacher Leader and Supervisor Collaborations, as well as the annual Teacher Leader Summit. Trainings will include sessions for districts, principals, and teachers on the new formative assessment system, goal-setting process, data usage, and teacher residencies. The collaborations occur four times per year, in three to four cities during each set of collaborations for a total of 15 statewide trainings. Travel costs associated with these trainings include hotel, food, and car rental expenses estimated on a rate of \$5,400 per person annually adjusted to align with the percentage of salary funded by the TIF grant. Travel costs associated

with the Teacher Leader Summit are calculated at a rate of \$670 per person for a total of 25 employees annually.

The Grant Project Director and one additional LDOE staff person, depending on the nature of the meeting, will conduct four annual site visits to each of the 16 partner LEAs. Staff members will visit two LEAs per day, for a total of 6 full days of site visits per quarter, a total of 24 site visits will be conducted annually. The LDOE estimates the cost of meals, car rental, and lodging will be \$1,198 per person, or \$2196 per set of quarterly rotations for both employees, for a total of \$8,784 annually. Additionally, the LDOE will send the Grants Project Director and additional staff to annual TIF grant project meetings. It is estimated that the total cost of travel for staff will be \$7,000 annually.

#### 4. Equipment

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>TOTAL</b>
New CIS servers	\$175,068	\$20,000	\$20,000	\$20,000	\$0	<b>\$235,068</b>
CIS improvements	\$1,000,000	\$1,500,000	\$250,000	\$100,000	\$0	<b>\$2,850,000</b>
IT needs for new staff	\$6,000	\$0	\$0	\$0	\$0	<b>\$6000</b>
<b>Equipment Total</b>	<b>\$1,181,068</b>	<b>\$1,520,000</b>	<b>\$270,000</b>	<b>\$120,000</b>	<b>\$0</b>	<b>\$3,091,068</b>

In order for LEAs and the LDOE to be able to capture, report, and dynamically display assessment and goal-setting data, the Compass Information System (CIS), the LDOE's data system for evaluation results, will need significant upgrades, as well as upgrades to its server. The LDOE anticipates that the initial design and implementation costs will be included in years one and two, while years three and four will include updates to the system based on feedback from the field and the fifth year spent on general maintenance of the system. The total costs to upgrade CIS and the servers to run the CIS on are \$3,085,068 over the course of the grant.

The LDOE will also need to purchase technology equipment for the newly hired Grant Projects Director, CIS Data Systems Manager and Manger of Interim and Formative Assessments, including laptops, computers, and MiFis for a total of \$6,000 in year one.

**5. Supplies**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>TOTAL</b>
General Supplies	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	<b>\$50,000</b>
<b>Supplies Total</b>	<b>\$10,000</b>	<b>\$10,000</b>	<b>\$10,000</b>	<b>\$10,000</b>	<b>\$10,000</b>	<b>\$50,000</b>

The LDOE will be responsible for providing all training materials for TIF-related sessions at the quarterly collaborations, annual Teacher Leader Summit, and Principal Fellowship to ensure successful execution of these events, and that all participants receive the quality professional development that they need to positively impact student achievement. These training supplies include printing of materials, chart paper, markers, post-it notes for a total of \$5,000 annually and \$25,000 over the grant period.

Additionally, the LDOE will support partner LEAs in the development of recruitment materials for mentor teachers, teacher residents, and Principal Fellowship participants for a total of \$5,000 annually and \$25,000 over the grant period.

**6. Contractual**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>TOTAL</b>
Focus groups and surveys	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	<b>\$375,000</b>
Teacher preparation provider subgrants	\$1,250,000	\$1,250,000	\$1,250,000	\$1,000,000	\$500,000	<b>\$5,250,000</b>
Mentor training	\$400,000	\$400,000	\$400,000	\$150,000	\$50,000	<b>\$1,400,000</b>
Support for educator preparation program curricula redesign	\$400,000	\$400,000	\$400,000	\$0	\$0	<b>\$1,200,000</b>
Workforce projection tool development and	\$50,000	\$10,000	\$10,000	\$0	\$0	<b>\$70,000</b>

support						
Anet district and assessment coaching support for LEAs during collaborations and in LEA: conduct audit and then advise on implementation of new system	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000	<b>\$1,000,000</b>
Vendor TBD data reporting enhancements	\$800,000	\$200,000	\$200,000	\$200,000	\$200,000	<b>\$1,600,000</b>
Center for assessment support	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	<b>\$500,000</b>
Diagnostic, interim, and formative assessment development costs (access statewide assessment system) math, English, social studies, science in grades 3–high school	\$1,500,000	\$3,000,000	\$2,000,000	\$2,000,000	\$2,000,000	<b>\$10,500,000</b>
ELL and SPED assessment development and scaling	\$500,000	\$500,000	\$350,000	\$350,000	\$350,000	<b>\$2,050,000</b>
Teacher Leader advisor contracts to support creating Compass tools and lead training	\$91,000	\$91,000	\$91,000	\$91,000	\$91,000	<b>\$455,000</b>
<b>Contractual Total</b>	<b>\$5,366,000</b>	<b>\$6,226,000</b>	<b>\$5,076,000</b>	<b>\$4,166,000</b>	<b>\$3,566,000</b>	<b>\$24,400,000</b>

In order for the LDOE to implement a new formative assessment system, it must contract with a vendor to design this system. Therefore, the LDOE is proposing a total \$12,550,000 to cover the design and implementation costs for grades 3 through high school ELA, math, science, and social studies assessments, as well as early elementary, English Language Learners, and special education literacy screeners. These assessments will help ensure that educators have the data they need to determine if all students are mastering content standards and therefore on track for the next grade level. The LDOE currently has a vendor (Data Recognition Corporation) that will administer all of the assessments. The LDOE has a request for proposal out for the content

of the English and math assessment system. The LDOE will release future requests for proposals for science, social studies, and early elementary and special population assessments.

To ensure a successful implementation of the new formative assessment systems, the LDOE will need to contract with several vendors to ensure the assessments are quality and to provide LEAs with support and training. These contracts include the following:

- Center for Assessment: \$500,000 over the entire grant period to support scoring, reporting, and alignment of the LDOE's new formative system to its standards and summative assessments.
- Achievement Network: \$1 million over the entire grant period to conduct audits of partner LEA's current assessment systems and provide professional development at collaborations and one-on-one in the LEA to support them in implementation of the new formative assessment system.
- Vendor TBD: \$1.6 million over the entire grant period to provide sophisticated reporting options for LEAs, principals, teachers, and parents on student assessment and teacher performance.

In order for the yearlong teacher residency model to expand to all LEAs and teacher preparation programs, and for preparation programming to fully reflect new formative assessments and use of data to set goals, institutions of higher education (IHE) will need to spend the first three years of the grant redesigning teacher residency curricula. To support IHEs in this process, the LDOE will contract with a vendor to assist IHEs in developing those new curricula at a total of \$1.2 million. Additionally, the LDOE will provide subgrants to six teacher preparation programs that will partner with rural partner LEAs to further support implementation costs, such as a portion of faculty salaries dedicated to aligning curricula, designing yearlong

residencies, partnering with LEAs, technology and printing costs to update course syllabi, and training for teacher residency lead faculty. These costs will start at \$1,250,000 for the first three years, \$250,000 per program, when the redesign and implementation work will be most heavy, and then reduce to \$1 million in year four and \$500,000 in year five when the new curricula will be fully implemented. The LDOE will also contract with a vendor to ensure that all mentor teachers participating in the Believe and Prepare program will have the adequate training they need to support all teacher residents. The LDOE anticipates that this will cost \$400,000 per year through the first three years, and then \$150,000 and \$50,000 in years four and five and more veteran mentor teachers are added to the program and less professional development is needed for a total of \$1.4 million.

The LDOE will also contract with a vendor to develop a workforce projection tool to help partner LEAs and teacher preparation program effectively project short- and long-term hiring needs. The LDOE will need \$70,000 to work with the vendor to design the tool in year one and to support LEAs and preparation programs in effectively using the tool in years two and three.

Finally, the LDOE will contract with a third-party research firm to conduct focus groups and satisfaction surveys of partner LEAs to determine what adjustments need to be made to the formative assessment system, Compass, Believe and Prepare, and the Principal Fellowship to ensure that all educators have the tools they need to increase achievement for all students. This vendor will also be used to conduct focus groups on partner LEAs' behalf relative to shifts in PBCS.

**Other**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>TOTAL</b>
Teacher Leader Collaboration and Summit Training	\$700,000	\$700,000	\$700,000	\$700,000	\$700,000	<b>\$3,500,000</b>

Teacher preparation resident stipends		\$600,000	\$300,000	\$300,000	\$0	<b>\$1,200,000</b>
LEA Principal Fellowship participation	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000	<b>\$1,500,000</b>
Overhead costs for Staff	\$55,000	\$55,000	\$55,000	\$55,000	\$55,000	<b>\$275,000</b>
<b>Other Total</b>	<b>\$1,055,000</b>	<b>\$1,655,000</b>	<b>\$1,355,000</b>	<b>\$1,355,000</b>	<b>\$1,055,000</b>	<b>\$6,475,000</b>

In order to effectively train all partner LEAs, their principals and teachers, the LDOE will incur logistical costs associated with the execution of each of its quarterly collaborations, annual Teacher Leader Summit and Principal Fellowships. Therefore, the LDOE is budgeting a total of \$3.5 million to cover the costs associated with booking space for each event, event technology, and food for participants.

The teacher preparation program residency model in Believe and Prepare program requires teacher candidates to work alongside a mentor teacher for the duration of one full school year, in order for them to become fully immersed in the classroom setting. Therefore, these residents are often unable to hold paying jobs during this time, which places a financial burden on them. Therefore, LDOE will cover the costs for 20 teacher residents for each of the 16 partner LEAs at a rate of \$2,000 per resident for year two and three and \$1,000 per year per participant for years four and five for a total of \$1.2 million over the entire grant period. Teacher residents will not be placed into partner LEAs until the start of the 2017-2018 school year, which is why there are no costs associated with these stipends in year one. Also, the LDOE will support LEAs in effectively budgeting for these costs beyond the grant period, which is why the stipend amount decreases in years four and five.

In order to ensure that Louisiana has a pipeline of qualified, and effective school leaders, the LDOE will cover tuition costs for 20 Principal Fellowship, at \$15,000 per participant per year, payable to the National Institute for School Leadership. Each partner LEA will have one

participant in the Fellowship each year, depending on the size of the districts, with a few larger LEAs having two participants.

Overhead costs associated with project staff for associated technology, telephone, and rent expenses are estimated on a rate of \$5,400 per person annually adjusted to align with the percentage of salary funded by the TIF grant.

## **7. Indirect Costs**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>TOTAL</b>
<b>Indirect Costs Total</b>	\$1,219,107	\$1,732,670	\$1,296,645	\$1,097,669	\$833,004	<b>\$5,081,426</b>

Indirect costs were calculated at the state approved rate of 10.2 percent annually for a total of \$4,488,437 over the duration of the grant.

## Non-TIF Budget Narrative

This Budget Narrative describes the Louisiana Department of Education’s (LDOE) budget used to ensure equitable access to effective educators and increase student achievement in all LEAs. These funds are primarily used through three offices: Academic Content, Talent, and Assessment and Accountability.

### Budget Summary

<b>Total Budget Requested</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>TOTAL</b>
Personnel	\$1,393,367	\$2,699,367	\$3,135,867	\$4,342,367	\$5,605,867	<b>\$17,176,835</b>
Fringe Benefits	\$501,700	\$501,700	\$754,700	\$922,700	\$1,174,700	<b>\$3,855,500</b>
Travel	\$192,690	\$192,690	\$192,690	\$192,690	\$192,690	<b>\$963,450</b>
Equipment	\$1,000,000	\$2,000,000	\$100,000	\$200,000	\$250,000	<b>\$3,550,000</b>
Supplies	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000	<b>\$90,000</b>
Contractual	\$3,333,000	\$4,988,000	\$4,188,000	\$2,688,000	\$2,988,000	<b>\$18,185,000</b>
Other	\$2,880,190	\$2,816,190	\$3,750,190	\$3,500,190	\$3,500,190	<b>\$16,446,950</b>
<b>TOTAL</b>	<b>\$9,318,947</b>	<b>\$13,215,947</b>	<b>\$12,139,447</b>	<b>\$11,863,947</b>	<b>\$13,729,447</b>	<b>\$60,267,735</b>

### 1. Personnel

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>TOTAL</b>
<b>Personnel Total</b>	\$1,393,367	\$2,699,367	\$3,135,867	\$4,342,367	\$5,605,867	<b>\$17,176,835</b>

The following staff members spend between 50 and 75 percent of their time working on other tasks outside the TIF grant.

## **Office of Talent**

- Assistant Superintendent: leads general statewide activities and vision for educator preparation and workforce management, including equitable access to excellent educators, statewide
- Director of Educator Workforce: leads educator certification and educator workforce management, including equitable access to excellent educators, statewide
- Executive Director of Educator Preparation: leads Believe and Prepare partnerships across the state
- Director of Field Support: leads general statewide activities that support the preparation of teachers
- Data Analyst: leads analysis of educator workforce data

## **Office of Academic Content**

- Assistant Superintendent: general statewide activities and vision for K–12 academic standards, assessments, teacher evaluation systems, and direct support to teachers, principals, and districts
- Chief of Staff of Academic Content: serves as strategic partner to Assistant Superintendent of Academic Content in managing all work streams, including Compass, Principal Fellowship, and the Teacher Leader program
- Director of Compass: technical support and data analysis from the Compass system
- Manager of Compass: training support on the Compass process
- Director of Principal Fellowship: recruitment and coordination with NISL for the fellowship program

- Network: providing field support to all offices at the department

**Office of Assessments, Accountability, and Analytics**

- Manager of Data Systems and Quality: oversees all data entry systems for compliance with federal and local laws
- Director of Data Systems and Quality: coordinates with districts on smooth data submission for all data required for compliance with local and federal laws

**2. Fringe Benefits**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>TOTAL</b>
<b>Fringe Total</b>	\$501,700	\$501,700	\$754,700	\$922,700	\$1,174,700	<b>\$3,855,500</b>

For each of the staff members that are employed by the state department of education full time, the office they are part of will provide 70 percent of the medical and retirement benefits. As the districts transition the costs of performance compensation to non-TIF dollars in years 3-5, they will also transition the costs of benefits.

**3. Travel**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>TOTAL</b>
<b>Travel Total</b>	\$192,690	\$192,690	\$192,690	\$192,690	\$192,690	\$963,450

The costs reflected in this section of the budget reflect travel for all LDOE employees who participate in the quarterly Teacher Leader and Supervisor Collaborations, as well as the annual Teacher Leader Summit. The collaborations occur four times per year, in three to four cities during each set of collaborations for a total of 15 statewide trainings. Travel costs associated with these trainings include hotel, food, and car rental expenses estimated on a rate of

\$5,400 per person annually adjusted to align with the percentage of salary funded by non-TIF funds. Travel is calculated at a rate of \$670 per person for the Summit for a total of 160 employees annually.

**4. Equipment**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>TOTAL</b>
<b>Equipment Total</b>	\$1,000,000	\$2,000,000	\$100,000	\$200,000	\$250,000	\$3,550,000

The LDOE incurs annual costs associated with maintaining the Compass Information System and making upgrades to accommodate its use by other offices beyond the Office of Talent and Academic Content. The non-TIF costs reflected here are for upgrades to CIS not associated with TIF activities (e.g., integration with other, related systems). The total costs to upgrade CIS and the servers to run CIS on are \$3,550,000 over the course of the grant.

**5. Supplies**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>TOTAL</b>
<b>Supplies Total</b>	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000	\$90,000

The LDOE will be responsible for providing all training materials for all sessions beyond the TIF related sessions at the quarterly collaborations, annual Teacher Leader Summit and Principal Fellowship. These training supplies include printing of materials, chart paper, markers, and post-it notes for a total of \$18,000 annually and \$90,000 over the grant period.

**6. Contractual**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>TOTAL</b>
<b>Contractual Total</b>	\$3,333,000	\$4,988,000	\$4,188,000	\$2,688,000	\$2,988,000	\$18,185,000

The LDOE will contract with a vendor to develop and administer grades three through high school English, math, science, and social studies summative assessments. These assessments help ensure that educators have the data they need to determine if all students are mastering content standards and are, therefore, on track for the next grade level. The costs for the summative assessments for the duration of the grant are \$18,185,000. Additionally, the LDOE will use state and federal funds to support non-TIF preparation providers' curricular shifts.

**Other**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>TOTAL</b>
Teacher Leader Collaboration and Summit Training	\$700,000	\$700,000	\$700,000	\$700,000	\$700,000	<b>\$3,500,000</b>
Teacher preparation resident stipends	\$900,000	\$1,036,000	\$2,220,000	\$2,220,000	\$2,220,000	<b>\$8,596,000</b>
LEA Principal Fellowship participation	\$1,200,000	\$1,000,000	\$750,000	\$500,000	\$500,000	<b>\$3,950,000</b>
Overhead costs for Staff	\$80,190	\$80,190	\$80,190	\$80,190	\$80,190	<b>\$400,950</b>
<b>Other Total</b>	<b>\$2,880,190</b>	<b>\$2,816,190</b>	<b>\$3,750,190</b>	<b>\$3,500,190</b>	<b>\$3,500,190</b>	<b>\$16,446,950</b>

In order to effectively train all partner LEAs, their principals and teachers, the LDOE will incur logistical costs associated with the execution of each of its quarterly collaborations, annual Teacher Leader Summit and Principal Fellowships. Therefore, the LDOE is budgeting a total of \$3.5 million to cover the costs associated with booking space for each event, event technology, and food for participants.

The teacher preparation program residency model in Believe and Prepare program requires teacher candidates to work alongside a mentor teacher for the entire duration of one full school year, every day for the entire duration of the school day in order for them to become fully immersed in the classroom setting. Therefore, these residents are often unable to hold paying

jobs during this time, which places a financial burden on them. Therefore, LDOE will cover the costs for 20 teacher residents for each of the 16 partner LEAs at a rate of \$2,000 per resident for year two and three and \$1,000 per year per participant for years four and five for a total of \$1.2 million over the entire grant period. Teacher residents will not be placed into partner LEAs until the start of the 2017-2018 school year, which is why there are no costs associated with these stipends in year one. Also, the LDOE will support LEAs in effectively budgeting for these costs beyond the grant period, which is why the stipend amount decreases in years four and five.

In order to ensure that Louisiana has a pipeline of qualified, and effective school leaders, the LDOE will cover tuition costs for 20 Principal Fellowship, at \$15,000 per participant per year, payable to the National Institute for School Leadership. Each partner LEA will have one participant in the Fellowship each year, depending on the size of the districts, with a few larger LEAs having two participants.

Overhead costs associated with project staff for associated technology, telephone, and rent expenses are estimated on a rate of \$5,400 per person annually adjusted to align with the percentage of salary funded by the TIF grant.

**U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424**

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Ms.	Rebecca		Kockler	

Address:

Street1:	1201 North Third Street
Street2:	
City:	Baton Rouge
County:	East Baton Rouge
State:	LA: Louisiana
Zip Code:	70802-5243
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
[REDACTED]	

Email Address:

[REDACTED]

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:  1  2  3  4  5  6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

[REDACTED]

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 06/30/2017

Name of Institution/Organization

Louisiana Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	3,288,660.00	5,768,660.00	4,608,660.00	4,048,660.00	2,888,660.00	20,603,300.00
2. Fringe Benefits	963,765.00	1,719,765.00	1,305,015.00	974,265.00	559,515.00	5,522,325.00
3. Travel	87,534.00	87,534.00	87,534.00	87,534.00	87,534.00	437,670.00
4. Equipment	1,181,068.00	1,520,000.00	270,000.00	120,000.00	0.00	3,091,068.00
5. Supplies	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	50,000.00
6. Contractual	5,366,000.00	6,226,000.00	5,076,000.00	4,166,000.00	3,566,000.00	24,400,000.00
7. Construction						
8. Other	1,055,000.00	1,655,000.00	1,355,000.00	1,355,000.00	1,055,000.00	6,475,000.00
9. Total Direct Costs (lines 1-8)	11,952,027.00	16,986,959.00	12,712,209.00	10,761,459.00	8,166,709.00	60,579,363.00
10. Indirect Costs*	1,219,107.00	1,732,670.00	1,296,645.00	1,097,669.00	833,004.00	6,179,095.00
11. Training Stipends						
12. Total Costs (lines 9-11)	13,171,134.00	18,719,629.00	14,008,854.00	11,859,128.00	8,999,713.00	66,758,458.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?  Yes  No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
 Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.  
PR/Award # U374A160044

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
Louisiana Department of Education	

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

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